



Republic of Zambia
Ministry of Education

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ENGLISH LANGUAGE SYLLABUS

SECONDARY EDUCATION ORDINARY LEVEL
FORM 1 – 4



DEVELOPED BY THE CURRICULUM DEVELOPMENT CENTRE
LUSAKA
2024



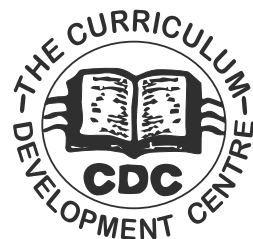
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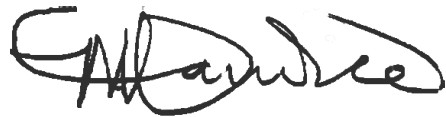
VISION

Quality, life long education for all which is accessible, inclusive and relevant to individual, national and global needs

PREFACE

The **English Language Syllabus** for Ordinary Level (O-Level) Secondary School has been developed to meet the needs of learners in Form 1-4. It is designed to help them develop essential skills in listening, reading, speaking, writing, creating, and reflecting upon increasingly intricate spoken, written, and multimodal texts. The aim is to foster accuracy, fluency, and purpose in communication, aligning with the **Competence-Based Curriculum** of the 21st Century. Moreover, the syllabus endeavours to instil knowledge, skills, values, and positive attitudes, nurturing children to become productive and beneficial members of both their communities and Zambian society. This syllabus builds upon the foundation laid at Primary School, ensuring a seamless transition into O-Level Secondary Education. It is interconnected with the curriculum offered at lower levels, facilitating continuity and progression. The content outlined in this syllabus is tailored towards enhancing language skills for effective communication and learning across various subjects. The suggested learning activities are carefully designed to immerse learners in linguistic practice, fostering proficiency through consistent engagement.

It is envisioned that this syllabus will enrich the learning experience at the O-Level Secondary, making it more meaningful and enjoyable. Its activity-oriented approach is intended to promote engagement and pave the way for a seamless transition into tertiary education and the job market.



Joel Kamoko (Mr.)
Permanent Secretary- Educational Services
MINISTRY OF EDUCATION

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The Directorate of Curriculum Development would like to extend its sincere gratitude to individuals, institutions, and organisations whose technical and financial input contributed to the successful development of this syllabus. This includes teachers, lecturers from colleges and public universities in Zambia, and notably, the Directorate of Secondary Education in the Ministry of Education.

Lastly, I wish to acknowledge the commitment and hard work of all my staff at the Curriculum Development Centre, whose dedication ensured the realisation of this syllabus.



Charles Ndakala (Dr.)
Director – Curriculum Development
MINISTRY OF EDUCATION

INTRODUCTION

The teaching of English Language in the Competence Based Curriculum aims to develop the learners' ability to communicate effectively and confidently in English language both orally and in writing. The Learners at this level are expected to think critically as well as analyse and evaluate information to form informed opinions and decisions.

STRUCTURE OF THE SYLLABUS

The Ordinary Level syllabus is systematically structured to ensure optimum presentation of content at this level. It encompasses Listening and Speaking, Reading Comprehension, Composition, Structure and Summary of the English Language. Each component includes diverse topics, sub-topics, specific competences, corresponding learning activities and expected standards to measure the success of the teaching and the learning process.

TEACHING METHODOLOGY

The teaching of English language will follow the Communicative language teaching methodology. This methodology prioritises both the rules of grammar and the rules governing the appropriate use of language in different contexts. It focuses on all four language skills of listening, speaking, reading and writing. Maximum learner participation through communicative activities is key. The goal of teaching language is to develop communicative competence in learners. Teaching English Language using the Communicative Language Teaching Method should consider all four dimensions namely; grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Considering that the Communicative Language Teaching Method embraces aspects of the Situational Method and the Cognitive Code Approach, teachers are advised to be Eclectic in their teaching in order to respond to the various learning needs of learners as well as different teaching and learning contexts. Therefore, teachers should use a variety of teaching strategies and materials in their lessons. Some of the recommended teaching strategies under the Communicative Teaching Methodology include but not limited to; teacher exposition, group work, pair work, role play, simulation, demonstration, debate, question and answer, elicitation, individualised instruction (differentiated), project based activity, task based activity and Technology- Enhanced Learning (TELL).

Lesson delivery often follows a three-stage process of teachers providing explicit instruction especially at the beginning of the lesson (including rule explanation), learners practising the teaching point through a variety of communicative activities during the development stage and thirdly, learners doing individual activities at the end of the lesson. Teachers are advised to engage learners in lessons in order to prompt their prior knowledge on the topic and to promote participation.

This Syllabus intends to develop the learners' communicative competence in English Language including other skills of listening and speaking, reading and writing. Teachers are; therefore, encouraged to use methods that can improve the learners' ability to use English Language accurately and appropriately. The

methods should further foster the learners’ creativity, imagination, and problem solving thereby prepare them for real life situations, academic pursuits, and career opportunities.

TIME ALLOCATION

The 2023 Zambia Education Curriculum Framework has allocated four hours (equivalent to 6 periods) for the teaching of English Language at O-Level Secondary School. The teaching of Listening and Speaking, Reading Comprehension, Composition, Structure, and Summary should be balanced, but not necessarily given equal coverage on the timetable. The following allocation is suggested:

COMPONENT	DURATION	PERIODS	FREQUENCY OF TEACHING
Listening and Speaking	40 minutes	1	Every week
Reading Comprehension	80 minutes	2	Fortnightly
Composition	80 minutes	2	Fortnightly
Structure	40 minutes	1	Every week
Summary	80 minutes	2	Fortnightly

For planning purposes and full utilisation of the six allocated periods of English Language, it will be advisable to have two double periods and two single periods per week on the timetable.

ASSESSMENT

According to the 2023 Curriculum Framework, there will be a continuous progression from Form 1-4. Therefore, **Formative Assessment** should be promoted to encourage continuous tracking of learners’ performance and progress thereby informing the teaching and learning process so that the right and timely interventions are undertaken. Assessment at this level will be based on all the five components of **Listening and Speaking, Reading Comprehension, Composition Writing, Structure, and Summary** as follows:

Listening and Speaking

Listening and Speaking is intended to evaluate learners’ ability to demonstrate specific competences and skills in real-life contexts. The assessment may thus focus on learners’ ability to apply their listening and speaking skills in authentic situations, rather than just recalling knowledge. This approach prepares learners for real-life communication scenarios, emphasising practical competence over mere knowledge. The key focus areas are:

Listening:

- **Comprehension:** Understanding main ideas, details, and implied meanings.
- **Identification:** Recognizing speakers, tone, and emotions.
- **Inference:** Drawing conclusions based on auditory input.
- **Following instructions:** Executing directions

Speaking

- **Communication:** Conveying ideas, opinions, and information effectively.
- **Interaction:** Engaging in conversations, discussions, and debates.
- **Fluency:** Speaking coherently and at a natural pace.
- **Pronunciation:** Producing accurate sounds, stress, and intonation.
- **Vocabulary usage:** Appropriately selecting and using vocabulary.

The forms of assessments may include; audio or video recordings, role-plays and simulations; presentations and debates; group discussions and conversation; listening comprehension tests; and self-assessment and peer evaluation.

Reading Comprehension

Reading comprehension prepares learners to effectively process and apply information from various texts in academic, personal, and professional contexts. The assessment of Reading comprehension; therefore, focuses on evaluating learners' ability to demonstrate specific competences and skills in the following:

- **Literal Comprehension:** Identifying main ideas and supporting details; understanding explicit information.
- **Inferential Comprehension:** Making inferences and drawing conclusions; understanding implicit information.
- **Critical Comprehension:** Analyzing and evaluating information; identifying bias, tone, and purpose, and
- **Applied Comprehension:** Applying understanding to real-life situations; making connections to prior knowledge and experiences.

Assessment of this segment entails that learners read comprehension passages with varied lengths and complexities as well as other authentic texts, such as articles, editorials, and literary excerpts. Teachers may then assess using various forms such as multiple-choice questions, short-answer questions, open-ended questions, text marking and annotation, summarisation and paraphrasing tasks. The afore-mentioned assessment tasks can help ascertain the learners'

ability to understand and interpret various types of texts; identify and analyse the author's purpose, tone, and bias; make connections to prior knowledge and experiences, apply understanding to real-life situations, and demonstrate critical thinking and analytical skills.

Composition

Assessment of composition writing evaluates learners' ability to demonstrate specific competencies and skills in writing for various purposes and audiences. The assessment focuses on learners' ability to communicate ideas and messages effectively, demonstrate writing skills in various contexts, show awareness of audience, purpose, and genre, use language accurately and appropriately as well as produce coherent, well-structured writing. The key focus areas are content, organisation, language, style and conventions (rules).

Forms of assessment in composition may include writing tasks for various purposes (narrative, descriptive, expository, persuasive). This approach evaluates the learners' writing competence in real-life scenarios thereby preparing them for effective communication in various contexts.

Structure

The assessment in structure focuses on learners' ability to apply grammatical rules and concepts in context; construct clear, effective sentences and paragraphs; demonstrate accuracy and precision in writing, and use language structures to convey meaning and purpose. There is need to evaluate the learners' ability to demonstrate specific competences and skills in grammar; sentence composition; mechanics; punctuation and capitalisation as well as spelling and vocabulary accuracy.

Teachers may administer assessments that involve sentence completion and construction tasks; error analysis and correction; grammar and sentence structure identification; paragraph writing and composition; editing and proof-reading tasks, quizzes and tests on specific grammar and sentence composition skills. This approach evaluates learners' competence in using language structures to communicate effectively thereby preparing them for clear and accurate expression in various contexts.

Summary

Assessment in Summary may focus on learners' ability to distill complex information into essential points; communicate concisely and clearly; demonstrate understanding of the original text; apply critical thinking and analytical skills; and show ability to prioritise and select relevant information. This approach evaluates learners' competence in summarising information as well as preparing them to effectively process and communicate complex information in academic, personal, and professional contexts.

The forms of assessment may; therefore, include summarising short and long texts; identifying main ideas and key points; creating concept maps or diagrams; writing abstracts or executive summaries; creating summaries in various formats (oral, visual, written); and evaluating and comparing summaries.

COMPETENCES TO BE DEVELOPED

KEY COMPETENCE	DESCRIPTORS
Analytical Thinking	<ul style="list-style-type: none"> • Grasp and breakdown information and effectively share with others • Break down problem • Test hypothesis • Apply SWOT analysis • Evaluate solution
Citizenship	<ul style="list-style-type: none"> • Display orderliness in one's actions. • Analyse the impact of policy decisions on prevailing conditions in the community • Resolve conflict and build consensus in a group • Prepare for further education, career opportunities, and global citizenship
Collaboration	<ul style="list-style-type: none"> • Respect the views of group members while working together. • Listen to other group members and make meaningful contribution to a given task
Communication	<ul style="list-style-type: none"> • Use appropriate language (verbal and non-verbal) in different situations • Apply good listening, speaking, reading, and writing skills • Express oneself using different media and symbols • Effectively share one's thoughts and emotions and understand others • Express oneself (spoken and written) clearly and effectively • Manage one's emotions • Speak effectively in public • Ask for feedback
Creativity and innovation	<ul style="list-style-type: none"> • Organise information and ideas • Justify one's reasoning and procedures • Ask thoughtful questions • Understand connections between seemingly unrelated subject matter
Critical Thinking	<ul style="list-style-type: none"> • Solve complex problems • Analyse texts, to improve the ability to understand • Ensure opinions are based on facts • Become more open minded towards different views • Participate in debates and discussions on global issues.
Digital literacy	<ul style="list-style-type: none"> • Analyse and synthesise complex digital information. • Communicate responsibly using social media.

KEY COMPETENCE	DESCRIPTORS
Emotional Intelligence	<ul style="list-style-type: none"> • Express empathy for others. • Work effectively with others. • Demonstrate self-control • Communicate and relate effectively with others • Collaborate with others. • Negotiate and resolve differences amicably
Entrepreneurship	<ul style="list-style-type: none"> • Exhibit leadership skills. • Understand the importance of ethical business practices, social responsibility, and sustainability
Environmental Sustainability	<ul style="list-style-type: none"> • Understand appropriate mitigation to climate change.
Problem Solving	<ul style="list-style-type: none"> • Make sense of the gathered information from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or biases.

FORM 1

LISTENING AND SPEAKING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
1.1.1. GREETINGS	1.1.1.1. Formal and Informal Greetings	1.1.1.1.1. Use appropriate greetings in different contexts	<ul style="list-style-type: none"> • Discussing informal greetings and responses (<i>Hello! How do you do? How was your day?...Responses: hello! how do you do..</i>) • Discussing formal greetings and responses (<i>Good morning/afternoon/evening ladies and gentlemen... Responses: I am fine, thank you. My day was fine, It was fine. ...</i>) • Practising use of appropriate greetings in different contexts (<i>dialogue, role play...</i>) 	<ul style="list-style-type: none"> • Greetings in different contexts used appropriately
1.1.2. REQUESTS	1.1.2.1. Polite Requests	1.1.2.1.1. Make polite requests in different contexts	<ul style="list-style-type: none"> • Using appropriate language to make polite requests (<i>Will you..., Could/Would you..., Excuse me..., Would you mind..., Would you be so kind...</i>) • Using appropriate language to respond to polite requests (<i>Yes, No, Certainly not, I'm</i> 	<ul style="list-style-type: none"> • Polite requests in different contexts made appropriately

LISTENING AND SPEAKING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<i>sorry..., I can't, I'm afraid I can't, I'd rather not, I'm sorry I can't...</i>)	
1.1.3. INTRODUCTIONS	1.1.3.1. Personal Introduction	1.1.3.1.1. Make introductions of oneself	<ul style="list-style-type: none"> • Discussing situations when you need to introduce oneself (<i>when meeting strangers, at an interview...</i>) • Practising how to introduce oneself (<i>I am Patricia..., I am a teacher at ...</i>) • Responding to introductions of others (<i>I am pleased to meet you too. The pleasure is mine...</i>) 	• Introductions of oneself made correctly
1.1.4. INVITATIONS	1.1.4.1. Extending and Responding to Invitations	1.1.4.1.1. Use appropriate language when extending and responding to invitations	<ul style="list-style-type: none"> • Using appropriate language to invite (<i>Would you..., Would you like to..., I'd very much like you to..., We should be pleased/delighted if you would...., Would you care to...</i>) • Accepting an invitation (<i>That's very kind of you, I'd very much like to..., What a delightful idea...,</i> 	• Language of extending and responding to invitations used appropriately

LISTENING AND SPEAKING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>With the greatest pleasure..., Thank you very much for inviting me...)</i></p> <ul style="list-style-type: none"> Refusing an invitation (<i>I'm very sorry..., I don't think I can..., I'd like to but..., I'm afraid I have already promised..., Thank you for asking me but..., Unfortunately, I can't...</i>) 	
1.1.5. APOLOGIES AND COMPLIMENTS	1.1.5.1. Expressing Apologies and Compliments	1.1.5.1.1. Use appropriate language when apologising and complimenting	<ul style="list-style-type: none"> Using appropriate expressions when apologising (<i>I am sorry..., I regret..., forgive me... Responses: that is alright, never mind, don't worry about it, don't mention it, I quite understand...</i>) Using appropriate language when complimenting (<i>congratulations on..., compliments of the season! Happy New Year/Christmas! that is a very beautiful dress you are wearing! , well done, I love how passionate you</i> 	<ul style="list-style-type: none"> Language when apologising and complimenting used appropriately

LISTENING AND SPEAKING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<i>are about... you are so creative, I am so inspired by how you... Responses: Thank you, I really appreciate, , Compliments of the season, Happy New Year/Christmas to you too, , That is so kind of you, ...)</i>	
1.1.6. LANGUAGE IN SOCIAL SETTINGS	1.1.6.1. Language Use in Different Social Settings	1.1.6.1.1. Use appropriate language in different social settings	<ul style="list-style-type: none"> • Identifying different social settings (<i>restaurant, hospital, station - bus/railway/airport, post office, police station, place of worship, bank, ...</i>) • Discussing appropriate language used in different social settings (Restaurant: <i>Can I book a table for one, please...</i> Shop: <i>Do you have...in stock...</i>, Hospital: <i>I have a headache/stomachache ...</i> Station: <i>bus/railway/boat/airport, When is departure time...?</i>) 	• Language in different social settings used appropriately

