



Ministry of Education, Science and Technology

**Accelerated Teaching Syllabi for  
Senior Secondary I, II, III and IV English  
(2015 – 2016)**

Funded with UK aid from the British people

With support from: British Council, CEFORD, Concern Worldwide,  
CRS, FAWE, IBIS, IRC, Plan International,  
Save the Children, UNICEF, and World Vision

**August 2015**

**Senior Secondary I: English Language, Term: 1**

<b>Theme/Concept and Weeks</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning Outcome</b>	<b>Suggested Teaching/Learning Activities</b>
Week 1 Grammar and Use	<p>The simple present tense</p> <ul style="list-style-type: none"> <li>• Its uses</li> <li>• Focus on the third person singular – the verb takes an ‘S’</li> <li>• The present interrogative “Do you live here?”</li> <li>• The present negative “I do not live here.”</li> </ul>	Enable pupils recall the correct use of the Simple Present Tense	Pupils will be able to use the Simple Present Tense correctly in speech and in writing	<p>Use substitution drills to differentiate forms and their uses.</p> <p>Use demonstration/role play dialogue to distinguish forms and other uses.</p>
Week 2 Grammar, and Use	<p>The Present Continuous Tense</p> <ul style="list-style-type: none"> <li>• Forming the Present Continuous Tense (Aux + ING form of the verb)</li> <li>• Uses of the Present Continuous Tense</li> <li>• Verbs rarely used in the Present Continuous Tense</li> </ul> <p>a) Verbs of ideas and knowledge E.g. know, think understand etc.</p>	Strengthen pupils’ knowledge of the use of the Present Continuous Tense	Pupils will be able to use the Present Continuous Tense correctly in speech and in writing	<p>Pupils construct sentences about situations in the classroom and in the school environment</p> <p>Pupils write sentences on the board using the Present Continuous Tense</p>



**Senior Secondary I: English Language, Term: 1**

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	exclamation mark			
Week 4 Grammar, and Use	<p>The past Continuous Tense</p> <ul style="list-style-type: none"> <li>Forming the Past Continuous Tense: The past tense of the auxiliary verb “to be” + ING form of the main verb</li> <li>Uses of the past Continuous Tense</li> <li>Punctuation – the comma</li> </ul>	<p>Strengthen pupils knowledge of the use of the Past Continuous Tense</p> <p>Enable pupils recall the correct use of the comma</p>	<p>Pupils will be able to use the Past Continuous Tense correctly in speech and in writing</p> <p>Pupils will be able to use the comma correctly in writing</p>	<p>Pupils should fill in the blank spaces in sentences with the past continuous tense</p> <p>Practice using the comma in sentences on the board and in their exercise books</p>
Week 5 Reading Skills	<p>Comprehension &amp; Summary</p> <ul style="list-style-type: none"> <li>Basic reading and understanding of a passage</li> <li>Reading Techniques                             <ol style="list-style-type: none"> <li>Skimming</li> <li>Scanning</li> </ol> </li> <li>Vocabulary building and use of the dictionary</li> <li>Collocations</li> <li>Idioms</li> <li>Phrasal verbs</li> </ul>	<p>Teach pupils to read purposefully</p> <p>Build up pupils knowledge of lexical items in English</p>	<p>Pupils will be able to read and understand a passage</p> <p>Knowledge of lexical items aids understanding of the reading passage</p>	<p>Pupils practice skimming and scanning techniques with various texts</p> <p>Pupils practice using newly learnt lexical items in sentences</p>

**Senior Secondary I: English Language, Term: 1**

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	<ul style="list-style-type: none"> <li>• Other lexical items</li> </ul>			
Week 6 Reading Skills	Comprehension & Summary <ul style="list-style-type: none"> <li>• Basic reading and understanding of a passage</li> <li>• Contextual meanings of words</li> <li>• Responding to WH – questions</li> <li>• Summarizing skills</li> <li>• Giving titles to untitled passages</li> </ul>	Teach pupils to extract/figure out the meanings of words according to how they are used in the passage. Teach pupils how to respond accurately to WH questions asked. Provide opportunity to pupils to summarize the main idea in a passage	Pupils' skills in figuring out the meanings of words in their context will have been developed. Pupils will be able to respond accurately to WH questions. Pupils will be able to summarize the main ideas in a passage	Practice exercises at giving contextual meanings of selected words. Drills on answering to WH questions. Practice giving titles to untitled passage
Week 7 Reading Skills	Comprehension & Summary <ul style="list-style-type: none"> <li>• Basic reading and understanding of a giving passage</li> <li>• Word and phrase inference</li> <li>• Denotative and connotative meanings</li> </ul>	Develop pupils' skills at identifying the main points in a paragraph  To raise pupils awareness to points that are	Pupils skills at figuring out implicitly stated facts/points will have been raised  Pupils will be able to identify topic sentences in	Practice exercises at giving denotative and connotative words  Used in selected passages