LISTENING AND SPEAKING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
1.1.7. PHONE CONVERSATIONS	1.1.7.1. Making and Receiving Phone Calls	1.1.7.1.1. Use appropriate language when making or receiving phone calls	<ul style="list-style-type: none"> Using appropriate language when making or receiving phone calls (<i>Sorry, I missed your call..., Someone phoned me from this number..., I am calling to find out..., Well, just a quick call to say..., I was given your line by..., Is this the right number for..., Is that the..., I found your number...</i>) 	<ul style="list-style-type: none"> Language for making or receiving phone calls used correctly
1.1.8. MAKING AN OFFER	1.1.8.1. Making and Accepting an Offer	1.1.8.1.1. Use appropriate language when making and responding to an offer	<ul style="list-style-type: none"> Using appropriate language when making an offer (<i>What can I do for you? Can I help you with..., Is it okay or alright if I..., Can I offer you...? Would you mind to have...?</i>) Accepting an offer (<i>Yes, please..., Yes, you can. Yes, it is okay or alright. Please do.</i>) Declining an offer (<i>I am afraid I cannot help you, Thank you, I am</i> 	<ul style="list-style-type: none"> Language for making and responding to an offer used appropriately

LISTENING AND SPEAKING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<i>managing, I am sorry I am unable to...)</i>	
1.1.9. PUBLIC SPEAKING	1.1.9.1. Debate	1.1.9.1.1. Use appropriate language to debate on different cross-cutting issues	<ul style="list-style-type: none"> Identifying and discussing appropriate language for debate (<i>Parliamentary debate- Mr. Speaker, sir, may I take this opportunity to... I wish to interject..., I would like to bring to the attention of this house...</i>) Using appropriate language to debate on cross cutting issues (<i>HIV/AIDS, Gender, Governance, Health Education, Drug and Substance Abuse, Human Rights, Corruption, Education for Sustainable Development, Climate change...</i>) 	<ul style="list-style-type: none"> Language to debate on different cross cutting issues used correctly
1.1.10. DRAMA	1.1.10.1. Short Plays	1.1.10.1.1. Use appropriate language to dramatise short plays	<ul style="list-style-type: none"> Discussing basic elements of a short play (<i>character, dialogue, audience, narrator, scene, act, plot...</i>) Using appropriate language to dramatise short plays based on 	<ul style="list-style-type: none"> Language to dramatise short plays used appropriately

LISTENING AND SPEAKING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			different cross-cutting issues (<i>HIV/AIDS, Mental Health, National Values and Principles, Financial Education, Life Skills and Health education, Entrepreneurship, Climate Change...</i>)	
1.1.11. PROCESS	1.1.11.1. Describing a Process	1.1.11.1.1. Describe simple processes	<ul style="list-style-type: none"> • Discussing simple process (<i>how to cook Nshima, how to make tea, how to bake scones, how to make a kite...</i>) • Using a variety of sequence indicators to describe a process (<i>first/firstly, second/secondly, after/thereafter, then, later, last/lastly...</i>) • Describing simple processes 	• Simple processes described correctly
1.1.12. POETRY	1.1.12.1. Reciting Poems	1.1.12.1.1. Recite poems	<ul style="list-style-type: none"> • Identifying appropriate elements to recite simple poems (<i>mood, tone, rhythm...</i>) • Using appropriate expressions to recite poems on different cross- 	• Poems recited correctly

LISTENING AND SPEAKING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			cutting issues (<i>HIV and AIDS, Gender, Governance, special and inclusive Education, Drug and Substance Abuse, Climate Change...</i>)	
1.1.13. DIRECTIONS	1.1.13.1. Giving Directions	1.1.13.1.1. Give directions	<ul style="list-style-type: none"> • Using appropriate language to; Ask for directions (<i>Excuse me, How do I get to the...? Excuse me, Where is the...? Excuse me, Is there a...near here?</i>) • Using appropriate language to give directions (<i>Go straight ahead..., Go along the..., Turn left/right, Take the first/second turning on the right/left, go past...</i>) 	<ul style="list-style-type: none"> • Directions given appropriately
1.1.14. FIGURATIVE LANGUAGE	1.1.14.1. Proverbs	1.1.14.1.1. Use proverbs in various social contexts	<ul style="list-style-type: none"> • Discussing proverbs (<i>definition, importance...</i>) • Identifying situations when to use proverbs (<i>when giving advice, consoling someone,</i> 	<ul style="list-style-type: none"> • Proverbs in various social contexts used appropriately

LISTENING AND SPEAKING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>praising someone, warning someone...)</i></p> <ul style="list-style-type: none"> • Interpreting and using a variety of proverbs (<i>Every dog has its day- Every person has a day of fortune ... Better late than never- It is better to attempt something though late than not to at all ...)</i>) • Researching on provrbs used in the local community 	
	1.1.14.2. Riddles	1.1.14.2.1. Use Riddles in various social contexts	<ul style="list-style-type: none"> • Discussing riddles (<i>definition, Importance...)</i> • Identifying situations when to use riddles (<i>for fun, learning, ice breakers...)</i> • Interpreting and using riddles (<i>Q: What has an eye but cannot see? ANS: A needle... Q: What has to be broken before you can use it? ANS: An egg...)</i>) • Researching on riddles used in the local community 	<ul style="list-style-type: none"> • Riddles in various social contexts used correctly

LISTENING AND SPEAKING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	1.1.14.3. Idiomatic Expressions	1.1.14.3.1. Use idiomatic expressions in speech	<ul style="list-style-type: none"> • Discussing idiomatic expressions (<i>definition, Importance...</i>) • Interpreting and using idiomatic expressions (<i>An egghead- a very intelligent person, Far-fetched- difficult to accept, Get on one's nerves- irritate someone, Give a hand-to help...</i>) • Researching on idiomatic expressions used in the local community 	<ul style="list-style-type: none"> • Idiomatic expressions used in speech appropriately

READING COMPREHENSION				
TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
1.2.1. COMPREHENSION	1.2.1.1. Listening Comprehension	1.2.1.1.1. Listen and comprehend information	<ul style="list-style-type: none"> • Listening to a read passage or information • Discussing the passage (<i>Retelling the story, main subject...</i>) • Completing given table while passage is being read • Answering questions based on the read passage or information 	<ul style="list-style-type: none"> • Information listened to and comprehended correctly
	1.2.1.2. Reading Comprehension	1.2.1.2.1. Read and comprehend information	Intensive reading and comprehending various pieces of information or texts: <ul style="list-style-type: none"> • Reading at a speed of 200 words per minute • Skimming through a passage to get the general idea in the passage • Discussing the main points. • Retelling details of stories or passages • Scanning pieces of texts to locate specific information. • Answering factual and inference questions 	<ul style="list-style-type: none"> • Information read and comprehended correctly

READING COMPREHENSION				
TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Deducing meanings of unfamiliar words and idiomatic expressions • Drawing inferences from texts by direct or indirect reference • Describing feelings, qualities and motives of characters in stories 	
		1.2.1.2.2. Read a variety of texts extensively	<ul style="list-style-type: none"> • Discussing reading mannerisms (<i>Avoid head movement, verbalising, whispering, finger or pen pointing at words...</i>) • Reading for enjoyment or information (<i>extensive reading</i>) • Discussing passage read (<i>literary analysis: theme, setting, plot, characterisation, style</i>) • Locating information using different materials 	<ul style="list-style-type: none"> • Variety of texts read extensively

COMPOSITION				
TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
1.3.1. BASIC WRITING SKILLS	1.3.1.1. The Sentence	1.3.1.1.1. Write correct sentences	<ul style="list-style-type: none"> • Discussing types of sentences (simple, compound, complex ...) • Applying rules of grammar in writing (tense use, sentence structure, spelling...) • Constructing different types of sentences correctly 	<ul style="list-style-type: none"> • Correct sentences written accordingly
	1.3.1.2. Spelling	1.3.1.2.1. Apply spelling rules	<ul style="list-style-type: none"> • Discussing spelling rules and strategies (Consonants: <i>Doubling of consonants when adding -ed or -ing to words that end in single consonants; skip – skipped sit...sitting; dropping the ‘e’ when adding -ing or -ed to words that end in a silent ‘e’; move...moving...moved...</i> • Compound Words: <i>using the full spelling of words, don’t use a hyphen; cupcake, firewood...</i> • Prefixes: <i>sometimes the prefix ‘ex’ and ‘self’ use a hyphen: ex-president, self-service...</i> • Suffixes: <i>words ending in ‘e’, drop the ‘e’ if the suffixes begin</i> 	<ul style="list-style-type: none"> • Spelling rules applied correctly

COMPOSITION				
TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>with a vowel; save- saving, love-lovable...)</i></p> <ul style="list-style-type: none"> • Practising spelling using learnt rules and strategies • Writing dictated passages (<i>correct spelling of dictated words...</i>) 	
	1.3.1.3. Punctuation	1.3.1.3.1. Use appropriate punctuation marks in sentences	<ul style="list-style-type: none"> • Identifying different punctuation marks (<i>full stop/period, comma, semicolon, colon, exclamation mark, hyphen, inverted comma ...)</i> • Discussing functions of different punctuation symbols (<i>clarify meaning, indicate pauses, separate elements, show relationships, indicate, tone, dialogue, possession, provide emphasis, enhance readability...</i>) • Punctuating sentences with appropriate punctuation marks (<i>Come here! while she ate the rice, she was singing...</i>) 	<ul style="list-style-type: none"> • Appropriate punctuation marks used in sentences correctly
	1.3.1.4. Paragraphing	1.3.1.4.1. Write paragraphs	<ul style="list-style-type: none"> • Discussing the importance of paragraphing in writing (<i>dividing content, grouping</i> 	<ul style="list-style-type: none"> • Paragraphs written correctly

COMPOSITION				
TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>related ideas, emphasis and pacing, ...)</i></p> <ul style="list-style-type: none"> • Identifying and discussing types of paragraphing (<i>indented and block method</i>) • Discussing components of a paragraph (<i>topic sentences, supporting sentences, concluding sentences, cohesion and coherence...</i>) • Constructing well written paragraphs 	
1.3.2. NARRATIVE WRITING	1.3.2.1. Story Writing	1.3.2.1.1. Write stories	<ul style="list-style-type: none"> • Identifying the elements of a narrative (<i>title, plot, characters, setting, theme, conflict, style...</i>) • Composing stories (based on picture strips/jumbled sentences, paragraphs...) • Writing short stories using a clear layout (<i>beginning, middle and ending</i>) 	<ul style="list-style-type: none"> • Stories written correctly
1.3.3. DESCRIPTIVE WRITING	1.3.3.1. Describing a Person, an Animal or an Object	1.3.3.1.1. Write a description of a person, an animal or an object	<ul style="list-style-type: none"> • Reading model descriptive compositions on people, animals or objects • Discussing features of a descriptive composition (<i>physical appearance, personality, age, lifestyle ...</i>) 	<ul style="list-style-type: none"> • Description of a person, an animal or object written correctly

COMPOSITION				
TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> Using appropriate descriptive language (<i>nouns, adjectives, adverbs and words that appeal to the 5 senses...</i>) Writing short descriptive compositions of people, animals, objects based on given notes 	
1.3.4. LETTER WRITING	1.3.4.1. Informal Letter	1.3.4.1.1. Write Informal Letters	<ul style="list-style-type: none"> Discussing features of informal letters (<i>address of the writer/sender, date, salutation/greeting, introduction, main body, conclusion...</i>) Using appropriate language to write an informal letter Producing an informal letter orally Writing informal letters 	<ul style="list-style-type: none"> Informal letters written correctly
1.3.5. EXPOSITORY WRITING	1.3.5.1. Writing Expository Essays	1.3.5.1.1. Write expository essays	<ul style="list-style-type: none"> Discussing the significance of expository essay writing (<i>for information, research...</i>) Discussing features of an expository essay (<i>title, sub-titles, introduction, main body, conclusion...</i>) Making an outline of points based on the subject 	<ul style="list-style-type: none"> Expository essays written correctly

COMPOSITION				
TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Writing expository essays based on given topics (<i>Climate change, Global warming...</i>) 	
1.3.6. PERSUASIVE WRITING	1.3.6.1. An Argumentative Composition	1.3.6.1.1. Write an argumentative composition	<ul style="list-style-type: none"> • Discussing features of an argumentative composition • Using appropriate language to express opinions in writing by agreeing or disagreeing with controversial statements (<i>corruption disadvantages the poor. Do you agree or disagree?</i>) • Sequencing using appropriate language in a process (<i>first.../ second..., after that..., then....., lastly, in addition, furthermore, next, in conclusion, and, so,...</i>) • Writing an argumentative composition 	<ul style="list-style-type: none"> • An argumentative composition written appropriately
	1.3.6.2. Discursive Composition	1.3.6.2.1. Write a discursive composition	<ul style="list-style-type: none"> • Discussing features of a discursive composition (<i>balanced arguments, clear topical issue, logical presentation, objectivity, analysis, evaluation...</i>) • Using appropriate language to express different point of view (<i>on the one hand, on the other hand, while, whereas...</i>) 	<ul style="list-style-type: none"> • Discursive composition written correctly

COMPOSITION				
TOPIC	SUBTOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Writing a discursive composition based on given subjects (<i>Human activities have done more harm than good to the environment. Discuss...</i>) 	
1.3.7. DIARY WRITING	1.3.7.1. Introduction to Writing Diary Entries	1.3.7.1.1. Write diary entries	<ul style="list-style-type: none"> • Discussing the diary (what a diary is and its use, the significance of diary writing ...) • Discussing the features of a diary (<i>date, time, topic, note form, use of 1st person pronoun, brevity...</i>) • Practising the recording of significant/memorable events or experiences based on given notes. 	<ul style="list-style-type: none"> • Diary entries written correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
1.4.1. PARTS OF SPEECH	1.4.1.1. Introduction to Parts of Speech	1.4.1.1.1. Use parts of speech in sentences	<ul style="list-style-type: none"> • Discussing parts of speech (<i>nouns, pronouns, verbs, adverbs, adjectives, prepositions, articles, conjunctions, interjections</i>) • Constructing sentences using parts of speech. 	<ul style="list-style-type: none"> • Parts of speech used correctly in sentences
1.4.2. TENSES	1.4.2.1. Present Simple Tense	1.4.2.1.1. Use Present Simple Tense in sentences	<ul style="list-style-type: none"> • Discussing the Present Simple Tense (<i>...used for repeated actions/occurrences and habits in the present</i>). • Applying spelling rules when constructing sentences. (<i>If the verb ends with 'o', 'ch', 'sh' or 'ss', we add 'es'. E.g. go, becomes goes...</i>) • Constructing sentences using the Present Simple Tense. (<i>Sampa walks to school every day...</i>) 	<ul style="list-style-type: none"> • Present Simple tense correctly used in sentences
	1.4.2.2. Present Continuous Tense	1.4.2.2.1. Use Present Continuous Tense in sentences	<ul style="list-style-type: none"> • Discussing the Present Continuous Tense (<i>...used for actions that are happening now</i>). • Applying spelling rules when constructing 	<ul style="list-style-type: none"> • Present Continuous Tense used correctly in sentences

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p>sentences. (<i>If the verb ends in 'l' after a single vowel, we double the 'l' and add '-ing' travel becomes travelling...</i>)</p> <ul style="list-style-type: none"> • Constructing sentences using the Present Continuous Tense. (<i>We are learning English now...</i>) 	
	1.4.2.3. Past Simple Tense	1.4.2.3.1. Use the Past Simple Tense in sentences	<ul style="list-style-type: none"> • Discussing the Past Simple Tense (<i>... used for an action which was completed in the past</i>). • Applying spelling rules when constructing sentences. (<i>The past of a 'regular' verb ends in '-ed'; walk-walked...</i>) • Constructing sentences using the Past Simple Tense. (<i>They applied for scholarships...</i>) 	<ul style="list-style-type: none"> • Past Simple Tense used correctly in sentences
	1.4.2.4. Past Continuous Tense	1.4.2.4.1. Use the Past Continuous Tense in Sentences	<ul style="list-style-type: none"> • Discussing the Past Continuous Tense (<i>...used for an action which was continuing in the past, but has now stopped</i>). 	<ul style="list-style-type: none"> • Past Continuous Tense used correctly in sentences

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> Applying spelling rules when constructing sentences. (<i>If the verb has one syllable and ends in a single consonant (except 'w', 'x', and 'y'), we double the final consonant and add '-ing'; sit becomes sitting...</i>) Constructing sentences using the Past Continuous Tense. (<i>The learners were doing their classwork...</i>) 	
	1.4.2.5. The Future Simple Tense	1.4.2.5.1. Use Future Simple Tense in sentences	<ul style="list-style-type: none"> Discussing the Future Simple Tense (<i>...used to express a future action or state...</i>) Constructing sentences using the Future Continuous Tense. (<i>I shall come and visit you tomorrow...</i>) 	<ul style="list-style-type: none"> Future Simple Tense used in sentences correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	1.4.2.6. Future Continuous Tenses	1.4.2.6.1. Use Future Continuous Tense in sentences	<ul style="list-style-type: none"> • Discussing the Future Continuous Tense (<i>... used for continuous actions in the future. It is also used to indicate a definite future arrangement...</i>) • Constructing sentences using the Future Continuous Tense. (<i>We will be dancing all night...</i>) 	<ul style="list-style-type: none"> • Future Continuous Tense used in sentences correctly
	1.4.2.7. The Present Perfect Tense	1.4.2.7.1. Use Present Perfect Tense in sentences	<ul style="list-style-type: none"> • Discussing the present perfect tense (<i>formed with the present tense of have + the past participle...</i>) • Discussing the uses of the Present Perfect Tense (<i>It is used when we wish to talk or write about an action that took place in the past, but is closely connected with what happened very recently...</i>) • Constructing sentences using the Present Perfect Tense (<i>Mary has gone to school...</i>) 	<ul style="list-style-type: none"> • Present Perfect Tense used in sentences correctly
	1.4.2.8. The Present Perfect	1.4.2.8.1. Use Present Perfect Continuous	<ul style="list-style-type: none"> • Discussing the uses of the Present Perfect Continuous Tense (<i>...used when you</i> 	<ul style="list-style-type: none"> • Present Perfect Continuous Tense used appropriately in sentences

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	Continuous Tense	Tense in sentences	<p><i>wish to indicate that an action which started in the past has been continuing up to the present...</i>)</p> <ul style="list-style-type: none"> Constructing sentences using the Present Perfect Continuous Tense (<i>Mrs. Moonde has been living in Kasama since 2011... ..</i>) 	
	1.4.2.9. Past Perfect Tense	1.4.2.9.1. Use Past Perfect Tense in sentences	<ul style="list-style-type: none"> Discussing the use of the Past Perfect Tense (<i>... used to describe an action which was completed before another action in the past... ..</i>). Constructing sentences using the Past Perfect Tense (<i>Jimaima watched television after he had finished eating...</i>) 	<ul style="list-style-type: none"> Past Perfect Tense used in sentences appropriately
	1.4.2.10. Past Perfect Continuous Tense	1.4.2.10.1. Use Past Perfect Continuous Tense in sentences	<ul style="list-style-type: none"> Discussing the use of the Past Perfect Continuous Tense (<i>...used for an action in the past that was continuing up to the time when another action took place</i>). 	<ul style="list-style-type: none"> Past Perfect Continuous Tense used appropriately in sentences

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> Constructing sentences using the Past Perfect Continuous Tense (<i>They had been practising conservation farming when the drought affected the country ...</i>) 	
	1.4.2.11. Future Perfect Tense	1.4.2.11.1. Use Future Perfect Tense in sentences	<ul style="list-style-type: none"> Discussing the use of the Future Perfect Continuous Tense (<i>We use the tense for an action which will be completed by a certain time in the future</i>). Constructing sentences using the Future Perfect Tense (<i>Mwakoi will have completed her degree in nursing by the end of next year...</i>) 	<ul style="list-style-type: none"> Future Perfect Tense used in sentences appropriately
	1.4.2.12. Future Perfect Continuous Tense	1.4.2.12.1. Use Future Perfect Continuous Tense in sentences	<ul style="list-style-type: none"> Discussing the use of the Future Perfect Continuous Tense (<i>This tense is used to show that an action or state will have been continuing up to a time in the future and will be likely to continue after that time...</i>) Constructing sentences using the Future 	<ul style="list-style-type: none"> Future Perfect Continuous Tense used in sentences appropriately

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			Continuous Tense (<i>My father will have been teaching at secondary school for thirty years by December this year...</i>)	
1.4.3. NOUNS	1.4.3.1. Possessive Nouns	1.4.3.1.1. Use possessive nouns in sentences	<ul style="list-style-type: none"> Punctuating the possessive noun with an apostrophe (<i>Mulubwa's book, Musonda's dress, a girls' school, ...</i>) Constructing sentences using possessive nouns (<i>My friend's parents came home...</i>) 	<ul style="list-style-type: none"> Possessive nouns used in sentences correctly
	1.4.3.2. Irregular Nouns	1.4.3.2.1. Change irregular nouns from singular to plural	<ul style="list-style-type: none"> Identifying irregular nouns (<i>man, woman, sheep, fish, child, tooth...</i>) Changing irregular nouns from singular to plural (<i>Man-men, sheep-sheep, child-children, tooth-teeth...</i>) 	<ul style="list-style-type: none"> Irregular nouns from singular to plural changed correctly
	1.4.3.3. Countable Nouns	1.4.3.3.1. Use countable nouns in sentences	<ul style="list-style-type: none"> Identifying countable nouns in sentences (<i>Person, book, tree, pen, pencil, road ...</i>) Indicating the singular and plural form of nouns. (<i>one</i> 	<ul style="list-style-type: none"> Countable nouns in sentences used correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<i>ball- two balls, person-people...)</i> <ul style="list-style-type: none"> Constructing sentences with countable nouns (<i>They bought thirty desks.</i>) 	
	1.4.3.4. Uncountable Nouns	1.4.3.4.1. Use uncountable nouns in sentences	<ul style="list-style-type: none"> Identifying uncountable nouns in sentences (<i>Water, salt, sand, love, oil, milk, sugar ...</i>) Constructing sentences using uncountable nouns (<i>Sawomba put a lot of sugar in his tea...</i>) 	<ul style="list-style-type: none"> Uncountable nouns in sentences used appropriately
	1.4.3.5. Collective Nouns	1.4.3.5.1. Construct sentences using collective nouns	<ul style="list-style-type: none"> Identifying collective nouns in a text (<i>Herd of cattle, troop of monkeys, pack of dogs ...</i>) Constructing sentences using collective nouns. (<i>I was stung by a swarm of bees.</i>) 	<ul style="list-style-type: none"> Collective nouns used in sentences correctly
1.4.4. ARTICLES	1.4.4.1. Definite and Indefinite Articles	1.4.4.1.1. Use articles in sentences	<ul style="list-style-type: none"> Identifying types of articles (<i>Definite Articles-the, Indefinite Articles-a, an</i>) Constructing sentences using articles (<i>A dog jumped over the fence.</i>) 	<ul style="list-style-type: none"> Articles used in sentences correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<i>The dog was hit by an on-coming car).</i>	
1.4.5. INTENSIFIERS	1.4.5.1. Using Intensifiers	1.4.5.1.1. Use intensifiers in sentences	<ul style="list-style-type: none"> • Discussing the use of intensifiers (<i>Intensifiers are adverbs which strengthen, or give emphasis to other words</i>) • Identifying intensifiers in sentences (<i>fairly, quite, very, too ...</i>) • Constructing sentences using intensifiers (<i>This water is very hot...</i>) 	• Intensifiers used in sentences correctly
1.4.6. ADJECTIVES	1.4.6.1. Order of Adjectives	1.4.6.1.1. Use the correct order of adjectives in sentences	<ul style="list-style-type: none"> • Identifying adjectives in sentences (<i>intelligent, beautiful, expensive...</i>) • Arranging adjectives in the correct order (<i>quality, size/length/shape/weight, colour, noun or participle, noun ...</i>) • Constructing sentences with correct order of Adjectives (<i>She has a beautiful, small, dark smiling face...</i>) 	• Correct order of adjectives in sentences used accordingly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
1.4.7. VERBS	1.4.7.1. Linking Verbs	1.4.7.1.1. Use linking verbs in sentences	<ul style="list-style-type: none"> • Discussing linking verbs in sentences (<i>They connect the subject of the sentence with an adjective, noun, or descriptive phrase</i>) • Identifying linking verbs in sentences (<i>am, is, are, was, were...</i>) • Using different types of linking verbs in sentences (<i>The pigs were dirty and wet, Mutale is the leader of our group...</i>) 	<ul style="list-style-type: none"> • Linking verbs in sentences used correctly
1.4.8. AGREEMENT	1.4.8.1. Subject -Verb Agreement	1.4.8.1.1. Use correct verb forms with the subject in a sentence	<ul style="list-style-type: none"> • Identifying the subjects and verbs in sentences • Applying appropriate rules in subject verb agreement (<i>singular subjects agree with singular verbs and plural subjects agree with plural verbs</i>) • Using verb - subject agreement in sentences (<i>Lukundo is tired. Lukundo and Ulaya are tired</i>) 	<ul style="list-style-type: none"> • Correct verb forms with the subject in a sentence used appropriately

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
1.4.9. REASON	1.4.9.1. Expressing Reason	1.4.9.1.1. Use expressions of reason in sentences	<ul style="list-style-type: none"> • Discussing the words that can be used to show reason (<i>since/as/because</i>) • Identifying the main clause and the clause that is expressing reason in a sentence. (<i>He was awarded because/as/since he passed the test; Main Clause: He was awarded. Clause expressing Reason: because/since/as he passed the test...</i>) • Punctuating sentences with a comma when the sentence begins with the clause expressing reason. (<i>As/Since he passed the test, he was awarded.</i>) • Constructing sentences expressing reason (<i>As/Since he passed the test, he was awarded, The harvest was poor because of the poor drought...</i>) 	<ul style="list-style-type: none"> • Expressions of reason in sentences used correctly
1.4.10. PURPOSE	1.4.10.1. Different Ways of	1.4.10.1.1. Use different expressions to	<ul style="list-style-type: none"> • Discussing different expressions of Purpose (the <i>infinitive (to+ a verb), in order to and so</i>) 	<ul style="list-style-type: none"> • Different expressions to show purpose used in sentences correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	Expressing Purpose	show purpose in sentences	<p><i>as to, for + noun, so that and in order that</i>)</p> <ul style="list-style-type: none"> Constructing sentences to show Purpose (<i>I went to the market in order to see my friend...</i>) 	
1.4.11. RESULT	1.4.11.1. Different Ways of Expressing Result	1.4.11.1.1. Use different expressions of result in sentences	<ul style="list-style-type: none"> Discussing different expressions of result (<i>Therefore, as a result, for this reason, consequently, so, so...that, a...that</i>) Constructing sentences to express Result (<i>Kapesa was so beautiful that she was liked by everybody...</i>) 	<ul style="list-style-type: none"> Different expressions of result in sentences used correctly
1.4.12. ADVERBS	1.4.12.1. Position of Adverbs	1.4.12.1.1. Use adverbs in different positions in sentences	<ul style="list-style-type: none"> Discussing the different kinds of adverbs (<i>Adverbs of place, adverbs of frequency, adverbs of manner, adverbs of time...</i>) Using adverbs in different positions in sentences (<i>There they are. /They are there...</i>) 	<ul style="list-style-type: none"> Adverbs in different positions in sentences used appropriately
1.4.13. PREPOSITIONS	1.4.13.1. Types of Prepositions	1.4.13.1.1. Use prepositions in sentences	<ul style="list-style-type: none"> Discussing prepositions (<i>words that connect nouns and pronouns to the rest of the sentence...</i>) 	<ul style="list-style-type: none"> Prepositions in sentences used correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Distinguishing the types of prepositions. (<i>Prepositions of time, place, and direction...</i>) • Constructing sentences using prepositions (Time: <i>Grandfather started snoring during the movie.</i> Place: <i>Mubanga went to the mall with them.</i> Direction: <i>He raced toward the finish line...</i>) 	
1.4.14. PHRASAL VERBS	1.4.14.1. Phrasal Verbs	1.4.14.1.1. Use phrasal verbs in sentences	<ul style="list-style-type: none"> • Discussing phrasal verbs (<i>The meaning of the whole expression is not the same as the meaning of each of the parts; look up means to find</i>) • Differentiating between transitive and intransitive phrasal verbs (<i>transitive verbs have an object while intransitive phrasal do not have an object</i>) • Interpreting the meanings of phrasal verbs in given sentences. • Constructing sentences using phrasal verbs 	<ul style="list-style-type: none"> • Phrasal verbs in sentences used correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
1.4.15. QUESTION TAGS	1.4.15.1. Question Tags and Short Answers	1.4.15.1.1. Add question tags to statements	<ul style="list-style-type: none"> • Discussing the rules applying to question tags (<i>positive statements are followed by negative tags while negative statements are followed by positive tags...</i>) • Using question tags in sentences (<i>He is coming tomorrow, isn't he? She hasn't been to school, has she?...</i>) • Using short answers to respond to question tags (<i>He is coming tomorrow, isn't he? Expected Answer: Yes, he is...</i>) 	<ul style="list-style-type: none"> • Question tags to statements added correctly
1.4.16. CONTRAST	1.4.16.1. Use 'But' and 'Yet' in Sentences to Show Contrast	1.4.16.1.1. Use 'but' and 'yet' to show contrast in sentences	<ul style="list-style-type: none"> • Discussing the use of 'but' and 'yet' in sentences (<i>We use 'but' and 'yet' to combine two ideas that are not similar...</i>) • Identifying the main clause and the clause showing contrast in sentences (main clause: <i>He came early to school;</i> clause showing contrast: <i>but he was punished...</i>) 	<ul style="list-style-type: none"> • 'But' and 'yet' to show contrast in sentences used correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> Punctuating sentences containing ‘but’ or ‘yet’ (<i>When we use ‘yet’, we usually apply a comma before it.</i>) Constructing sentences using ‘but’ and ‘yet’ to show contrast 	
1.4.17. CONDITION	1.4.17.1. Types of Condition	1.4.17.1.1. Use conditional sentences	<ul style="list-style-type: none"> Distinguishing the types of conditional sentences (<i>Likely/Probable Condition, Unlikely/Improbable Condition, and Impossible Condition</i>) Constructing sentences using the three types of condition. (<i>If we study hard, we will pass the examinations...</i>) 	<ul style="list-style-type: none"> Conditional sentences used appropriately
	1.4.17.2. Tense Changes in Conditional Clause and Main Clause	1.4.17.2.1. Use appropriate tenses in conditional sentences	<ul style="list-style-type: none"> Distinguishing the tenses used in conditional sentences (<i>TYPE 1: If + present simple (If Clause), Future Simple (Main Clause) -If he comes, I will speak to him... TYPE 2: If + Past Simple (If Clause), would + verb (Main</i> 	<ul style="list-style-type: none"> Appropriate tenses in conditional sentences used correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p>Clause) - <i>If he came, I would speak to him...TYPE 3: If + Past Perfect (If Clause), would + Past Perfect (Main Clause) - If he had come, I would have spoken to him...</i>)</p> <ul style="list-style-type: none"> • Constructing sentences using conditional tenses 	
1.4.18. ABILITY	1.4.18.1. Expressing Ability	1.4.18.1.1. Express ability in sentences	<ul style="list-style-type: none"> • Discussing the use of ability in the present, past and future. (<i>'Can' and 'be able to' both express ability in the present; 'shall' and 'will be able to' express ability in the future; 'could' and 'was/were able to' express ability in the past...</i>) • Constructing sentences to express ability (<i>He can/is able to ride a bicycle... I shall/will be able to lend you some money...He could/was able to talk before...</i>) 	<ul style="list-style-type: none"> • Ability in sentences expressed correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
1.4.19. THE GERUND AND PRESENT PARTICIPLE	1.4.19.1. Difference between Gerunds and Present Participles	1.4.19.1.1. Use gerunds and present participles in sentences	<ul style="list-style-type: none"> • Discussing the difference between gerunds and present participles. (<i>A gerund is a verb form ending in ‘-ing’ which functions as a noun in a sentence while a present participle is a form of a verb which functions as an adjective.</i>) • Constructing sentences using gerunds and present participles (Gerund: <i>Playing for a team is an honour ... Present Participle: I saw him sitting there...</i>) 	<ul style="list-style-type: none"> • Gerunds and present participles in sentences used correctly
	1.4.20. SENSE RELATIONS	1.4.20.1. Antonyms	1.4.20.1.1. Use Antonyms	<ul style="list-style-type: none"> • Discussing antonyms (<i>words which are opposite of each other</i>) • Supplying antonyms to given words (<i>gentle-rough, maximum-minimum...</i>)
1.4.20.2. Synonyms		1.4.20.2.1. Use Synonyms	<ul style="list-style-type: none"> • Discussing synonyms (<i>words which have similar/identical meanings.</i>) 	<ul style="list-style-type: none"> • Synonyms used appropriately

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Supplying synonyms to given words (<i>ask-inquire, dull-gloomy, jump-leap...</i>) 	
	1.4.20.3. Homonyms	1.4.20.3.1. Use Homonyms	<ul style="list-style-type: none"> • Discussing homonyms (<i>words with the same spelling but different meanings...</i>) • Identifying different meanings of homonyms in different contexts (<i>scale for weighing and scale for fish, kind for type and kind for caring...</i>) 	<ul style="list-style-type: none"> • Homonyms used correctly
	1.4.20.4. Homophones	1.4.20.4.1. Use Homophones	<ul style="list-style-type: none"> • Discussing homophones (<i>words that sound the same but have different meanings and usually different spellings</i>). • Distinguishing meanings of given homophones in given contexts (<i>Stair-stare, week-weak, see, sea, piece-peace...</i>) 	<ul style="list-style-type: none"> • Homophones used appropriately