**Senior Secondary I: English Language, Term: 1**

Theme/Concept and Weeks	Topic	Objective	Learning Outcome	Suggested Teaching/Learning Activities
	of words • Identifying the topic sentence in a paragraph	not explicitly stated in passages	passages	
Week 8 Writing Skills	<ul style="list-style-type: none"> <li>• Introduction to skills for writing narratives and descriptions e.g. Descriptions of people, places, events etc.</li> <li>• Revision of writing of informal letters – writing to contemporaries</li> <li>• Formal features of informal letters                             <ul style="list-style-type: none"> <li>• Address</li> <li>• Salutation</li> <li>• Subscript</li> </ul> </li> <li>• Organization of content                             <ul style="list-style-type: none"> <li>a) Introduction</li> <li>b) Body</li> <li>c) Conclusion</li> </ul> </li> </ul>	Teach pupils to write narrative and descriptive essays  Teach pupils to write informal letters to contemporaries and family members of the same age group  Teach pupils to organize ideas in paragraph on giving topics	Acquire skills in writing narratives and descriptions correctly. write out the features of an informal letter and communicate with their peers in writing  Organize ideas in the different paragraphs of a letter	Pupils work practice writing out descriptions of people places & events  Pupils practice individually writing informal letters to contemporaries
Week 9	Writing informal letters continued	Teach pupils the style of writing	Pupils will be able to communicate	Pupils practice writing an informal letter to an older

**Senior Secondary I: English Language, Term: 1**

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Writing Skills	<ul style="list-style-type: none"> <li>• Writing to older relatives – parents, uncles, aunts etc</li> <li>• Writing style               <ol style="list-style-type: none"> <li>a) Language required</li> <li>b) Use of the personal pronouns ‘you’ ‘I’ ‘we’ etc</li> <li>c) Use of idiomatic expressions</li> <li>d) Tone of the letter respectful &amp; personal use of “please” “can I.....” etc</li> </ol> </li> </ul>	informal letters to older relatives	with their older relatives in writing	relative- father, mother, aunt, uncle etc
Week 10  Oral and Listening Skills	Consonant sounds <ul style="list-style-type: none"> <li>• The 24 consonant sounds of the English alphabet</li> <li>• Single consonant sounds in an initial, medial and final position in words</li> </ul> e . g. <u>Initial medial</u>  go      anger	Enable pupils recall the various single consonant sounds of English Alphabet	Pupils will be able to pronounce the same consonant sounds in various positions in word   Identify single consonant sounds in the initial, medial and final positions in words	Practice drills with words for pupils to pronounced single consonant sounds correctly in various positions in words

**Senior Secondary I: English Language, Term: 1**

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	<u>finalegg</u>			
Week 11 Oral and Listening Skills	Consonant Clusters <ul style="list-style-type: none"> <li>Identifying consonant clusters in the initial, medial and final positions in words</li> </ul> e.g. <u>initial medial</u> p <u>ri</u> ze      a <u>nc</u> h <u>or</u> l <u>ink</u> s	Raise pupils awareness to the occurrence of double consonant sounds in words	Pupils will be able to identify and pronounce consonant clusters in initial , medial and final position in words	Practice drills with words for pupils to pronounce consonant clusters correctly
Week 12 Listening Skills	Listening comprehension	Provide opportunities for pupils to develop their skills of listening to the sounds of the language	Pupils skills at listening keenly is developed	Teacher reads a passage which pupils do not have  Pupils practice listening for : <ol style="list-style-type: none"> <li>Specific consonant sounds</li> <li>Meaning of the passage</li> <li>Pupils answer questions on the passage read</li> </ol>

**Senior Secondary I: English Language, Term: 2**

<b>Theme/ Concept And Week</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Suggested Teaching/ Learning Activities</b>
Week 1  Grammar – Verb Tenses	Revision of Verb Tenses <ul style="list-style-type: none"> <li>• The simple Present Tense</li> <li>• The Present Continuous Tense</li> <li>• The simple Past Tense</li> <li>• The Past Continuous Tense</li> </ul>	Enable pupils recall the uses and formation of these four tenses already learnt	Pupils will be able to reinforce their usage of these tenses correctly in speech and in writing	Use substitution drills to differentiate between these various verb tenses and their uses  Use role play dialogue to distinguish their uses
Week 2  Grammar, and Use	Nouns <ul style="list-style-type: none"> <li>• Definition</li> <li>• Classification of Nouns : common, proper (capitalization of the initial letter), concrete, Abstract, collective, countable and uncountable</li> <li>• Plurals of nouns</li> <li>• The Genitive</li> <li>• Functions of Nouns               <ol style="list-style-type: none"> <li>a) Subject of the verb <u>John</u> kicked the ball</li> <li>b) Object of the verb John kicked the <u>ball</u></li> <li>c) Complement Mary is a <u>girl</u> etc</li> </ol> </li> </ul>	Strengthen pupils knowledge of the classifications and functions of nouns	Pupils will be able to: <ul style="list-style-type: none"> <li>• Distinguish between the different classes of nouns</li> <li>• State the function of nouns</li> </ul>	Pupils constructs sentences using the various types of nouns  Pupils identify nouns in sentences and state their functions
Week 3  Grammar, and	Pronouns <ul style="list-style-type: none"> <li>• Definition</li> </ul>	Strengthen pupils knowledge of different types	Pupils will be able to distinguish between these	Pupils work in pairs to identify the personal, possessive,