SUMMARY				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
1.5.1. INTRODUCTION TO SUMMARY	1.5.1.1. Types of Summaries	1.5.1.1.1. Identify types of summaries	<ul style="list-style-type: none"> • Discussing the concept of summary. • Discussing the importance of summary in real life • Identifying types of summaries (<i>Note, Prose, filling in the blanks...</i>) 	<ul style="list-style-type: none"> • Types of summaries identified correctly
	1.5.1.2. Title Summary	1.5.1.2.1. Choose best title summary	<ul style="list-style-type: none"> • Reading given passage. • choosing best title for given paragraph • Supplying the best title summary 	<ul style="list-style-type: none"> • Best title summary chosen correctly
	1.5.1.3. Sentence Summary	1.5.1.3.1. Choose the best sentence summary	<ul style="list-style-type: none"> • Reading given passage • Choosing best sentence summary for a given paragraph • Supplying the best sentence summary 	<ul style="list-style-type: none"> • Best sentence summary chosen correctly
	1.5.1.4. Paragraph Summary	1.5.1.4.1. Choose the best paragraph summary	<ul style="list-style-type: none"> • Reading given passage • Choosing best paragraph summary for a given passage. 	<ul style="list-style-type: none"> • Best paragraph summary chosen correctly

SUMMARY				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
1.5.2. ABBREVIATIONS	1.5.2.1. Types of Abbreviations	1.5.2.1.1. Apply abbreviations in writing	<ul style="list-style-type: none"> • Discussing abbreviation (<i>A short way to write a word...</i>) • Discussing types of abbreviations (<i>symbols, clipping, contraction, initialism, acronym...</i>) • Applying common abbreviations and symbols in writing (<i>Common Abbreviations: Ave. - avenue, Dr. - doctor, wk - week... Symbols: &- and, %-percent, @- at...</i>) • Discussing acronym (<i>pronounceable word that is formed using the first letters of a multiple word ASAP- as soon as possible...</i>) • Discussing initialism (<i>ATM- Automated Teller Machine...</i>) • Applying contractions in writing (<i>Cannot-can't...</i>) • Discussing clipping (<i>Examination- exam...</i>) 	<ul style="list-style-type: none"> • Abbreviations in writing applied correctly

SUMMARY				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
1.5.3. SHORT MESSAGES	1.5.3.1. Short Message System (SMS)	1.5.3.1.1. Use short message system in summary	<ul style="list-style-type: none"> • Discussing short message system (<i>A text messaging service that allows the exchange of short text messages between mobile devices.</i>) • Composing SMSs. (<i>keep it short, applying symbols, abbreviations, acronyms...</i>) 	• Short Message System in summary used correctly
1.5.4. ADVERTISEMENTS	1.5.4.1. Types of Advertisements	1.5.4.1.1. Write advertisements	<ul style="list-style-type: none"> • Discussing advertisement (<i>This is an announcement online, in a newspaper, on television or on a poster about something such as a product, an event or a job.</i>) • Discussing the purpose for advertising. (<i>To sell a product, to offer a job, to offer a service or product, to announce an event...</i>) • Composing adverts in a given situation. 	• Advertisements written correctly
1.5.5. NOTE SUMMARY	1.5.5.1. Types of Note Summaries	1.5.5.1.1. Write Note Summaries	<ul style="list-style-type: none"> • Discussing the two types of note summaries. (<i>Note Taking and Note Making</i>) • Discussing steps in note summary writing. (<i>Note Making: reading passage, understanding the question,</i> 	• Note summary written correctly

SUMMARY				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>picking points relevant to the question. Note Taking: taking down important points from an oral source...)</i></p> <ul style="list-style-type: none"> • Writing note summaries 	
1.5.6. TABULATION	1.5.6.1. Tabulation Skills	1.5.6.1.1. Apply tabulation skills	<ul style="list-style-type: none"> • Interpreting given tables, charts, diagrams and graphs. • Writing summaries using information from tables, charts, diagrams and graphs. • Completing tables, charts, diagrams and graphs using information from a passage. 	<ul style="list-style-type: none"> • Tabulation skills applied correctly

FORM 2

LISTENING AND SPEAKING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.1.1. INSTRUCTIONS	2.1.1.1. Giving and Receiving Instructions	2.1.1.1.1. Give and receive instructions	<ul style="list-style-type: none"> • Discussing situations where instructions are given or received (<i>How to grow maize...</i>) • Using appropriate language to give and receive instructions (<i>Firstly..., Secondly..., Next..., Then..., Lastly...</i>) • Role-playing following of instructions given 	<ul style="list-style-type: none"> • Instructions given and received appropriately
2.1.2. DIRECTIONS	2.1.2.1. Giving and Getting Directions	2.1.2.1.1. Give and receive directions	<ul style="list-style-type: none"> • Discussing situations where directions are given or received (<i>directions to the police station, market, bank...</i>) • Identifying vocabulary to use when giving and receiving directions (<i>Left, right, centre, middle, below, beneath, adjacent to, behind, above, beyond, ahead, underneath...</i>) • Role-playing giving and getting directions (Question: <i>Where is the internet Café?</i>) 	<ul style="list-style-type: none"> • Directions given and received appropriately

LISTENING AND SPEAKING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<i>Answer: It is right behind the main Bus Station...</i>	
2.1.3. ANNOUNCEMENTS	2.1.3.1. Making Announcements	2.1.3.1.1. Use appropriate language to make announcements	<ul style="list-style-type: none"> • Discussing appropriate language for making announcements (<i>clear and concise language, objective tone, standard pronunciation...</i>) • Reacting to announcements (<i>All right, and when are we expected to.... Where will the meeting take place and what...</i>) • Role-playing making and responding to announcements (<i>Listen, everyone! I have an important announcement to make...I am pleased to tell you that...I am happy to inform you that...</i>) 	<ul style="list-style-type: none"> • Language to make announcements used correctly
2.1.4. EXPRESSING EMOTIONS	2.1.4.1. Expressing Sympathy	2.1.4.1.1. Use appropriate language to express sympathy	<ul style="list-style-type: none"> • Discussing different situations where one can express sympathy (<i>expressing sympathy at funerals, failing an exam, missing a valuable item...</i>) 	<ul style="list-style-type: none"> • Appropriate language to express sympathy used correctly

LISTENING AND SPEAKING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> Identifying language to use when expressing sympathy in different situations (<i>My condolence on the loss of your loved one...My deepest sympathy...How can I ease your pain? You are not alone... I am here for you...</i>) Practising expressing sympathy in different situations (<i>role-playing, dramatising...</i>) 	
2.1.5. COMPLIMENTS	2.1.5.1. Complimenting Others	2.1.5.1.1. Use appropriate language to compliment others on different achievements and occasions	<ul style="list-style-type: none"> Identifying achievements and occasions that require compliments from others (<i>Passing an exam, getting promoted, completing a task, Christmas, Birthdays, Anniversaries ...</i>) Discussing vocabulary used to complement others for different achievements (<i>Congratulations on your promotion! Well done! Merry Christmas! Compliments of the season! Happy anniversary...</i>) Role playing giving and receiving compliments 	<ul style="list-style-type: none"> Language to compliment others on different achievements and occasions used correctly

LISTENING AND SPEAKING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.1.6. GREETINGS	2.1.6.1. Greeting Different Categories of People	2.1.6.1.1. Use appropriate language to greet different categories of people	<ul style="list-style-type: none"> • Discussing ways of greeting the young and peers <i>(FORMAL: Good morning, Lisa... How are you? ... INFORMAL: Hello, Hi...)</i> • Discussing ways of greeting adults/ elderly people <i>(FORMAL: Good morning/ afternoon/evening Sir...)</i> • Role-playing greeting different categories of people 	<ul style="list-style-type: none"> • Language to greet different categories of people used appropriately

LISTENING AND SPEAKING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.1.7. PUBLIC SPEAKING	2.1.7.1. Debate	2.1.7.1.1. Use appropriate language to debate	<ul style="list-style-type: none"> Identifying situations which might necessitate a debate (<i>expressing agreement and disagreement, expressing opinions, distinguishing facts from opinions, giving pros and cons on given topics, justifying one`s stance on given issues, defending one`s opinion...</i>) Using appropriate language when debating (<i>I am afraid I do not agree...I have a dissenting view...I agree ... In my opinion...I think that, while you think that...the fact is ...I share your thought...</i>) Holding Debates on topics and selected cross-cutting issues (<i>Mental Health, Climate Change, Corruption, Drug and Substance Abuse, National Values and Principles, Human Rights...</i>) 	<ul style="list-style-type: none"> Appropriate language to debate used correctly
2.1.8. INVITATIONS	2.1.8.1. Inviting People	2.1.8.1.1. Use appropriate language to Invite people	<ul style="list-style-type: none"> Identifying situations that require inviting others (<i>Christmas, Birthday parties,</i> 	<ul style="list-style-type: none"> Language to invite people used appropriately

LISTENING AND SPEAKING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>Anniversaries, New Year's Day...</i>)</p> <ul style="list-style-type: none"> • Discussing vocabulary used to invite others to different functions (<i>I have the pleasure of inviting you to...I am pleased to invite you to...</i>) • Role playing inviting people to different occasions 	
2.1.9. CONVERSATIONS	2.1.9.1. Initiating Conversations	2.1.9.1.1. Use appropriate language to initiate conversations	<ul style="list-style-type: none"> • Discussing how to initiate conversations (<i>Do you know that... Are you aware that</i>) • Role playing how to initiate a conversation 	• Language used to initiate conversations used appropriately
	2.1.9.2. Making an Offer	2.1.9.2.1. Use appropriate language to make an offer	<ul style="list-style-type: none"> • Identifying situations that require one to make an offer (<i>offering food, accommodation, transport...</i>) • Discussing language used to make an offer (<i>Would you accept my...</i>) • Practising making an offer (<i>role-playing, dramatising...</i>) 	• Language to make an offer used correctly
	2.1.9.3. Making Requests	2.1.9.3.1. Use appropriate language to make requests	<ul style="list-style-type: none"> • Discussing language used to make a request (<i>would you accept my...would you</i> 	• Language to make requests used appropriately

LISTENING AND SPEAKING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			(mind) clarify(ing) the point?..) <ul style="list-style-type: none"> • Role playing making a request 	
2.1.10. CLARIFICATIONS	2.1.10.1. Seeking Clarification	2.1.10.1.1. Use appropriate language to seek clarification	<ul style="list-style-type: none"> • Discussing language used to seek clarification (<i>Would you mind explaining what you mean? Would be kind...</i>) • Role playing seeking clarification 	<ul style="list-style-type: none"> • Language used to seek clarification used appropriately
2.1.11. FIGURATIVE LANGUAGE	2.1.11.1. Figures of speech	2.1.11.1.1. Use figures of speech in various social contexts	<ul style="list-style-type: none"> • Discussing different figures of speech (<i>Riddles, Proverbs, Idioms, Similes, Metaphor, Euphemism...</i>) • Using figurative language in conversation (<i>what comes twice in a week but once in a year?-riddle; If you live in a glass house do not throw stones-proverb; The test was a piece of cake- idioms; He is as cunning as a snake-simile; He is a snake-metaphor; The man is economical with the truth-euphemism ...</i>) 	<ul style="list-style-type: none"> • Figurative language used appropriately

READING COMPREHENSION				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.2.1. COMPREHENSION	2.2.1.1. Listening Comprehension	2.2.1.1.1. Listen to different oral sources of information and answer questions	<ul style="list-style-type: none"> • Listening to different oral sources of information (<i>radio, television, someone speaking....</i>) • Answering different types of questions based on information heard • Identifying and listing main ideas (<i>note-taking</i>) • Repeating information from an oral source 	<ul style="list-style-type: none"> • Listening to different oral sources and answering questions done effectively
	2.2.1.2. Reading Passages Efficiently and Doing Follow-up Activities	2.2.1.2.1. Read passages efficiently	<ul style="list-style-type: none"> • Reading at a speed of 250 words per minute • Skimming through passages to get the general ideas • Scanning pieces of text to locate specific information • Answering factual and inference questions • Retelling details of story or passage • Deducing meanings of unfamiliar words and idiomatic expressions • Drawing inferences from texts by direct or indirect reference 	<ul style="list-style-type: none"> • Passages read efficiently

READING COMPREHENSION				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> Describing feelings, qualities and motives of characters in stories 	
	2.2.1.3. Read Different Unabridged Materials	2.2.1.3.1. Read different unabridged materials for enjoyment	<ul style="list-style-type: none"> Reading a variety of texts (newspapers, magazines, journals ...) Reading silently Reading at an appropriate pace with understanding Reading critically and making discriminating judgements (theme, characterisation, style, setting, author's motives, reader's interpretation of the text...) 	<ul style="list-style-type: none"> Different unabridged materials read

COMPOSITION				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.3.1. NARRATIVES	2.3.1.1. Features and Techniques of Narratives	2.3.1.1.1. Write stories	<ul style="list-style-type: none"> • Discussing features and techniques of narratives (<i>plot, setting, characterisation, conflict, point of view, dialogue, resolution, theme, imagery, ...</i>) • Writing narratives based on given situations (<i>completing story or writing from a question, changing a point of view... </i>) 	<ul style="list-style-type: none"> • Stories written appropriately
2.3.2. DESCRIPTIVE WRITING	2.3.2.1. Describing a Place	2.3.2.1.1. Describe a place	<ul style="list-style-type: none"> • Discussing adjectives that are used to describe a place (small, big...) • Using appropriate language that will appeal to the five senses (<i>smell, touch, sight, taste, hearing</i>) • Using the techniques used in descriptive writing (<i>naming: name of the place, detailing: colour, location, distance... comparison: similes, metaphors, personification; figurative language</i>) • Writing descriptive compositions on a place 	<ul style="list-style-type: none"> • A place described correctly

COMPOSITION				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.3.3. REPORT WRITING	2.3.3.1. Introduction to Report Writing	2.3.3.1.1. Write a simple report	<ul style="list-style-type: none"> • Identifying types of reports (<i>police report, book report, school report, incident based report...</i>) • Discussing features of a report (<i>title, introduction, main body, use of past tenses, formal language, factual, ...</i>) • Answering WH questions (<i>what, who, how, where when...</i>) • Writing simple reports from given notes 	<ul style="list-style-type: none"> • A simple report written correctly
2.3.4. SPEECH WRITING	2.3.4.1. Speech of Introduction	2.3.4.1.1. Write a speech of introduction	<ul style="list-style-type: none"> • Identifying types of speeches (<i>speech of introduction, main speech, and vote of thanks</i>) • Discussing the features of a speech of introduction (<i>title, observing protocol, speaker's background, purpose for the visit/ meeting...</i>) • Composing and writing a speech of introduction • Giving a speech orally 	<ul style="list-style-type: none"> • A speech of introduction written correctly
2.3.5. BIOGRAPHY WRITING	2.3.5.1. Auto-biography	2.3.5.1.1. Write an auto-biography	<ul style="list-style-type: none"> • Discussing an auto-biography (<i>life story about oneself</i>) 	<ul style="list-style-type: none"> • An auto-biography written accordingly

COMPOSITION				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Describing the type of auto-biographies; <i>semi auto-biography and fictional auto-biography</i>) • Discussing the structure of an auto-biography (<i>the start, the middle, the end.</i>) • Identifying features of an auto-biography (<i>use of 1st person point of view, facts such as date of birth, place of birth, educational background...</i>) • Writing an auto-biography 	
	2.3.5.2. Biography	2.3.5.2.1. Write a biography	<ul style="list-style-type: none"> • Discussing the purpose and structure of biography (<i>life story of a person written by someone else, the start, the middle, the end...</i>) • Identifying features of a biography (<i>use of 3rd person point of view, facts such as date of birth, place of birth, educational background...</i>) • Writing a biography 	• A biography written correctly
2.3.6. EXPOSITORY WRITING	2.3.6.1. Features of Expository Writing	2.3.6.1.1. Write an expository composition	<ul style="list-style-type: none"> • Discussing features of an expository composition (<i>clear purpose, neutral/objective, tone, formal language ...</i>) 	• Expository composition written correctly

COMPOSITION				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Making an outline of points based on the given topics (<i>selecting, amplifying, ordering of points</i>) • Writing expository compositions based on cross cutting issues (<i>Financial Education, Inclusive Education, Drought, HIV and AIDS...</i>) 	
2.3.7. PERSUASIVE WRITING	2.3.7.1. Argumentative Composition	2.3.7.1.1. Write an argumentative composition	<ul style="list-style-type: none"> • Discussing features of an argumentative composition (<i>Picking a side; use of sequence indicators; avoiding sweeping statements; evidence-based; acknowledging counterarguments; logical reasoning; persuasive language...</i>) • Using appropriate language to express opinions by agreeing or disagreeing with controversial statements (<i>Technology has brought more harm than good. Do you agree or disagree?</i>) • Writing an argumentative composition 	<ul style="list-style-type: none"> • An argumentative composition written correctly

COMPOSITION				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	2.3.7.2. Discursive Composition	2.3.7.2.1. Write a discursive composition	<ul style="list-style-type: none"> • Discussing features of a discursive composition (<i>formal and objective tone, clear and concise language, use of sequence indicators, discussing both sides...</i>) • Collecting information (research) on the topic given • Writing a discursive composition based on given subjects (<i>Drug and substance abuse is the main cause of mental disorder. Discuss...</i>) 	<ul style="list-style-type: none"> • Discursive composition written appropriately.
2.3.8. DIARY WRITING	2.3.8.1. Writing Diary Entries	2.3.8.1.1. Write diary entries	<ul style="list-style-type: none"> • Discussing the features of a diary (<i>date, time, topic, note form, use of 1st person pronoun, brevity...</i>) • Discussing the Structure/format of a diary. (<i>greeting (dear Diary) opening, introduction, main body, closing paragraph and signing off</i>) • Writing diary entries (<i>recording of significant/memorable events or experiences based on given notes</i>) 	<ul style="list-style-type: none"> • Diary entries written correctly

COMPOSITION				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.3.9. LETTER WRITING	2.3.9.1. Semi-Formal Letter	2.3.9.1.1. Write a semi-formal letter	<ul style="list-style-type: none"> • Identifying the purpose of semi-formal letters (<i>apologising to the neighbour, writing to civic leaders, teachers, parents...</i>) • Outlining the layout of a semi-formal letter (<i>one address, salutations, body of letter, ending, and name of sender ...</i>) • Using appropriate language tone (<i>semi-formal use of language, stick to the point</i>) • Writing a semi-formal letter on any given situation 	<ul style="list-style-type: none"> • A Semi-formal letter written correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.4.1. TENSES	2.4.1.1. The Future Tense: The Emphatic Form of 'shall'	2.4.1.1.1. Use the emphatic form of the future tense in sentences	<ul style="list-style-type: none"> • Discussing the use of emphatic form 'shall' (to show firm resolve or determination, emphasise a strong intention...) • Constructing sentences using 'shall' for emphasis (<i>Examinations shall be administered by the teacher. We shall finish this work today...</i>) 	<ul style="list-style-type: none"> • The emphatic form of future tense used in sentences correctly
	2.4.1.2. The Unreal Past	2.4.1.2.1. Use the unreal past in sentences	<ul style="list-style-type: none"> • Discussing the unreal past even though we are not referring to the past time (<i>It's time we left, imagine you were a pilot...</i>) • Using unreal past to construct sentences 	<ul style="list-style-type: none"> • Unreal past used in sentences correctly
2.4.2. VERB EXPRESSIONS	2.4.2.1. Verbs and Expressions Followed by – 'ing'	2.4.2.1.1. Use verbs and expressions followed by – ing in sentences	<ul style="list-style-type: none"> • Discussing the sentence pattern verb+ ing (<i>I enjoy reading...She should avoid talking too much</i>) • Identifying words that follow the pattern verb+ ing (<i>enjoy, avoid, finish, stop, admit...</i>) • Discussing the sentence pattern expression+ ing (<i>I</i> 	<ul style="list-style-type: none"> • Verbs and expressions followed by-ing in sentences used correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>can't help noticing. I can't stand seeing people suffer).</i></p> <ul style="list-style-type: none"> Identifying expressions that follow the pattern expression+ ing (<i>can't help..., can't stand, It's no good ...</i>) Constructing sentences using verbs and Expressions followed by-ing 	
	2.4.2.2. Verbs Followed by Object + Infinitive	2.4.2.2.1. Use verbs followed by object + infinitive in sentences	<ul style="list-style-type: none"> Discussing the sentence pattern verb+ object +infinitive (<i>The teacher asked Bupe to answer the question...</i>) Identifying verbs that follow the pattern verb+ object + infinitive (<i>advise, allow, cause, instruct, remind, invite...</i>) Constructing sentences using verb+ object + infinitive (<i>Luwi advised Lubuto to work hard...</i>) 	<ul style="list-style-type: none"> Verbs followed by object + infinitive in sentences used correctly
	2.4.2.3. Verbs followed by the Infinitive (Verb + to + Verb)	2.4.2.3.1. Use verbs followed by the Infinitive in sentences	<ul style="list-style-type: none"> Discussing the sentence pattern verbs followed by the Infinitive; <i>verb + to + verb</i>) (<i>I want to talk...</i>) Identifying verbs that follow the pattern verb + to + verb 	<ul style="list-style-type: none"> Verbs followed by the Infinitive in sentences used correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p>(agree, decide, manage, hesitate, refuse, forget, listen...)</p> <ul style="list-style-type: none"> Constructing sentences using verb + to + verb (<i>I promise to see you this afternoon...</i>) 	
2.4.3. DETERMINERS	2.4.3.1. Adjectives of quantity	2.4.3.1.1. Use adjectives of quantity in sentences	<ul style="list-style-type: none"> Discussing adjectives that show how much there is of something (<i>some, all, others, much, any, little, enough, no, ...</i>) Identifying the use of adjectives of quantity in sentences Constructing sentences using quantifiers (<i>Some girls are forced into early marriages by their parents... They have little knowledge of taking care of a family...</i>) 	<ul style="list-style-type: none"> Adjectives of quantity in sentences used correctly
	2.4.3.2. Possessive Adjectives	2.4.3.2.1. Use possessive adjectives as determiners in sentences	<ul style="list-style-type: none"> Discussing adjectives that show that something belongs to a person or thing. (<i>my, your, his, her, its, our, their ...</i>) Identifying the use of possessive adjectives in sentences (<i>Mwila is my brother. My dog has lost its tail...</i>) 	<ul style="list-style-type: none"> Possessive adjectives as determiners used in sentences correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> Constructing sentences using possessive adjectives (<i>Zambia is our country...</i>) 	
	2.4.3.3. Demonstrative Adjectives	2.4.3.3.1. Use demonstrative adjectives in sentences	<ul style="list-style-type: none"> Discussing words that demonstrate as well as introduce the noun in the sentence. (<i>this, these, that these</i>) Identifying the position of demonstratives in sentences (<i>before the noun they are determining</i>) Constructing sentences using demonstrative adjectives (<i>This</i> book belongs to Luyando... <i>That</i> bill was amended last year...) 	<ul style="list-style-type: none"> Demonstrative adjectives in sentences used correctly
2.4.4. RELATIVE CLAUSES	2.4.4.1. Relative Pronouns	2.4.4.1.1. Construct sentences using relative pronouns	<ul style="list-style-type: none"> Identifying different relative pronouns (which, whom, that...) Discussing subject and object in a sentence construction. Constructing sentences (<i>using 'which' with subjects that are things; with 'whom' or 'who' with objects that are people; with 'which' with objects that are things...</i>) 	<ul style="list-style-type: none"> Sentences using relative pronouns constructed correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> Composing sentences (<i>using preposition + whom with objects that are people; using preposition + which with objects that are things; using 'which', 'that' or 'nothing' with objects that are things; using 'whose' to show possession</i>) 	
	2.4.4.2. Defining and Non-Defining Relative Clauses	2.4.4.2.1. Use defining and non-defining relative clauses in sentences	<ul style="list-style-type: none"> Discussing relative pronouns as words that introduce a relative clause (<i>Who, that, which, whom, whose</i>) Distinguishing between non-defining and defining relative clauses Constructing sentences using non-defining and defining relative clauses. (Non-Defining: <i>The girl, who travelled abroad, has come back...</i> Defining: <i>The girl who travelled abroad has come back...</i>) 	<ul style="list-style-type: none"> Defining and non-defining relative clauses in sentences used correctly
2.4.5. COMPARISON	2.4.5.1. Formation of the Comparative and Superlative	2.4.5.1.1. Use comparatives and superlatives in sentences	<ul style="list-style-type: none"> Discussing ways of comparing two things (<i>comparative</i>) Forming comparatives by using <i>-er</i> for regular forms and putting the word <i>more</i> 	<ul style="list-style-type: none"> Comparatives and superlatives in sentences used correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p>before words that have two or more syllables (<i>Small – smaller; Beautiful - more beautiful</i>)</p> <ul style="list-style-type: none"> • Using <i>comparative + than</i> (<i>Mulife is older than Dalitso</i>) • Using <i>the+ comparative</i> (<i>Juunza is older wife of Monde.</i>) • Discussing ways of comparing more than two things (<i>superlative</i>) • Forming superlatives by using <i>-est</i> for regular forms and putting the word <i>most</i> before words that have two or more syllables (<i>Small – smallest, Beautiful - most beautiful</i>) • Using <i>the + superlative</i> (<i>Lubilo was the best in his class...</i>) • Discussing irregular forms of comparison. (<i>good - better - best, little - less – least, much/many – more – most</i>) • Constructing sentences using comparatives and superlatives 	

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	2.4.5.2. Other Ways of Expressing Comparison	2.4.5.2.1. Use alternative ways of expressing comparison	<ul style="list-style-type: none"> • Discussing the use of similes to compare (as/like) • Using ‘as...as’ (Mweemba is as proud as a peacock...She walks as slow as a snail...) • Using ‘not as...as...’ and ‘...not so ...as’...(<i>The moon is not as bright as the sun...</i>) • Using the ‘same ...as’ (<i>Your cellphone is the same as mine...</i>) • Using ‘...like’ and ‘...just like’ (<i>Lubuto looks like her mother...Lubuto looks just like her mother...</i>) • Using ‘comparative + and + comparative’ (<i>She shouted louder and louder...The plane went higher and higher</i>). 	<ul style="list-style-type: none"> • Alternative ways of expressing comparison used correctly
	2.4.5.3. The + Comparative and the + Comparative to express parallel increase	2.4.5.3.1. Use parallel increase to express comparison in sentences	<ul style="list-style-type: none"> • Discussing the + comparative and the + comparative (<i>The longer we waited, the more impatient Chola became...</i>) • Constructing sentences using parallel increase to compare 	<ul style="list-style-type: none"> • Parallel increase to express comparison used correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.4.6. REASON	2.4.6.1. 'Now that' / 'Seeing that' to express Reason	2.4.6.1.1. Use other expressions to show reason in sentences	<ul style="list-style-type: none"> • Discussing the use of 'now that' or 'seeing that' to express reason (<i>Now that/ Seeing that you have finished eating, you can wash the plates...</i>) • Constructing sentences using 'now that' or 'seeing that' to express reason 	<ul style="list-style-type: none"> • Other expressions to show reason in sentences used correctly
	2.4.6.2. Participial Phrases to Express Reason	2.4.6.2.1. Use Participial Phrases to express reason in sentences	<ul style="list-style-type: none"> • Discussing the formation and use of participial phrases (<i>participle + other words to create a phrase</i>) • Recognising participial phrases in given sentences (<i>Visiting the doctor, I learnt the importance of drinking water every day</i>). • Constructing sentences using participial phrases to express reason 	<ul style="list-style-type: none"> • Participial Phrases to express reason in sentences used correctly
2.4.7. TIME	2.4.7.1. Expressions of Time	2.4.7.1.1. Use expressions of time	<ul style="list-style-type: none"> • Using phrases containing 'Perfect Participle' when one action precedes another (<i>Having completed the workshop, the participants were given certificates...</i>) • Using conjunction + participial phrases to express 	<ul style="list-style-type: none"> • Expressions of time used correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p>time (<i>While answering the phone, Makisa hit her foot against a stone.</i>)</p> <ul style="list-style-type: none"> Using ‘no sooner ... than’ with an inversion as an alternative to as soon as (<i>As soon as Tapelo saw his father, he started singing. No sooner had Tapelo seen his father than he started singing</i>) 	
2.4.8. CONTRAST	2.4.8.1. Expression of Contrast	2.4.8.1.1. Use other expressions to show contrast in sentences	<ul style="list-style-type: none"> Using the present participle with ‘despite’ and ‘in spite of’ for contrasting ideas (<i>In spite of working very hard, Mayawa did not get a bumper harvest... Despite working very hard, Mayawa did not get a bumper harvest.</i>) Using the present participle with an expression introducing an alternative idea (<i>He decided to find a job instead of begging on the street...</i>) Using the present participle with an expression introducing an additional idea. (<i>Besides being a medical doctor, she is a farmer. In addition to being</i> 	<ul style="list-style-type: none"> Other expressions to show contrast in sentences used correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>a famous politician, Chisha is very polite.)</i></p> <ul style="list-style-type: none"> • Using ‘One... (but) ‘the other... ‘or’ ‘The one... (but) (...Using Conjunctions: <i>One chicken is white but/ and/ while/yet the other is brown... Using Semi Colon: One chicken is white; the other is brown...</i>) • Using ‘No matter’ + how/ wh’ to express contrast... (<i>No matter what she did, she was unable to please her friend...</i>) • Using adjective + as/though, for recognition only, to express contrast (<i>Tired though she was, she continued working...</i>) • Constructing sentences to express contrast 	
2.4.9. CONDITION	2.4.9.1. Other Ways of Expressing Condition	2.4.9.1.1. Use other ways of expressing condition	<ul style="list-style-type: none"> • Discussing the use of ‘but for’ and ‘If only’ to show condition in sentences (<i>Museshyo would have failed the exam but for his mother’s encouragement., But for his mother’s encouragement,</i> 	<ul style="list-style-type: none"> • Other ways of expressing condition used correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>Museshyo would have failed the exam...</i>)</p> <ul style="list-style-type: none"> • Using ‘If only’ to express regret or hope (Expressing Regret: <i>If only the driver had obeyed the instructions, she would not have hit into a stationary car;</i> Expressing Hope: <i>If only it rains, the vegetables will grow well...</i>) • Identifying situations when ‘if only’ can be used without the main clause (<i>If only I had seen the elephant coming!...</i>) • Constructing sentences using ‘provided/providing that’ / ‘so /as long as’ (<i>I will allow you to go home provided that you finish your work. I will allow you to go home providing that you finish your work...so /as long as you finish your work you will go home ...</i>) • Using ‘Suppose/supposing (that) to introduce questions and are used in the initial position. (<i>Supposing that I</i> 	

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>gave you a lot of money, what would you use it for?)</i></p> <ul style="list-style-type: none"> • Composing sentences showing inversion in Conditional Sentences (<i>Had I seen the elephant coming, I would have run away...</i>) 	
2.4.10. QUESTION TAGS	2.4.10.1. Positive, Negative, and Imperative Question Tags	2.4.10.1.1. Use question tags	<ul style="list-style-type: none"> • Identifying the use of question tags in speech when we want someone to agree with what we have just said (<i>He has stopped talking, hasn't he?...</i>) • Discussing question tags (<i>positive statements are usually followed by negative tags while negative statements are followed by positive tags</i>) • Showing that Imperative statements are positive statements that are followed by a positive tag for commands or requests (<i>Let us go now, shall we?</i>) • Constructing sentences using question tags (<i>Chileshe is tired, isn't she? Chimwemwe</i>) 	<ul style="list-style-type: none"> • Question tags used correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>did not come to school, did he?...</i>)</p> <ul style="list-style-type: none"> • Supplying correct question tags to positive and negative statements provided 	
2.4.11. VOICE	2.4.11.1. Active and Passive Voice	2.4.11.1.1. Use the active and passive voice	<ul style="list-style-type: none"> • Using active voice when the subject performs action (<i>The principal built a house before he retired...</i>) • Using Passive Voice when the subject receives an action (<i>A house was built by the principal before he retired...</i>) • Construct sentences using active and passive voice 	<ul style="list-style-type: none"> • Active and passive voice used correctly
2.4.12. AGREEMENT (CONCORD)	2.4.12.1. Using Subject- Verb Agreement	2.4.12.1.1. Use subject-verb agreement	<ul style="list-style-type: none"> • Discussing subject- verb agreement (<i>verbs in a sentence must match the number, person and gender of the subject, a singular subject will use a singular verb while a plural subject will use a plural verb...</i>) • Constructing sentences expressing subject verb agreement (<i>Chanda loves painting. The children love painting... The team has</i> 	<ul style="list-style-type: none"> • Subject- verb agreement used correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<i>come back. Team members have come back...)</i>	
2.4.13. WORD BUILDING (AFFIXATION)	2.4.13.1. Prefixes and Suffixes	2.4.13.1.1. Use affixation to form new words	<ul style="list-style-type: none"> • Discussing the process of adding a letter or group of letters to the beginning or end of a word to make a new word (<i>prefixes and suffixes</i>) • Identifying various prefixes and suffixes (<i>PREFIXES: en, dis, un, pre, pro; SUFFIXES: er, tion, ion, al...</i>) 	• Affixation to form new words used correctly

SUMMARY				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.5.1. SUMMARY WRITING	2.5.1.1. Title Summary	2.5.1.1.1. Compose titles	<ul style="list-style-type: none"> • Choosing best titles from options given on a passage • Composing titles from a given passage 	<ul style="list-style-type: none"> • Titles composed correctly
	2.5.1.2. Sentence Summary	2.5.1.2.1. Compose sentence summaries	<ul style="list-style-type: none"> • Identifying main idea or claim in a sentence • Summarising a sentence in a shorter form while maintaining its meaning • Using own words to paraphrase and summarise • Identifying and omitting unnecessary words or phrases • Composing sentence summaries 	<ul style="list-style-type: none"> • Sentence summaries composed correctly
	2.5.1.3. Paragraph Summary	2.5.1.3.1. Compose paragraph summaries	<ul style="list-style-type: none"> • Identifying main ideas and supporting details in a paragraph • Identifying and omitting unnecessary information • Using transitory words and phrases to connect ideas • Using own words to paraphrase and summarise (<i>Precis writing</i>) • Organising and synthesising information in a paragraph • Choosing best paragraph summary and justifying 	<ul style="list-style-type: none"> • Paragraph Summaries Composed correctly