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Use	<ul style="list-style-type: none"> <li>• Types of pronouns and their functions               <ol style="list-style-type: none"> <li>a) Personal pronouns                   <ul style="list-style-type: none"> <li>• Subject pronouns</li> <li>• Object pronouns</li> </ul> </li> <li>b) Possessive pronouns</li> <li>c) Demonstrative pronoun</li> <li>d) Relative pronouns</li> </ol> </li> </ul>	of pronouns and their operations	various types of pronouns and demonstrate how to use them in the appropriate context	<p>demonstrative and relative pronouns in sentences and passages</p> <p>Provide a passage for pupils to replace nouns with appropriate pronouns</p>
Week 4  Grammar, and Use	<p>Pronouns, continued</p> <p>Types of pronouns</p> <ol style="list-style-type: none"> <li>a) Interrogative pronoun</li> <li>b) Reflective pronoun</li> <li>c) Reciprocal/Emphatic pronoun</li> <li>d) Indefinite pronoun</li> </ol>	Strengthen pupils knowledge of different types of pronouns and their operations	Pupils will be able to distinguish between these various types of pronouns and demonstrate how to use them in the appropriate context	Pupils work in pairs to identify the Interrogative, Reflexive, Reciprocal/Emphatic and indefinite pronouns in sentences and passages
Week 5  Grammar , and Use	<p>Pronouns continued</p> <ul style="list-style-type: none"> <li>• Problems with pronoun use (subject and object pronouns)               <ol style="list-style-type: none"> <li>a) Use of the subject pronoun in the objective case e. g. <u>we</u> scouts are very hardy not <u>us</u> scouts are very hardy</li> <li>b) Double subject pronouns. Double</li> </ol> </li> </ul>	To raise pupils awareness to the difficulties involved with the use of the subject pronouns and the reflexive pronouns	Pupils will be made aware of some common errors with the use of subject and object pronouns and will be able to use these pronouns	Pupils fill in the blank spaces in sentences using the correct pronoun

**Senior Secondary I: English Language, Term: 2**

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	<p>subject pronouns</p> <ul style="list-style-type: none"> <li>• E.g. <u>She</u> and <u>I</u> are twins not <u>she</u> and <u>me</u> are twins</li> <li>• <u>He</u> gave <u>him</u> and her a book not <u>he</u> gave <u>he</u> and she a book</li> </ul> <p>a) After the verb “to be” it is the subject pronoun that is used e. g. It is <u>she</u> not it is <u>her</u></p> <p>b) After ‘Let’ an object pronoun is used e. g. “Let us go”</p> <p>c) The use of the emphatic pronoun for the definite pronoun. E. g. We are talking to each other not we are talking to ourselves</p>		correctly	
<p>Week 6</p> <p>Reading Skills</p>	<p>Reading comprehension</p> <ul style="list-style-type: none"> <li>• Reading and understanding of a reading passage</li> <li>• Vocabulary building and use of dictionaries</li> <li>• Responding to questions asked</li> <li>• Recasting of writer’s viewpoint (Avoiding un intelligent lighting ?lifting? from reading passage)</li> </ul>	<p>Teach pupils to read purposefully and with understanding</p> <p>Teach pupils how to respond accurately to questions and avoid un intelligent lifting</p>	<p>Pupils will be able to read with understanding and respond to questions asked using their own words</p>	<p>Group practice at recasting answers to questions on reading passage individual</p> <p>Pupils are given texts to read and to answer to questions</p>

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Week 7  Reading Skills	Reading comprehension <ul style="list-style-type: none"> <li>• Reading and understanding of a reading passage</li> <li>• Paraphrasing</li> </ul>	Teach pupils the art of paraphrasing (recasting a passage in simpler language for easier understanding)	Pupils will be able to recast difficult passages for easier understanding	Pupils work in groups and recast sentences using simple and clear language
Week 8  Reading Skills	Reading comprehension <ul style="list-style-type: none"> <li>• Reading and understanding of a reading passage</li> <li>• Introduction to reasoning skills (inductive and deductive reasoning)               <ul style="list-style-type: none"> <li>a) Reading on the lines</li> <li>b) Reading between the lines</li> <li>c) Reading beyond the lines</li> </ul> </li> </ul>	Introduce pupils to inductive and deductive reasoning	Pupils will be able to deduce meaning from evidence in the passage and also to predict future happenings based on the content of the passage	Practice exercises on reasoning skills
Week 9  Writing Skills	Writing Formal letters <ul style="list-style-type: none"> <li>• Types of Formal letters               <ul style="list-style-type: none"> <li>a) Letters of complaint</li> <li>b) Letters of request</li> <li>c) Applications for jobs etc.</li> </ul> </li> <li>• The formal features               <ul style="list-style-type: none"> <li>a) Addresses</li> <li>b) Salutation</li> </ul> </li> </ul>	Teach pupils to write formal letters and to organize ideas in paragraphs on given topics	Pupils will be able to write out the features of a formal letter and effectively communicate with people in official positions	Pupils practice writing formal features of letters to people in official positions

**Senior Secondary I: English Language, Term: 2**

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	c) Title of the letter d) Subscript • Organization of content			
Week 10  Writing Skills	Writing Formal letters continued  • Writing style a) Purpose of the letter b) Awareness of the writer's audience c) Language used – Formal d) Tone of the letter	Teach pupils the writing style of formal letters	Pupils will be able to use the appropriate style and language in writing formal letters	Pupils writing a formal letter using the appropriate style
Week 11  Oral and Listening Skills	Vowel sounds  • Pure vowel sounds – long and short vowel sounds  <i>/i/</i> sit  <i>/i:/</i> seat  <i>/æ/</i> cat  <i>/a:/</i> father  <i>/e/</i> ten  <i>/D/</i> got	Identify and reproduce pure vowels sounds in the English Language	Pupils will be able to articulate the vowel sounds in English	Oral drills: pupils read vowel sounds aloud for practice          Pupils articulate vowel sounds in words
Week 12	Vowel sounds continued	Identify and reproduce pure	Pupils will be able to articulate the	Oral drills:

**Senior Secondary I: English Language, Term: 2**

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Oral and Listening Skills	Long and short vowel sounds =/ɔ:/ call /ʊ/ could /u:/ food /ʌ /cup /ɜ:/ girl /ə/ about	vowel sounds in the English Language	vowel sounds in English	Pupils read vowels sounds aloud for practice  Pupils articulate vowel sounds in words
Week 13  Listening Skills	Listening comprehension	Provide opportunity for pupils to develop their skills of listening to the sounds of the language	Pupils skills at listening keenly are developed	Teacher reads which pupils have:  Pupils practice listening for:  a) Specific consonant and vowel sounds b) Meaning of the passage Pupils answer questions on the passage read

**Senior Secondary II: English Language Term: 1**

<b>Theme/ Concept Week</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Suggested Teaching/ Learning Activities</b>
Week 1  Grammar and Use	Revision of some verb Tenses <ul style="list-style-type: none"> <li>• The simple present tense</li> <li>• The present continuous tense</li> <li>• The simple past tense</li> <li>• The past continuous tense</li> </ul> Modals and auxiliaries	Recall of the use of the simple present and present continuous, the simple past continuous tenses  Introduce pupils to modals and auxiliaries	Pupils become more knowledgeable on the use of the tenses revised  Pupils become aware of 'modals' and auxiliaries in English	Oral drills  Filling in of blanks spaces in sentences on the board
Week 2  Grammar and Use	The Future Tense <ul style="list-style-type: none"> <li>• The simple future Tense</li> <li>• Formation:                               Will/shall + base form                               of the verb                               E. g. will go                               Shall go                         </li> <li>• Uses of the simple future tense</li> <li>• The future continuous tense</li> </ul>	Teach pupils how to use the future and the future continuous tense  (When to use 'will' and 'shall' and how to form the future continuous tense)	Pupils will be able to demonstrate the ability to use the future tenses correctly	Written practice exercises on the board and in pupils exercise books

**Senior Secondary II: English Language Term: 1**

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	<ul style="list-style-type: none"> <li>• Formation</li> </ul> Will + be + ing Form of the verb e.g. will be going <ul style="list-style-type: none"> <li>• Uses of the future continuous tense</li> </ul> Punctuation <ul style="list-style-type: none"> <li>- The dash</li> <li>- The hyphen</li> <li>- The bracket</li> </ul> (wrong syllabification of words and wrong amalgamation of words)	Introduce pupils to the less commonly used punctuation marks	Pupils will be able to correctly use the punctuation marks taught	Pupils punctuate a given text using the punctuation marks taught
Week 3  Grammar and Use,	Adjectives <ul style="list-style-type: none"> <li>• Definition</li> <li>• Types of Adjectives</li> </ul> Adjectives of quantity Adjectives of quality etc. Functions of Adjectives	Teach the nature and functions of adjectives and their operations	Pupils will be able to demonstrate knowledge of the various operations of adjectives	Pupils identify adjectives in sentences and passages and say whether they have been used attributively or predicatively

**Senior Secondary II: English Language Term: 1**

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	Attributively  Predicatively			
Week 4  Reading skills	Adjectives continued <ul style="list-style-type: none"> <li>• Comparative forms of adjectives</li> <li>• Using adjectives in comparison</li> <li>• Regular and irregular forms</li> </ul> E g. tall taller tallest  Good better best <ul style="list-style-type: none"> <li>• Ordering of adjectives in a list</li> </ul>	Explain the three degrees to which adjectives can qualify nouns. Sensitize pupils to the order of adjectives in a list	Pupils will be able to use the correct order of adjectives to describe nouns	Pupils describe pictures of people, buildings etc.  Using comparative adjectives correctly
Week 5  Reading Skills	Reading comprehension <ul style="list-style-type: none"> <li>• Reading and understanding of a reading passage</li> <li>• Reasoning skills inductive and deductive reasoning</li> </ul>	Give pupils practice at reasoning out answers by utilizing inductive and deductive skills	Answers will be arrived at by applying inductive and deductive reasoning skills	Teacher poses questions to pupils and leads them to the answers through application of various reasoning skills
Week 6	Reading comprehension	Teach pupils to	Pupils will be able to	Pupils first identify figures