SUMMARY				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Composing a paragraph summary 	
	2.5.1.4. Tabulation Skills	2.5.1.4.1. Apply tabulation skills to summarise information	<ul style="list-style-type: none"> • Identifying and categorising information • Creating tables, charts, and graphs to organize data • Extracting relevant information from texts and other sources • Summarising data and information in a concise manner (<i>tabulating information in texts into tables, maps, graphs...</i>) • Using headings, sub-headings, columns to structure tables 	<ul style="list-style-type: none"> • Tabulation skills to summarise information applied correctly
	2.5.1.5. Abbreviations	2.5.1.5.1. Use Abbreviations to take or make notes	<ul style="list-style-type: none"> • Discussing types of abbreviations (<i>initialisms, blends, clips, contractions, acronyms</i>) • Using abbreviations and acronyms when taking notes (<i>techniques used when abbreviating</i>) 	<ul style="list-style-type: none"> • Abbreviations to take or make notes used correctly
	2.5.1.6. Verbal Summaries	2.5.1.6.1. Summarise information orally	<ul style="list-style-type: none"> • Identifying main ideas and key points • Organising of ideas logically and coherently • Using own words to paraphrase and summarise orally 	<ul style="list-style-type: none"> • Information summarised orally correctly

SUMMARY				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Summarising a short text or conversation orally 	
	2.5.1.7. Prose Summaries	2.5.1.7.1. Write prose summaries	<ul style="list-style-type: none"> • Identifying main ideas and supporting ideas • Distinguishing between fact and opinion • Identifying and omitting unnecessary information • Organising and synthesising information • Using transitory words and phrases to connect ideas • Using own words to paraphrase and summarise • Writing concise and clear prose summaries 	<ul style="list-style-type: none"> • Prose Summaries written correctly

FORM 3

LISTENING AND SPEAKING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
3.1.1. INFORMATION	3.1.1.1. Verbal Reports	3.1.1.1.1. Make verbal reports	<ul style="list-style-type: none"> • Discussing situations where a report can be given (<i>narrating an incident witnessed; road traffic accident, football match watched...</i>) • Practising making a verbal report (<i>what time, what happened, who was involved, how it happened, personal judgement...</i>) 	• Verbal reports made correctly
	3.1.1.2. Oral Messages	3.1.1.2.1. Convey oral messages on given topics	<ul style="list-style-type: none"> • Identifying and discussing appropriate language to use when conveying language on different cross-cutting issues (<i>using simple, clear, and respectful language...</i>) • Using varying platforms to convey oral messages on different situations (<i>songs on conservation of the environment, poems on child abuse, chanting slogans on human rights issues...</i>) 	• Oral messages conveyed appropriately

LISTENING AND SPEAKING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	3.1.1.3. Inquiry	3.1.1.3.1. Use appropriate language to make inquiries	<ul style="list-style-type: none"> • Using interrogative statements to inquire about an agreement or disagreement (<i>Have you agreed to... or did you accept to...</i>) • Using interrogative statements to inquire about a feasibility/possibility (<i>Is it feasible/or possible for a thirteen-year-old girl to take care of a child? ...</i>) • Making enquiries (<i>role-playing, use of cue cards...</i>) 	<ul style="list-style-type: none"> • Appropriate language to make inquiries used correctly
3.1.2. REGISTER	3.1.2.1. Addressing People of Different classes	3.1.2.1.1. Use appropriate register for different classes of people	<ul style="list-style-type: none"> • Identifying different classes of people. (<i>teachers/lawyers/Kings/Queens/Mayors /Judges, ...</i>) • Using appropriate register for different classes of people (<i>Mr./Ms./Miss/Sir/ Madam/ Your Honour /Highness/ Majesty/ Lordship to address ...Your Excellence or His/her Excellence to address the President...</i>) 	<ul style="list-style-type: none"> • Register for different classes of people used correctly
3.1.3. BELIEFS AND OPINIONS	3.1.3.1. Expressing Beliefs and Opinions	3.1.3.1.1. Use appropriate language to express beliefs and opinions	<ul style="list-style-type: none"> • Discussing different phrases to express beliefs (<i>I believe/Do not believe... or I am confident/pretty sure... or I have no doubt...</i>) • Discussing different phrases to express strongly held opinions 	<ul style="list-style-type: none"> • Appropriate language to express beliefs and opinions used correctly

LISTENING AND SPEAKING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p>without giving offence (<i>I beg to differ ..., I beg to correct you ..., I am afraid I do not agree...</i>)</p> <ul style="list-style-type: none"> • Practising using different phrases to express beliefs and opinions (<i>role-playing...</i>) 	
3.1.4. OPTIONS	3.1.4.1. Alternatives and Priorities	3.1.4.1.1. Use appropriate language to state alternatives and priorities	<ul style="list-style-type: none"> • Discussing phrases used to state alternatives (<i>If planting trees does not work, sensitising the villagers on the dangers of deforestation will do... or In the place of ... you can... or In the place of gossiping, you can try singing...</i>) • Constructing sentences to state priorities in varying expressions. (<i>I would rather live in the village than in the city... or I prefer Nshima to Rice...</i>) 	<ul style="list-style-type: none"> • Appropriate language to state alternatives and priorities used correctly
3.1.5. INTERVIEWS	3.1.5.1. Interview	3.1.5.1.1. Use appropriate language for an interview	<ul style="list-style-type: none"> • Identifying situations that will necessitate an interview (<i>when seeking employment, seeking promotion, contesting to be a prefect...</i>) • Analysing questions that are likely to be posed at an interview (<i>tell us about yourself, what new things would you bring to this institution, what do you think makes you better than others for this position...</i>) 	<ul style="list-style-type: none"> • Language for an interview used appropriately

LISTENING AND SPEAKING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Answering questions appropriately (<i>I am ..., I have vast experience...</i>) • Taking notes from the interviewee (<i>relevant information ...</i>) • Observing interview etiquette (<i>listening attentively- maintaining eye contact, use appropriate language, greet the interviewer with firm handshake, smile, avoid distractions – turn off phone...</i>) • Role-playing an interview 	
3.1.6. RESPONSES	3.1.6.1. Accepting an Offer or Invitation	3.1.6.1.1. Use appropriate language to accept an offer or invitation	<ul style="list-style-type: none"> • Discussing language used when accepting an offer or invitation (<i>Thank you for inviting me to your... OR I am delighted/happy/excited to be part of ... I feel honoured...</i>) • Practising accepting an offer or invitation (<i>role-playing and dramatising...</i>) 	<ul style="list-style-type: none"> • Language to accept an offer or invitation used appropriately
3.1.7. FIGURATIVE LANGUAGE	3.1.7.1. Figures of Speech	3.1.7.1.1. Use figures of speech in discourse	<ul style="list-style-type: none"> • Discussing figures of expressions (<i>Proverbs, Idioms, metaphors, similes, hyperbole...</i>) • Using figures of speech in conversations 	<ul style="list-style-type: none"> • Figures of speech used in discourse appropriately

READING COMPREHENSION				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
3.2.1. COMPREHENSION	3.2.1.1. Listening Comprehension	3.2.1.1.1. Comprehend spoken Language	<ul style="list-style-type: none"> • Listening to text read (<i>News Articles...</i>) • Completing tasks and answering questions based on the passage (<i>Filling in the blank spaces, note making...</i>) • Writing a dictated text 	<ul style="list-style-type: none"> • Spoken language comprehended correctly
	3.2.1.2. Efficient Reading	3.2.1.2.1. Read texts with understanding	<ul style="list-style-type: none"> • Reading passages with understanding and recall the details • Reading at a speed of 300 words per minute • Skimming through passages to obtain the main points • Scanning pieces of text to locate specific information • Answering factual and inference questions. • Retelling detail of stories or passages • Deducing meanings of unfamiliar words and idiomatic expressions 	<ul style="list-style-type: none"> • Texts read with understanding

READING COMPREHENSION				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	3.2.1.3. Intensive Reading	3.2.1.3.1. Read texts with comprehension	<ul style="list-style-type: none"> • Reading at a speed of 250 words per minute • Skimming through passages to obtain the main points • Scanning pieces of text to locate specific information • Answering factual and inference questions. • Retailing detail of stories or passages • Deducing meanings of unfamiliar words and idiomatic expressions • Drawing inferences from texts by direct or indirect reference • Describe feelings, qualities and motives of characters in stories (<i>Themes analysis, character analysis, Main/minor characters, protagonist/antagonists, authors motives, readers' point of view...</i>) • Locating details and answer factual questions 	<ul style="list-style-type: none"> • Texts read with comprehension

READING COMPREHENSION				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> Using relevant reference materials effectively (<i>index, table of content, glossary, dictionary, use of internet</i>) 	
	3.2.1.4. Extensive Reading	3.2.1.4.1. Read wide range of fiction and non-fiction texts	<ul style="list-style-type: none"> Reading appropriate unabridged books (<i>books, Novels, Plays, Journals...</i>) Discussing purposes of reading extensively (<i>enjoyment, improved vocabulary, fluency...</i>) Reading a wide variety of texts (<i>newspapers, magazines, journals...</i>) Distinguishing salient features of unabridged texts (<i>Language style, theme, point of view...</i>) Reading critically and making discriminating judgements Practising reading Newscast Reading unabridged books 	<ul style="list-style-type: none"> Fiction and non-fiction texts read widely

COMPOSITION				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
3.3.1. NARRATIVES	3.3.1.1. Narrative Writing	3.3.1.1.1. Compose Stories	<ul style="list-style-type: none"> • Analysing/interpreting the topic/title (<i>literal meanings...</i>) • Discussing narrative techniques (<i>Point of view, flashback, suspense, use of adjective and adverbs, dialogue, chronology, use of tell and show...</i>) • Using direct speech in narratives (<i>adding life to the story, punctuating direct speech...</i>) • Using figures of speech in narratives (<i>Simile, metaphors, imagery, euphemism, hyperbole...</i>) • Writing narratives based on given situations (<i>completing story or writing from a question, changing a point of view... </i>) 	<ul style="list-style-type: none"> • Stories composed correctly

COMPOSITION				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
3.3.2. DESCRIPTIVE WRITING	3.3.2.1. Describing Events	3.3.2.1.1. Describe events	<ul style="list-style-type: none"> • Discussing appropriate adjectives to use when describing events (<i>interesting, colourful, memorable, a never to forget, sombre...</i>) • Using appropriate language that will appeal to the five senses (<i>smell, touch, sight, taste, hearing</i>) • using the techniques in descriptive writing (<i>naming: name of event/s..., detailing: location, distance... comparing: use of figurative language...</i>) • Writing descriptive compositions on events 	<ul style="list-style-type: none"> • Events described appropriately
3.3.3. ARTICLE WRITING	3.3.3.1. News Article	3.3.3.1.1. Write a news article	<ul style="list-style-type: none"> • Discussing the purpose of a news article (<i>to inform, on current or latest happenings...</i>) • Discussing elements of a news article (<i>factual-statements, events,</i> 	<ul style="list-style-type: none"> • News Article written correctly

COMPOSITION				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>observations which can be verified, non-opinionated, ...)</i></p> <ul style="list-style-type: none"> • Writing a news article based on latest happenings in a community 	
	3.3.3.2. Feature Article	3.3.3.2.1. Write a feature article	<ul style="list-style-type: none"> • Discussing the purpose of a feature article (<i>expressing opinion about a well-known fact...</i>) • Discussing elements of a feature article (<i>Very expressive, narrative or descriptive form...</i>) • Composing a feature article on given cross-cutting topics (<i>environment, technology, gender, corruption...</i>) 	<ul style="list-style-type: none"> • Feature article written correctly
3.3.4. REPORT WRITING	3.3.4.1. Detailed or Major Reports	3.3.4.1.1. Write detailed or major reports	<ul style="list-style-type: none"> • Discussing features of a detailed/major report (Title, sub-headings, Introduction, main body, use of past tenses, 	<ul style="list-style-type: none"> • Detailed or major reports written correctly

COMPOSITION				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			formal language, factual, longer and detailed, recommendations....) • Answering WH questions (what, who, how, where when...) • Writing detailed/major reports from given situations (<i>Project report in Geography or any other subject...</i>)	
3.3.5. SPEECH WRITING	3.3.5.1. Main Speech (Keynote)	3.3.5.1.1. Compose a main speech	• Discussing the features of Main Speech. (<i>Title, Salutation, introduction...</i>) • Using appropriate language to compose the main speech (<i>formal language, observing protocol in order of importance/seniority...</i>) • Composing a main speech • Giving a speech orally	• Main Speech composed correctly

COMPOSITION				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
3.3.6. MINUTES WRITING	3.3.6.1. Introduction to Writing Minutes	3.3.6.1.1. Write minutes	<ul style="list-style-type: none"> • Discussing the purpose of minutes (<i>Record keeping...</i>) • Discussing the format of minutes (<i>Title, Attendance, Apologies, Agenda, sub-heading, numbering of captions...</i>) • Writing minutes (<i>Recording only important meeting items, use of 3rd person and passive voice...</i>) 	<ul style="list-style-type: none"> • Minutes written correctly
3.3.7. BIOGRAPHY	3.3.7.1. Auto-biography	3.3.7.1.1. Write an auto-biography	<ul style="list-style-type: none"> • Identifying situations that require writing an auto-biography (<i>when writing about oneself</i>) • Describing the type of auto-biographies (<i>semi auto-biography and fictional auto-biography</i>) • Discussing the structure of an auto-biography (<i>Chronology: the start, the middle, the end, logical sequencing</i>) 	<ul style="list-style-type: none"> • An auto-biography written correctly

COMPOSITION				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> Identifying features of an auto-biography (<i>use of 1st person point of view, facts such as date of birth, place of birth, educational background...</i>) Writing an auto-biography 	
	3.3.7.2. Biography	3.3.7.2.1. Compose a biography	<ul style="list-style-type: none"> Gathering information about an important person (<i>headteacher, church leader, councilor, Member of parliament...</i>) Discussing the structure of biography. (<i>the start, the middle, the end...</i>) Identifying features of a biography (<i>use of 3rd person point of view, facts such as date of birth, place of birth, educational background...</i>) Writing a biography 	<ul style="list-style-type: none"> A biography written correctly
3.3.8. PROFILE	3.3.8.1. Professional Profile	3.3.8.1.1. Compose a professional profile	<ul style="list-style-type: none"> Discussing the purpose of a professional profile (<i>an account of some</i> 	<ul style="list-style-type: none"> Professional profile composed correctly

COMPOSITION				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>interesting aspects of a person's life such as a guest speaker at a graduation ceremony...</i>)</p> <ul style="list-style-type: none"> • Discussing elements of a profile (<i>person's name, professional title, experience, skills, achievements, interests...</i>) • Composing a professional profile on a selected personality 	
3.3.9. EXPOSITORY	3.3.9.1. Expository Writing	3.3.9.1.1. Write an expository composition	<ul style="list-style-type: none"> • Discussing the purpose of an expository composition (<i>exposing factual information on a given topic...</i>) • Discussing features of an exposition (<i>neutral tone, formal language, using evidence as examples...</i>) • Selecting, amplifying and ordering of points • Writing an expository composition based on cross cutting issues. (<i>effects of early</i> 	<ul style="list-style-type: none"> • An expository composition written correctly

COMPOSITION				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<i>marriages, causes of climate change...</i>	
3.3.10. ARGUMENTATIVE	3.3.10.1. Argumentative Writing	3.3.10.1.1. Write argumentative compositions	<ul style="list-style-type: none"> • Discussing features of an argumentative composition (<i>Picking a side; use of sentence indicators; avoiding sweeping statements; evidence-based; acknowledging counterarguments; logical reasoning; persuasive language...</i>) • Using appropriate language to express opinions by agreeing or disagreeing on given topics (<i>democracy is good for a country. Argue for or against...</i>) • Writing an argumentative composition 	• Argumentative compositions written correctly
	3.3.10.2. Discursive Composition	3.3.10.2.1. Write a discursive composition	<ul style="list-style-type: none"> • Collecting information (<i>Researching on a topic given based on cross a cutting issue...</i>) • Writing a discursive composition based on 	• Discursive composition written appropriately