**Senior Secondary II: English Language Term: 1**

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Reading Skills	<ul style="list-style-type: none"> <li>• Reading and understanding of a reading passage</li> <li>• Figurative Language</li> <li>• Identifying figures of speech – simile metaphor, personification</li> <li>• Explaining the meaning of the figure of speech</li> </ul>	<p>recognize figurative language in passages</p> <p>Help pupils to understand the meaning and effect of the different figures of speech</p>	<p>identify the figure of speech taught in any piece of writing</p> <p>They will also understand the meaning of each figure of speech</p>	<p>of speech from extracts provided by the teacher and then attempt explaining them</p>
Week 7 Reading Skills	<p>Reading comprehension</p> <ul style="list-style-type: none"> <li>• Reading and understanding an unseen poem/extract from plays</li> <li>• Identify other figures of speech/literary devices – irony</li> </ul> <p>Rhetorical questions, paradox etc.</p>	<p>Teach pupils other types of figures of speech or literacy devices in unseen extracts</p> <p>Prose or poetry</p>	<p>Pupils will be able to recognize and explain the meanings of various literacy devices encountered in unseen extracts</p>	<p>Pupils identify and explain various literary devices in extracts aiding by teacher</p>
Week 8 Writing Skills	<p>Writing formal letters</p> <ul style="list-style-type: none"> <li>• Letters to the Editors of newspapers</li> </ul>	<p>To enable pupils to write letters to editors of newspapers expressing their</p>	<p>Pupils will be able to properly format a letter to an editor of newspaper and also</p>	<p>Illustrations of formal features on the board by pupils aided by the</p>

**Senior Secondary II: English Language Term: 1**

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	<ul style="list-style-type: none"> <li>Formal features Address Salutation Title of the letter subscript</li> <li>Organization of content Introduction Body Conclusion</li> <li>Writing style Language used Tone of the letter</li> </ul>	views on issues	to properly structure its content	teacher  Listing of possible necessary (content) points on the board by pupils aided by teacher
Week 9  Writing Skills	Formal letters continued <ul style="list-style-type: none"> <li>The application letter</li> <li>Formal features</li> <li>Organization of content</li> <li>Writing style</li> </ul>	To teach pupils to write letters of application for jobs	Pupils will be able to properly format a letter of application and also to properly structure its content	Pupils write the formal features of an application letter in their exercise books
Week 10  Writing Skills	Formal letters <ul style="list-style-type: none"> <li>The application letter continued</li> <li>The content of an</li> </ul>	To teach pupils the nature of application letters	Pupils will be able to distinguish between the nature and style of application letters and there types of formal	Pupils practice writing the possible content of an application letter in their exercise books

**Senior Secondary II: English Language Term: 1**

<b>Theme/ Concept Week</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Suggested Teaching/ Learning Activities</b>
	<p align="center">application letter</p> <p>The inclusion of certificates, CVs and names of references</p>		letters	
<p>Week 11</p> <p>Oral, and Listening Skills</p>	<p>Vowel sounds</p> <p>Diphthongs</p> <p>/eɪ/ say      /@ʊ/ now</p> <p>/əʊ/ go      /ə-/ near</p> <p>/aɪ/ my      /eə-/ hair</p> <p>/ɔɪ/ boy      /ʊə-/ pure</p>	To familiarize the pupils with the sounds and symbols of vowel diphthongs	Pupils will be able to correctly pronounce vowel diphthongs	<p>Oral drills conducted by teacher</p> <p>Pupil read diphthongs sound aloud for practice</p>
<p>Week 12</p> <p>Oral and Listening Skills</p>	<p>Vowel sounds</p> <p>Diphthongs</p>	Identify and reproduce vowel sounds of diphthongs	Pupils will be able to articulate the vowel sounds of diphthongs	<p>Oral drills</p> <p>Pupils articulate vowel sounds of diphthongs in words</p>

**Senior Secondary II: English Language Term: 2**

Theme/concept	Topic	Objective	Learning outcome	Suggested Teaching/Learning Activities
<p>Week 1</p> <p>Grammar, and Use</p>	<p>The Present and past Participles of verbs</p> <p>a) Forming the present participle of regular and irregular verbs – e. g Adding – ING to the base form of verbs e.g.                      Sit – sitting</p> <p>Dance – dancing</p> <p>Go – going</p> <p>b) Forming the past participles of regular and irregular verbs</p> <p><u>Regular:</u></p> <p><u>Presentpastpast participle</u></p> <p>Talk    talked    talked</p> <p>Laugh    laughed    laged</p> <p><u>Irregular:</u></p> <p><u>Presentpastpast participle</u></p> <p>Arise    arose    arisen</p> <p>Cut    cut    cut</p>	<p>Teach pupils to form both the present and past participles of regular and irregular verbs</p>	<p>Pupils will be able to distinguish between the two types of participles and use them correctly in speech and in writing</p>	<p>Pupils practice writing out the present and past participles of some listed verbs</p>

**Senior Secondary II: English Language Term: 2**

<b>Theme/concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Suggested Teaching/Learning Activities</b>
	Speak spoke spoken			
Week 2 Grammar and Use	<p>Uses of the of the present participle</p> <p>a) As part of the present and past continuous tense. E.g. is talking was talking</p> <p>b) As an adjective e.g. talking clock Singing bird Dancing doll</p> <p>1. Uses of the past participle</p> <p>a) As part of the present and past perfect tenses, e.g. has gone, had gone</p> <p>b) As an adjective e. g. spoken word, troubled waters</p>	<p>Enable pupils distinguish between the use of the present and past participles in continuous tenses and as adjectives</p>	<p>Pupils will be able to use the present and past participles correctly in speech and in writing</p>	<p>Pupils construct different sentences using the present and past participle in continuous tenses and as objective</p>
Week 3 Grammar and Use	<p>The Present Perfect Tense</p> <ul style="list-style-type: none"> <li>Forming the present perfect tense of regular and irregular verbs has/have +past participle of verb e.g. have bought Have gone Have wanted</li> </ul>	<p>Teach pupils how to form the present perfect tense of both regular and irregular verbs</p> <p>Enable pupils to use the present perfect tense correctly in</p>	<p>Pupils will be able to construct sentences correctly using the present perfect tense</p>	<p>Pupils write sentences on the board using the present perfect tense.</p> <p>Pupils work in groups and construct paragraphs using the</p>

**Senior Secondary II: English Language Term: 2**

<b>Theme/concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Suggested Teaching/Learning Activities</b>
	<ul style="list-style-type: none"> <li>• Uses of the Present Perfect Tense</li> </ul>	speech and in writing		present perfect tense
Week 4 Grammar and Use	<p>The Present Perfect Continuous Tense</p> <ul style="list-style-type: none"> <li>• Forming the Present Perfect Continuous Tense have/has +been +present participle of the verb E. g. has been dancing Have been dancing</li> <li>• The uses of the present perfect continuous tense</li> </ul>	<p>Teach pupils how to form the present perfect continuous tense</p> <p>Illustrate the uses of the present continuous tense</p>	Pupils will be able to use the present perfect continuous tense correctly in speech and writing	<p>Pupils construct sentences using the present perfect continuous tense.</p> <p>Pupils complete sentences using the present perfect and the present perfect</p>
Week 5 Grammar and Use	<p>Future Perfect Tense and the Future Perfect Continuous Tense</p> <ul style="list-style-type: none"> <li>• Forming the Future Perfect Tense will + have past participle</li> </ul> <p>Shall + have + past participle e.g. will have talking</p> <ul style="list-style-type: none"> <li>• Uses of the future perfect and future perfect continuous tense</li> </ul>	Enable pupils to form the future perfect and future perfect continuous tenses and use them correctly in speech and writing	Pupils will be able to distinguish between these tenses and use them appropriately	A list of regular and irregular verbs are written on the board and pupils supply the future perfect and future perfect continuous tenses of the verb

**Senior Secondary II: English Language Term: 2**

<b>Theme/concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Suggested Teaching/Learning Activities</b>
Week 6 Grammar and Use	<p>Determiners</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Types of determiners</li> <li>a) Articles – definite (the) and indefinite (a, an)</li> <li>b) Demonstrates this, that, these, those</li> <li>c) Quantities few, many</li> <li>d) Possessive – my, your,</li> <li>• Functions of Determiners</li> <li>• Difference between adjectives and determiners</li> </ul>	<p>Teach pupils to identify determiners and their types</p> <p>Enable pupils to use determiners correctly with nouns in sentences</p> <p>Enable pupils to distinguish between determiners and adjectives</p>	<p>Pupils will be able to construct sentences correctly using determiners and adjectives</p>	<p>Individual pupils write sentences in the board using determiners</p>
Week 7 Reading Skills	<p>Reading comprehension</p> <ul style="list-style-type: none"> <li>• Reading and understand of a reading passage (unseen prose)</li> <li>• The general and specific meaning of a passage</li> <li>• Diction</li> <li>• Literary Devices</li> </ul>	<p>Enable pupils to:</p> <p>Develop the technique of reading and understanding an unseen prose passage</p> <p>Identify the general and specific meanings of a passage</p>	<p>Pupils will be able state the general and specific meanings of texts and identify literary devices</p>	<p>Prepared unseen prose passages are read in class by individual pupils,</p> <p>Pupils are asked to identify and comment on the literary devices in the passage</p>
Week 8	Reading comprehension	Teach pupils to identify phrasal verbs	Use phrasal verbs and	<ul style="list-style-type: none"> <li>• pupils identify phrasal verbs</li> </ul>