COMPOSITION				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			given topics (<i>democracy is good for a country. Discuss..</i>)	
3.3.11. LETTER WRITING	3.3.11.1. Formal Letter	3.3.11.1.1. Write Formal Letters	<ul style="list-style-type: none"> • Discussing the purpose of formal letters (<i>applying for a Job, Scholarships/ Bursary...</i>) • Discussing the features of a formal letter (<i>two addresses, date, salutation, subject matter, main body of the letter, complimentary close, signature, and name of sender, use of formal language...</i>) • Writing a formal letter based on given situation 	<ul style="list-style-type: none"> • Formal letters written correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
3.4.1. ADVERBS	3.4.1.1. Viewpoint Adverbs (Disjuncts)	3.4.1.1.1. Use of viewpoint adverbs in sentences	<ul style="list-style-type: none"> Identifying viewpoint adverbs in sentences (<i>honestly, frankly, ideally, surprisingly...</i>) Discussing elements of viewpoint adverbs (<i>at the beginning of sentences, use of a comma after the adverb...</i>) Writing sentences using the view point adverbs (Surprisingly, they won the match...) 	<ul style="list-style-type: none"> Viewpoint adverbs used in sentences correctly
	3.4.1.2. Linking Adverbs	3.4.1.2.1. Use linking adverbs in sentences	<ul style="list-style-type: none"> Discussing linking adverbs (<i>however, moreover, besides, nonetheless...</i>) Writing sentences using linking adverbs (I wanted to grow maize; however, there was a drought...) 	<ul style="list-style-type: none"> Linking adverbs used in sentences appropriately
3.4.2. RELATIVE CLAUSES	3.4.2.1. Adverbs as Relatives	3.4.2.1.1. Use adverbs as relative pronouns	<ul style="list-style-type: none"> Identifying adverbs as relative pronouns (<i>where, when and why...</i>) Using adverbs as relative pronouns in sentence (<i>Saturday is the day when we sensitise the community</i>) 	<ul style="list-style-type: none"> Adverbs as relative pronouns used appropriately

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>on the dangers of substance abuse...)</i></p> <ul style="list-style-type: none"> Constructing sentences using adverbs as relative pronouns (<i>This is reason why I play football...)</i> 	
	3.4.2.2. Using ‘who’ or ‘that’ with Subjects that are People	3.4.2.2.1. Use relative pronouns with subjects that are people in sentences	<ul style="list-style-type: none"> Using ‘who’ or ‘that’ with subjects that are people (<i>The person that/who stole our clothes is from Soweto or My uncle who/that broke his ribs in the accident did not wear a seat belt...)</i> Constructing sentences using ‘who’ or ‘that’ with subjects that are people 	<ul style="list-style-type: none"> Relative pronouns with subjects that are people in sentences used appropriately
	3.4.2.3. Using ‘which’ or ‘that’ with Subjects that are Things	3.4.2.3.1. Use relative pronouns with subjects that are things in sentences	<ul style="list-style-type: none"> Using ‘which’ or ‘that’ with subjects that are things (<i>The book which/that he borrowed last week was a novel...)</i> Constructing sentences using ‘which’ or ‘that’ with subjects that are things 	<ul style="list-style-type: none"> Relative pronouns with subjects that are things in sentences used appropriately
	3.4.2.4. Using ‘whom’ ‘who’ or ‘nothing’ with Subjects that are People	3.4.2.4.1. Use relative pronouns with subjects that are people in sentences	<ul style="list-style-type: none"> Using ‘whom’ ‘who’ or ‘nothing’ with subjects that are people. (<i>The teacher whom/who/nothing we laughed at has been</i> 	<ul style="list-style-type: none"> Relative pronouns with subjects that are people in sentences used appropriately

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>promoted or the teacher we laughed at has been promoted...)</i></p> <ul style="list-style-type: none"> Constructing sentences using 'whom' 'who' or 'nothing' with subjects that are people 	
	3.4.2.5. Preposition + Relative Pronoun with Objects that are People	3.4.2.5.1. Use preposition + relative pronoun with objects that are people in sentences	<ul style="list-style-type: none"> Identifying prepositions that may be followed by relative pronoun on objects that are people (<i>from, to, with, on, in...</i>) Use preposition + relative pronouns with objects that are people (<i>Susan is the person to whom I dedicated my first song or The man, with whom I talked to, is a lecturer...</i>) Composing sentences using preposition + relative pronouns with objects that are people 	<ul style="list-style-type: none"> Preposition + relative pronouns with objects that are people in sentences used appropriately
3.4.3. CONDITION	3.4.3.1. Likely/Probable Conditional Sentences	3.4.3.1.1. Compose likely/ probable conditional sentences	<ul style="list-style-type: none"> Using likely/ probable conditional sentences: if + simple present + simple future (<i>If you respect me, I will respect you too or I</i> 	<ul style="list-style-type: none"> Likely/ probable conditional sentences composed correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>will respect you if you respect me...)</i></p> <ul style="list-style-type: none"> • Composing likely/ probable conditional sentences 	
	3.4.3.2. Unlikely/Improbable Conditional Sentences	3.4.3.2.1. Compose unlikely/ improbable conditional sentences	<ul style="list-style-type: none"> • Discussing unlikely/ improbable conditional sentences: ‘if + simple past + conditional (<i>If you respected me, I would respect you too or I would respect you if you respected me too...</i>) • Composing unlikely/improbable conditional sentences 	<ul style="list-style-type: none"> • Unlikely/improbable conditional sentences composed correctly
	3.4.3.3. Impossible Conditional Sentences	3.4.3.3.1. Compose impossible conditional sentences	<ul style="list-style-type: none"> • Discussing impossible conditional sentences: if + the past perfect+ would have/ or might have/could have/ might have+ past participle (<i>If you had respected me, I would have respected you too...</i>) • Composing impossible conditional sentences 	<ul style="list-style-type: none"> • Impossible conditional sentences composed correctly
	3.4.3.4. ‘Even if’ Condition	3.4.3.4.1. Use ‘even if’ to indicate condition and	<ul style="list-style-type: none"> • Discussing ‘<i>even if</i>’ to indicate condition and implied contrast (<i>You wouldn’t believe me even if</i> 	<ul style="list-style-type: none"> • ‘Even if’ to indicate condition and implied contrast used correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
		implied contrast	<p><i>I told you. Or even if I told you, you wouldn't believe me...)</i></p> <ul style="list-style-type: none"> • Constructing conditional sentences using 'even if' 	
3.4.4. DIRECT AND INDIRECT SPEECH	3.4.4.1. Direct Speech	3.4.4.1.1. Use direct speech in sentences	<ul style="list-style-type: none"> • Identifying elements of direct speech in sentences (<i>actual words spoken by someone</i>) • Discussing rules of direct speech (<i>Punctuation marks, appropriate tense...</i>) • Re-arranging the given sentences to form direct speech and punctuating them appropriately 	<ul style="list-style-type: none"> • Direct speech in sentences used correctly
	3.4.4.2. Indirect (Reported) Speech	3.4.4.2.1. Change Direct Speech to Indirect (Reported) Speech	<ul style="list-style-type: none"> • Identifying elements of indirect speech or reported speech (<i>reporting what is said by someone...</i>) • Discussing rules of reported speech (<i>Punctuation marks, appropriate tense, reporting verb, pronoun changes, adverbs, inverse questions...</i>) • Rewriting sentences from direct to indirect or 	<ul style="list-style-type: none"> • Direct Speech changed to Indirect Speech correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			reported speech (<i>Direct Speech: Jim said, "The President wants to see you, Jolly" ... Reported Speech: Jim told Jolly that the President wanted to see him...</i>)	
3.4.5. SUBJECT-VERB AGREEMENT	3.4.5.1. Indefinite Pronouns Subject-Verb Agreement	3.4.5.1.1. Use indefinite pronouns in subject-verb agreement	<ul style="list-style-type: none"> • Discussing indefinite pronouns in subject-verb agreement sentences (<i>singular indefinite pronouns take singular verbs; Plural Indefinite Pronouns take plural verbs; Singular or Plural indefinite pronouns can take either singular or plural verbs depending on the context...</i>) • Constructing sentences using indefinite pronouns in subject-verb agreement (<i>Someone is coming... Few are willing to help...Some of the water is leaking, or some of the students are failing...</i>) 	<ul style="list-style-type: none"> • Indefinite pronouns in subject verb agreement used correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	3.4.5.2. Compound Subject-Verb Agreement	3.4.5.2.1. Compose sentences using compound subject-verb agreement	<ul style="list-style-type: none"> • Discussing some rules for subject verb agreement with compound subjects (<i>two singular nouns connected by 'and' take a plural verb, two singular nouns connected by 'or' or 'nor' take a singular verb...</i>) • Constructing sentences using compound subjects in subject verb agreement (<i>Jolly and Susan are in Form 2...Neither Jimmy nor Fridah has a passport...</i>) 	<ul style="list-style-type: none"> • Sentences using compound subject-verb agreement composed correctly
	3.4.5.3. Complex Subject-Verb Agreement (with multiple nouns or phrases)	3.4.5.3.1. Construct sentences using complex subject-verb agreement	<ul style="list-style-type: none"> • Identifying the main subject and verb (determining the correct verb form based on context and agreement rules) • Analysing the intervening clauses, phrases, or modal (<i>Estella, together with five other girls, has passed the examination</i>) • Constructing sentences using complex subjects in subject verb agreement (<i>the</i> 	<ul style="list-style-type: none"> • Sentences using complex subject-verb agreement constructed correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<i>team, which includes several experts, is working on the afforestation project.)</i>	
	3.4.5.4. Subject-Verb Agreement with Correlative Conjunctions	3.4.5.4.1. Use subject verb agreement with correlative conjunctions	<ul style="list-style-type: none"> • Discussing subject verb agreement with correlative conjunctions. (<i>'both... and'</i> <i>'either ... or'</i>, <i>'neither ... nor' ...</i>) • Constructing sentences using subject verb with correlative conjunctions. (<i>Neither the dog nor the cat is sleeping; Both the dog and cat are sleeping...</i>) 	<ul style="list-style-type: none"> • Subject verb agreement with correlative conjunctions used correctly
3.4.6. PHRASAL VERBS	3.4.6.1. Verb + Preposition	3.4.6.1.1. Use phrasal verbs in sentences	<ul style="list-style-type: none"> • Identifying the verb+ prepositions in the phrasal verbs (<i>Call on, keep up, brush off, fall for...</i>) • Practising use of phrasal verbs in sentences (<i>I played a joke on him on April Fool's Day and he fell for it...</i>) • Constructing sentences using prepositional phrasal verbs (<i>The teacher encouraged him to keep up the good work...</i>) 	<ul style="list-style-type: none"> • Phrasal verbs in sentences used appropriately

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	3.4.6.2. Verb + Adverb Particle	3.4.6.2.1. Use phrasal verbs in sentences	<ul style="list-style-type: none"> • Discussing phrasal verbs formed with adverb particle before or after the object (<i>He gave his money away, or he gave away his money...</i>) • Using phrasal verbs formed by verb+ preposition +adverb (<i>It is time to do away with all these old tax records...</i>) • Writing sentences with adverb particles 	<ul style="list-style-type: none"> • Phrasal verbs in sentences used correctly
3.4.7. COMPARISON	3.4.7.1. Comparatives	3.4.7.1.1. Use comparatives to construct sentences	<ul style="list-style-type: none"> • Discussing the sentence patterns of comparatives ('...-er than', 'as...as', 'not as...as', 'not so ...as' 'less...than') • Constructing sentences using comparative structures (<i>Mary is taller than Moses. His car is as good as mine...</i>) 	<ul style="list-style-type: none"> • Comparative sentences constructed appropriately
	3.4.7.2. Superlatives	3.4.7.2.1. Use superlatives to construct sentences	<ul style="list-style-type: none"> • Discussing the sentence patterns with superlative (Pattern 1: <i>Definite Article +Superlative Form of the adjective or adverb;</i> Pattern 2: <i>One of +</i> 	<ul style="list-style-type: none"> • Sentences with superlative patterns constructed appropriately

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>Definite Article +superlative Form of adjective Pattern 3: Definite Article +Least + ordinary Form of Adjective or Adverb...</i>)</p> <ul style="list-style-type: none"> • Constructing sentences using superlative structures (<i>This book is the most interesting one I have ever read...This book is one of the most interesting I have ever read...Of all the books I have read, this one is the least interesting...</i>) 	

SUMMARY				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
3.5.1. VERBAL SUMMARY	3.5.1.1. Short Texts and Conversations	3.5.1.1.1. Summarise short texts and conversations	<ul style="list-style-type: none"> • Identifying main ideas and key points in a text or conversation • Summarising short texts or conversations orally • Organising ideas logically and coherently • Using own words to paraphrase 	<ul style="list-style-type: none"> • Short texts and conversations summarised orally
3.5.2. TABULATION	3.5.2.1. Tabulation Skills	3.5.2.1.1. Tabulate information	<ul style="list-style-type: none"> • Identifying and categorising information • Creating tables, charts, and graphs to organise data • Extracting relevant information from texts and other sources into tables, charts, graphs • Tabulating data and information in a concise manner • Using headings, sub-headings, columns to structure tables 	<ul style="list-style-type: none"> • Information tabulated correctly
3.5.3. NOTE SUMMARY	3.5.3.1. Note Making	3.5.3.1.1. Make notes from given texts	<ul style="list-style-type: none"> • Identifying main ideas and supporting ideas • Distinguishing between fact and opinion • Identifying and omitting unnecessary information • Writing in point form 	<ul style="list-style-type: none"> • Notes from given notes made correctly

SUMMARY				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
3.5.4. PROSE SUMMARY	3.5.4.1. Writing Prose Summaries	3.5.4.1.1. Write Prose Summaries	<ul style="list-style-type: none"> • Identifying main ideas and supporting ideas • Classifying and omitting unnecessary information • Distinguishing between fact and opinion • Organising and synthesising information • Using transitory words and phrases to connect ideas • Using own words to paraphrase and summaries • Writing concise and clear prose summaries 	<ul style="list-style-type: none"> • Prose summaries written correctly



FORM 4

LISTENING AND SPEAKING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
4.1.1. DISCUSSION	4.1.1.1. Interrupting and Interjecting	4.1.1.1.1. Use appropriate language to interrupt or interject discussions	<ul style="list-style-type: none"> • Discussing situations when it is necessary to interrupt or interject discussions (<i>when seeking clarification, maintaining focus of discussion...</i>) • Using appropriate language to interrupt a discussion (<i>may I interrupt the meeting sir?...may I interject...? Or may I raise a point of interjection...? Can I put a word?...</i>) • Using interjections in conversations (<i>role-playing interjections in conversations based on given situation</i>) 	<ul style="list-style-type: none"> • Language to interrupt or interject discussions used correctly
4.1.2. PUBLIC SPEAKING	4.1.2.1. Debate	4.1.2.1.1. Use appropriate language to argue and express points	<ul style="list-style-type: none"> • Collecting information (<i>Research on the debate topic for factual information...</i>) • Using appropriate language when debating (<i>I strongly feel/support/propose, point of information/interjection, while I agree, I concur with, my proposition is that ...</i>) 	<ul style="list-style-type: none"> • Language to argue and express points used appropriately

LISTENING AND SPEAKING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Maintaining an appropriate posture when arguing and expressing points • Paraphrasing and exposing points (<i>In other words, It can also be said that...My proposition is that..., I do not agree/I certainly oppose...</i>). • Debating on different crosscutting issues 	
	4.1.2.2. Presentation	4.1.2.2.1. Use appropriate language to give talks on different topics	<ul style="list-style-type: none"> • Discussing language appropriate for giving talks (<i>Use of objective language or register/ appropriate diction...</i>) • Collect information (Research) on given topics (<i>pollution, climate change, effects of deforestation...</i>) • Discussing purpose of the presentation (<i>to persuade, inform, educate...</i>) • Presenting ideas on given topics (<i>Effects of drugs on Mental health, Governance in the 21st Century, Gender Based violence, Covid 19 prevention...</i>) • Using appropriate media to make presentations 	<ul style="list-style-type: none"> • Appropriate language to give talks on different topics used appropriately

LISTENING AND SPEAKING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<i>(orally/power point/slides, google slides, video animations...)</i>	
4.1.3. LANGUAGE IN SOCIAL SETTINGS	4.1.3.1. Giving and Receiving Compliments	4.1.3.1.1. Use appropriate language to give and receive compliments	<ul style="list-style-type: none"> • Using appropriate language to give compliments <i>(congratulations on your appointment...it is great that you made it to Form 1/ and managed to)</i> • Responding to a compliment <i>(Thank you so much...I appreciate/ receive.../am grateful/ am greatly honoured...)</i> • Dramatising giving and receiving compliments 	• Language to give and receive compliments used appropriately
4.1.4. FIGURATIVE LANGUAGE	4.1.4.1. Figures of Speech	4.1.4.1.1. Apply figures of speech in different contexts	<ul style="list-style-type: none"> • Discussing figures of speech <i>(riddles, proverbs, idioms)</i> • Incorporating figurative language in storytelling, word play, role play and games <i>(riddles; what has keys but can't open, proverbs; One Good Turn deserves another; idioms; It was a blessing in disguise...)</i> • Using figures of speech based on different situations (Figure of speech: There are 	• Figures of speech in different contexts applied appropriately