**Senior Secondary II: English Language Term: 2**

Theme/concept	Topic	Objective	Learning outcome	Suggested Teaching/Learning Activities
Reading Skills	<ul style="list-style-type: none"> <li>• Reading and understanding of a reading passage</li> <li>• Identifying and stating the use of phrasal verbs and idiomatic expressions</li> <li>• collocations</li> </ul>	<p>and idiomatic expressions</p> <p>State the uses of phrasal verbs and idiomatic expressions</p> <p>Teach the meanings of collocations and their effects</p>	<p>idiomatic expressions correctly in speech and in writing</p> <p>Recognize different collocations in reading passages</p>	<p>and idiomatic expressions in passages</p> <ul style="list-style-type: none"> <li>• pupils use selected phrasal verbs and idiomatic expression in sentences</li> <li>• pupils are given words and asked individually to collocate them correctly</li> </ul>
Week 9 Writing Skills	<p>Writing Expository essays (essays intended to explain or describe something)</p> <ul style="list-style-type: none"> <li>• Techniques of narrating and describing</li> <li>• Narrating: themes plot, characters, settings etc.</li> <li>• Describing: use of collocations, a adjectival phrase, figures of speech,</li> </ul>	<p>Teach pupils the different techniques involved in writing expository essays i. e. narrating and describing</p>	<p>Use appropriate techniques in writing different types of essays</p>	<p>Pupils are asked to recall the different types of techniques involved in writing the different kinds of essays</p>

**Senior Secondary II: English Language Term: 2**

<b>Theme/concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Suggested Teaching/Learning Activities</b>
	idioms etc.			
Week 10 Writings Skills	Writing Articles <ul style="list-style-type: none"> <li>• Formal features                             <ul style="list-style-type: none"> <li>a) Title</li> <li>b) Full name of the writer (either after the title or at the end of the essay)</li> </ul> </li> <li>• Organization of content                             <ul style="list-style-type: none"> <li>a) Introduction – how to introduce the topic</li> <li>b) Body – development of points</li> <li>c) Conclusion – suitable concluding paragraph</li> </ul> </li> </ul>	Teach pupils how to write articles correctly	Write articles correctly for magazines and newspapers	Pupils practice writing out articles in their exercise books
Week 11 Writings Skills	Writing Speeches <ul style="list-style-type: none"> <li>• Formal features                             <ul style="list-style-type: none"> <li>a) The vocatives</li> <li>b) Appropriate language</li> </ul> </li> <li>• Organization of content                             <ul style="list-style-type: none"> <li>a) Introduction</li> <li>b) Body</li> <li>c) conclusion</li> </ul> </li> </ul>	Teach pupils how to write speeches correctly	Pupils will be able to write different kinds of speeches for different occasions correctly	Pupils are given different topics on speech writing for different occasions for practice
Week 12	Intonation	Teach pupils to read compound and	Read sentences	Pupils practice using intonation patterns in

**Senior Secondary II: English Language Term: 2**

Theme/concept	Topic	Objective	Learning outcome	Suggested Teaching/Learning Activities
Oral and Listening Skills	<ul style="list-style-type: none"> <li>• definition</li> <li>• rising and falling tones</li> <li>• tune 1 : falling intonation</li> <li>• tune 2: rising intonation</li> </ul>	<p>complex sentences with the correct intonation e. g. when I went to the market he was not there</p> <p>I saw him when he arrived from Kenema</p>	with the correct intonation pattern	different sentences written out on the board
<p>Week 13</p> <p>Oral and Listening Skills</p>	<p>Stress</p> <ul style="list-style-type: none"> <li>• word stress               <ul style="list-style-type: none"> <li>a) in two – syllabled words</li> <li>b) in three – syllabled words</li> </ul> </li> <li>• phrase stress               <ul style="list-style-type: none"> <li>a) stress content words (nouns, verbs, adjectives, adverbs)</li> <li>b) stress function words (prepositions, articles, auxiliary verbs, pronouns e. t. c. for emphasis)</li> </ul> </li> </ul>	<p>Teach pupils to identify polysyllabic words and pronounce them with the correct stress</p> <p>Read and speak using the correct sentence stress</p>	Use stresses correctly in speech	<p>Oral drills:</p> <p>Pupils compose and read out sentences with the correct word and phrase stress</p>

**Senior Secondary III: English Language Term: 1**

<b>Theme/concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Suggested Teaching/Learning Activities</b>
Week 1 Grammar, and Use	1. The past perfect tense 2. The past perfect continuous tense <ul style="list-style-type: none"> <li>Forming the past perfect and past continuous tense e. g. had +past participle had gone</li> </ul> Had + been + present participles Had been talking <ul style="list-style-type: none"> <li>Uses of the past perfect tense</li> <li>Uses of the past continuous tense</li> </ul>	Teach pupils to distinguish shades of meaning associated with the past perfect continuous tenses and to use these tenses correctly in speech and writing	Use past perfect and perfect continuous tenses correctly in speech and writing	Pupils speak and write sentences using both tenses appropriately
Week 2 Grammar and Use	Revision of modals and auxiliaries <ul style="list-style-type: none"> <li>Conditional tenses</li> <li>Forming the conditional tense</li> <li>Uses of the conditional tense</li> </ul>	Revise the use of modals and auxiliaries  Teach conditional tenses – how they are formed and their uses in sentences	Use conditional tense correctly in speech and in writing	Pupils construct sentences using conditional tenses  Pupils fill in the blank spaces in sentences with the correct/ appropriate conditional tense.
Week 3	Adverbs <ul style="list-style-type: none"> <li>Definition</li> </ul>	Teach types of adverbs and how they	Use adverbs correctly in speech and in	Pupils fill in blank spaces in sentences with the correct