LISTENING AND SPEAKING				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<i>plenty of fish in the sea</i> ... Meaning: <i>There are many opportunities or options available</i>)	
4.1.5. STRESS AND RHYTHM	4.1.5.1. Using Stress and Rhythm	4.1.5.1.1. Use stress and rhythm in pronunciation to enhance meaning	<ul style="list-style-type: none"> • Identifying stressed and unstressed syllables <i>(Present PREsent (gift) noun, preSENT (To show/give) verb, PROduce, Refuse...)</i> • Repeating sentences with correct rhythm <i>(HOW much did you PAY, WHERE have you BEEN...?)</i> • Practising stress and rhythm in their speech/conversations/role play <i>(Scavenger Hunt, Find word with correct stress patterns)</i> • Listening to audio recordings with correct stress and rhythm repeatedly <i>(songs with rhymes and alliteration...)</i> • Repeating only the words which are stressed • Expressing emotions using tone <i>(sarcastic tone, angry tone, ironic tone, pitch variation, volume control...)</i> 	<ul style="list-style-type: none"> • Stress and rhythm in pronunciation used correctly

READING COMPREHENSION				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
4.2.1. COMPREHENSION	4.2.1.1. Listening Comprehension	4.2.1.1.1. Use listening skills to make inferences and conclusions	<ul style="list-style-type: none"> • Listening to different sources of information (<i>conversations, radios...</i>) • Interpreting what has been said • Summarising information from a given source (<i>radio, presentation...</i>) • Drawing morals from the stories heard • Compiling notes about what has been heard • Narrating what has been heard (<i>paraphrasing...</i>) • Evaluating information that has been presented 	<ul style="list-style-type: none"> • Listening skills to make inferences and conclusions used appropriately
	4.2.1.2. Intensive Reading	4.2.1.2.1. Read texts with understanding	<ul style="list-style-type: none"> • Discussing the title of the passage • Reading the passage carefully and correctly • Discussing new vocabulary • Identifying main ideas in the text (skimming and scanning) • Identifying specific details supporting the main idea • Predicting and inferencing 	<ul style="list-style-type: none"> • Questions on the given text answered correctly

READING COMPREHENSION				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Interpreting information • Evaluating information (<i>assessing relevance, accuracy and reliability of the information</i>) • Answering questions from the read text • Making connections (<i>linking ideas within the text to the broader context</i>) • Retelling the story • Relating text to real life experiences 	
	4.2.1.3. Efficient Reading	4.2.1.3.1. Read variety of texts efficiently	<ul style="list-style-type: none"> • Reading passages with understanding (<i>350 WPM</i>) • Recalling details of the text (<i>skimming; scanning; deduction; retelling; inferencing; character analysis...</i>) • Reviewing of text (<i>analysing structure, author's tone and purpose, making connections...</i>) 	<ul style="list-style-type: none"> • Variety of texts read efficiently
	4.2.1.4. Extensive Reading	4.2.1.4.1. Read a variety of unabridged texts	<ul style="list-style-type: none"> • Reading appropriate unabridged books for enjoyment and information 	<ul style="list-style-type: none"> • Variety of unabridged Texts read extensively

READING COMPREHENSION				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none">• Reading a wide variety of texts (newspapers, magazines....)• Reading critically and making discriminating judgements• Practising reading for purpose (newscast...)• Analysing texts critically	

COMPOSITION				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
4.3.1. NARRATIVES	4.3.1.1. Story Writing	4.3.1.1.1. Compose Stories	<ul style="list-style-type: none"> Analysing or interpreting the topic/title (<i>literal meanings...</i>) Discussing narrative techniques (<i>Point of view, suspense, dialogue, chronology/plot/ flashback use of tell and show ...</i>) Using figures of speech in narratives (<i>Simile, metaphors, imagery, euphemism, hyperbole...</i>) Writing narratives based on given situations (<i>completing a story or writing from a question, changing a point of view... </i>) 	<ul style="list-style-type: none"> Stories composed correctly
4.3.2. DESCRIPTIVE WRITING	4.3.2.1. Describing Careers/Professions	4.3.2.1.1. Describe careers or professions	<ul style="list-style-type: none"> Using appropriate adjectives to describe careers/professions (<i>lucrative, boring, interesting, labour intensive...</i>) Using appropriate language that will appeal to the five senses (<i>smell, touch, sight, taste, hearing</i>) Writing descriptive compositions on careers/professions 	<ul style="list-style-type: none"> Careers/professions described correctly

COMPOSITION				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
4.3.3. ARTICLES	4.3.3.1. Letter to the Editor	4.3.3.1.1. Write a letter to the editor	<ul style="list-style-type: none"> • Discussing features of the letter to the editor of Articles (<i>layout of a formal letter, formal language, member of the public writes to the editor of a newspaper or magazine....</i>) • Writing a letter to the editor on an issue of concern (<i>erratic water supply, Gender, solid and waste management... </i>) 	• Letter to the editor written correctly
	4.3.3.2. Editorial	4.3.3.2.1. Write an editorial	<ul style="list-style-type: none"> • Discussing features of an editorial (<i>opinion or comment giving point of view/direction of a newspaper, written by chief editor, deals with controversial issues....</i>) • Writing an editorial on an issue of public interest (<i>Human rights, Governance, Gender Based Violence...</i>) 	• Editorial written correctly
4.3.4. REPORT WRITING	4.3.4.1. Detailed (Major) Reports	4.3.4.1.1. Compose major reports	<ul style="list-style-type: none"> • Discussing features of a detailed/major report (<i>Title, sub-headings, Introduction, main body, use of past tenses, formal language, factual, longer and detailed, recommendations....</i>) • Answering WH questions (<i>what, who, how, where when...</i>) 	• Major/detailed reports written correctly

COMPOSITION				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Writing detailed/major reports from given situations (<i>Project report in Geography or any other subject...</i>) 	
4.3.5. SPEECH WRITING	4.3.5.1. Vote of thanks	4.3.5.1.1. Compose a Vote of Thanks	<ul style="list-style-type: none"> • Discussing features of a vote of thanks (<i>Title, Salutation, introduction...</i>) • Linking the Vote of Thanks to the Main Speech • Using appropriate language to write a Vote of Thanks • Giving a Vote of Thanks orally 	• Vote of Thanks composed correctly
4.3.6. PERSUASIVE WRITING	4.3.6.1. Discursive Composition	4.3.6.1.1. Write a discursive composition	<ul style="list-style-type: none"> • Discussing features of a discursive composition • Researching on the topic given • Writing a discursive composition based on given topics (<i>. poor die can affect learner performance in school. Discuss...</i>) 	• Discursive composition written appropriately
4.3.7. EXPOSITORY WRITING	4.3.7.1. Compare and Contrast	4.3.7.1.1. Write expository essays	<ul style="list-style-type: none"> • Using appropriate language structures to compare and contrast (<i>while, conversely, in contrast, on the one hand...on the other hand...</i>) • Examining the similarities and differences and drawing conclusions on a given topic 	• Expository essays written correctly

COMPOSITION				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Writing expositions on given topics 	
4.3.8. LETTER WRITING	4.3.8.1. Formal Letters	4.3.8.1.1. Write Formal Letters	<ul style="list-style-type: none"> • Discussing types of Formal Letters (<i>Letter of Complaint/apology/ resignation/ inquiry/condolence/recommendation/reference...</i>) • Discussing features of a formal letter (<i>using formal language, concentrates on important issues....</i>) • Writing a Formal Letter on given situation 	<ul style="list-style-type: none"> • Formal Letters written correctly
	4.3.8.2. Memorandum	4.3.8.2.1. Write memoranda (Memo)	<ul style="list-style-type: none"> • Describing a memorandum and its purpose • Discussing features of a memo (<i>Heading, addressee, addresser, subject, date, context....</i>) • Writing a memo on a given situation 	<ul style="list-style-type: none"> • Memoranda written correctly
4.3.9. CURRICULUM VITAE	4.3.9.1. Curriculum Vitae	4.3.9.1.1. Compile a Curriculum Vitae	<ul style="list-style-type: none"> • Discussing a Curriculum Vitae and its purpose • Discussing the components of a Curriculum Vitae (<i>personal summary, contact information, academic history, professional experience, referee...</i>) • Compiling a Curriculum Vitae 	<ul style="list-style-type: none"> • Curriculum Vitae compiled correctly

COMPOSITION				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	4.3.9.2. Resume	4.3.9.2.1. Write a Resume	<ul style="list-style-type: none"> • Describing a resume and its purpose (<i>a formal document a jobseeker writes to present their qualifications, background & skills for the job they want; a resume aims to introduce the writer to employers</i>). • Distinguishing a resume from a CV (<i>Resume showcases relevant skills, experience, and education for a specific job or industry while a CV provides comprehensive overview of a person's entire academic, professional, and personal background, a resume is shorter than a CV ...</i>) • Writing a Resume in response to an advertised job opportunity based on given situation 	<ul style="list-style-type: none"> • Resume written correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
4.4.1. ADVERBS	4.4.1.1. Adverbs of Degree	4.4.1.1.1. Use adverbs of degree in sentences	<ul style="list-style-type: none"> • Discussing adverbs of degree in sentences (<i>very, fairly, barely, hardly, extremely, almost</i>) • Describing adverbs of degree (words that strengthen or weaken other words) • Classifying adverbs of degree (<i>Those that strengthen words - extremely...; those that weaken other word - fairly</i>) • Constructing sentences using adverbs of degree (<i>Barbra Banda is extremely good at football, We barely ate yesterday...</i>) 	<ul style="list-style-type: none"> • Adverbs of degree in sentences used correctly
	4.4.1.2. Modal Adverbs	4.4.1.2.1. Use modal adverbs in sentences	<ul style="list-style-type: none"> • Discussing modal adverbs (<i>probably, clearly, apparently, arguably</i>) • Describing use of modal adverbs (<i>words used to express degree of certainty and speaker's attitude towards the subject</i>) • Constructing sentences using modal adverbs (<i>She will probably attend the meeting; He is obviously tired after a long flight ...</i>) 	<ul style="list-style-type: none"> • Modal Adverbs in sentences used correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	4.4.1.3. Inversion in Adverbs	4.4.1.3.1. Use the different types of inversion in adverbs	<ul style="list-style-type: none"> • Discussing inversion in adverbs (<i>reversal of the normal subject word order in a sentence for emphasis and creation of specific effect...</i>) • Discussing the initial adverb type of inversion (<i>Rarely do we eat chicken at home or We rarely eat chicken at home ...</i>) • Using the adverb-verb-subject inversion in sentences (<i>There goes the train...</i>) • Using the negative adverbs to invert sentences (<i>hardly, scarcely, no sooner...than, never, seldom, not until, at no time, under no circumstances, in no way</i>) • Practising the use of the emphatic inversion to emphasise the adverb or verb (<i>so hungry was I that I finished two plates of nshima...</i>) • Inverting sentences with auxiliary verbs (<i>could, can, should, would...can be easily seen from his behaviour that he is an environmentalist...</i>) 	<ul style="list-style-type: none"> • Different types of inversion in adverbs used correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> Constructing sentences using various types of inversions in adverbs 	
4.4.2. PREPOSITIONS	4.4.2.1. Prepositions	4.4.2.1.1. Construct sentences using appropriate prepositions	<ul style="list-style-type: none"> Identifying <i>words that show the relationship between a noun or pronoun and other words in a sentence (before, under, with, to, from, on...)</i> Discussing types of prepositions (time, place, direction, cause/effect, agency, manner, possession, ...) Using prepositions to construct sentences (<i>My mother had no money on her... The drought was caused by climate change...</i>) Writing sentences using appropriate prepositions 	<ul style="list-style-type: none"> Sentences with appropriate prepositions constructed correctly
4.4.3. PHRASAL VERBS	4.4.3.1. The form (structure) of Phrasal Verbs	4.4.3.1.1. Construct sentences using phrasal verbs	<ul style="list-style-type: none"> Discussing the composition of Phrasal Verbs (<i>combination of verb and an adverb or a preposition or sometimes both...</i>) Constructing sentences using Transitive phrasal verbs (<i>Verb + adverb + object or Verb + object + adverb...She handed</i> 	<ul style="list-style-type: none"> Sentences with phrasal verbs constructed correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>in the assignment... She handed the assignment in...)</i></p> <ul style="list-style-type: none"> • Constructing sentences using Intransitive Phrasal Verbs (<i>Verb + adverb: My bicycle broke down...)</i> • Composing sentences using separable and inseparable Phrasal Verbs (<i>He turned the light off ... He looks after his children very well...)</i> • Practising use of Phrasal Verbs in spoken and written work 	
4.4.4. SUBJECT-VERB AGREEMENT (CONCORD)	4.4.4.1. Agreement with Relative Clauses	4.4.4.1.1. Use subject-verb agreement with relative clauses in sentences	<ul style="list-style-type: none"> • Discussing relative clauses; which are introduced by relative pronouns (<i>what..., who..., that... which...)</i> • Discussing subject and relative clause agreement in number and in person (<i>The apple which Kay lay on the table is mine...)</i> • Constructing sentences where the <i>relative pronoun, as subject of an adjective, agrees with its antecedent</i> (<i>The man who stole from the garden has been arrested...)</i> 	<ul style="list-style-type: none"> • Subject-Verb agreement with relative clauses used in sentences correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Practising subject-verb agreement with relative clauses 	
	4.4.4.2. Agreement with Modal Verbs	4.4.4.2.1. Use subject-verb agreement with modal verbs in sentences	<ul style="list-style-type: none"> • Identifying modal verbs (<i>can, could, may, will, would, shall, may, might...</i>) • Describing modal verbs (<i>They give additional information about the function of the main verb; they allow speakers to express certainty, possibility, willingness.</i>) • Discussing characteristics of modal verbs (<i>modal verbs have same form for both singular and plural subject, never change their form – you can't add "s", "-ed", "-ing" ...always followed by the bare infinitive ...</i>) • Using modal verbs to practice subject-verb agreement in sentences (<i>Butuba can play the piano, you should see a doctor ...</i>) 	<ul style="list-style-type: none"> • Subject-verb agreement with modal verbs used in sentences correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	4.4.4.3. Agreement in Inverted Sentences	4.4.4.3.1. Use subject-verb agreement in inverted sentences	<ul style="list-style-type: none"> • Discussing the reversed word order of inversions (<i>where the predicate comes before subject; on the table is the laptop</i>) • Discussing Subject-Verb agreement in inversions (verb agrees in number with the subject) • Constructing sentences using subject-verb agreement in inversions (<i>Resting on the bench <u>were</u> the young girls...Resting on the bench <u>was</u> a young girl...</i>) 	<ul style="list-style-type: none"> • Subject-verb agreement in inverted sentences used correctly
	4.4.4.4. Agreement in the Passive Voice	4.4.4.4.1. Use of agreement in the passive voice	<ul style="list-style-type: none"> • Differentiating between active and the passive voice (<i>subject performs action of verb in the active but receives action of verb in the passive voice; Takondwa broke the window... The window was broken by Takondwa</i>) • Identifying the rules of subject-verb agreement in the Passive voice (<i>Singular subject takes singular verb; Plural subject takes plural verb– The book is written by</i> 	<ul style="list-style-type: none"> • Agreement in the passive voice used correctly

STRUCTURE				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>Ulaya; ... The books are written by Ulaya.)</i></p> <ul style="list-style-type: none"> • Applying appropriate rules to show agreement in the passive voice (<i>Collective noun takes singular verb -The team is coached by Jimaima; Indefinite pronoun takes singular verb - Someone is writing the message; Gerund takes singular verb - Swimming is my favourite hobby...</i>) • Applying the subject-verb agreement rules in sentences and short paragraphs (<i>selecting and applying the correct verb form that agrees with subject's number</i>) 	

SUMMARY				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
4.5.1. NOTE SUMMARY	4.5.1.1. Note Taking	4.5.1.1.1. Identify main ideas from a text	<ul style="list-style-type: none"> • Identifying main ideas from supporting ideas in a text • Distinguishing between fact and opinion • Omitting unnecessary information • Writing main ideas in point form 	<ul style="list-style-type: none"> • Main ideas from a text identified correctly
4.5.2. PROSE SUMMARY	4.5.2.1. Writing a Prose Summary	4.5.2.1.1. Write a prose summary	<ul style="list-style-type: none"> • Identifying main and supporting ideas • Identifying and omitting unnecessary information • Organising and synthesising information • Applying transitional words and phrases to connect ideas • Using own words to paraphrase and summarise • Writing concise and clear prose summaries 	<ul style="list-style-type: none"> • Prose Summary written correctly
4.5.3. TABULATION SKILLS	4.5.3.1. Tabulating Information	4.5.3.1.1. Apply tabulation skills in categorising information	<ul style="list-style-type: none"> • Identifying and categorising information • Creating tables, charts, and graphs to organise data • Extracting relevant information from texts and other sources • Summarising data and information in a concise manner 	<ul style="list-style-type: none"> • Tabulation skills in categorising information applied accurately

SUMMARY				
TOPIC	SUB-TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none">• Using headings, sub-headings and columns to structure tables• Analysing and interpreting data presented in tables and charts• Using tables and charts to support written summaries• Creating visual representation of information (infographics) to present information	

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