**Senior Secondary III: English Language Term: 1**

<b>Theme/concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Suggested Teaching/Learning Activities</b>
Grammar and Use	<ul style="list-style-type: none"> <li>Types of adverbs: manner, time, place etc</li> <li>Forming of adverbs</li> <li>Uses of adverbs</li> <li>Distinguishing between adjectives and adverbs in content</li> </ul>	<p>are used in sentences</p> <p>Distinguish between adverbs and adjectives in content</p>	writing	<p>adverbs</p> <p>Pupils identify adverbs in sentences written on the board</p>
Week 4 Grammar and Use	<p>Parts of a sentence – subject + predicate</p> <ul style="list-style-type: none"> <li>Elements of the sentence S + V + O + C + A</li> <li>Types of sentences</li> </ul>	<p>Teach pupils to identify the different parts of a sentence</p> <p>Name the different elements of the sentence</p> <p>Discuss the different types of sentences</p>	<p>Evaluate the different parts and different elements of a sentence</p> <p>Uses the different types of sentences in speech and writing</p>	<p>Pupils construct different types of sentences in their exercise books.</p> <p>Oral composition of the different types of sentences by pupils</p>
Week 5 Grammar, and Use	<p>Subject and verbs agreement (concord)</p> <ul style="list-style-type: none"> <li>The agreement of the verb from with its subject in number and person</li> </ul>	<p>Teach pupils to appropriately match verb forms with their subjects in number and person</p>	<p>Use the correct form of the verb with its subject in speech and in writing</p>	<p>Pupils choose the correct form of verbs from alternatives correspond with subjects in sentences.</p>
	Subject and verb agreement	Teach pupils the	Use the	Pupils choose the

**Senior Secondary III: English Language Term: 1**

Theme/concept	Topic	Objective	Learning outcome	Suggested Teaching/Learning Activities
Week 6 Grammar and Use	<ul style="list-style-type: none"> <li>• Notional concord (agreement of verb with subject according to the idea/notion of number)</li> <li>• Principle of proximity (agreement of the verb with the noun closest to the verb)</li> <li>• Other forms of concord e.g. the pronoun with its antecedent. The <u>woman</u> is scratching <u>her</u> head</li> </ul>	appropriate match of verb forms with their subjects and pronouns with their antecedent	correct form of verb with its subject and the correct pronoun with its antecedent	correct the correct form of verbs to match the subject in given sentences  Pupils choose the correct pronoun to match its antecedent in given sentences
Week 7 Reading Skills	Reading comprehension <ul style="list-style-type: none"> <li>• Reading and underrating of reading passage</li> <li>• Making deductions</li> <li>• Follow – up lessons on arriving at conclusions through implications</li> </ul>	Teach pupils to read and comprehend and make deductions based on given facts  Do follow – up practices on arriving at conclusions through deductive reasoning	Reason and reach conclusions by deduction	Read different passages and respond to different types of questions
Week 8 Reading Skills	Reading comprehension <ul style="list-style-type: none"> <li>• Reading and understanding of a reading passage</li> <li>• Summarizing</li> <li>• Identifying the topic sentence</li> </ul>	Teach pupils how to read with understanding and comprehend passages.  Explain steps to adopt	Pupils will be able to identify topic sentences i.e. sentences that summaries the ideas	Pupils work in groups, read a given passage, identify the topic sentence in each paragraph and they write them down

**Senior Secondary III: English Language Term: 1**

Theme/concept	Topic	Objective	Learning outcome	Suggested Teaching/Learning Activities
		in identifying the topic sentence	contained in a paragraph	
Week 9 Writing Skills	Narrative Essays <ul style="list-style-type: none"> <li>• Techniques of writing Narratives – the plot, theme setting and characters</li> <li>• Organization of content -introduction Body conclusion</li> </ul>	Compose interesting lively short accounts reflecting moral values of tolerance cooperation, obedience etc.  Write episodes and events in vivid language	Write narrative essays using the appropriate techniques	Pupils write out narrative essays with different plots
Week 10 Writing Skills	Writing Argumentative essays/Debates <ul style="list-style-type: none"> <li>• Style – vocatives, introductory statement, body of the writing and conclusion</li> <li>• Language – e.g. use of metrical questions, contractions</li> </ul>	Teach pupils the style of writing argumentative essays  Teach pupils how to debate	Use the appropriate style to write out argumentative essays  Engage in discussions expressing different opinions	Topics on different argumentative essays are written on the board for pupils to copy and practice writing on

**Senior Secondary III: English Language Term: 1**

<b>Theme/concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Suggested Teaching/Learning Activities</b>
Week 11 Oral and Listening Skills	Rhyme – words that end with the same sounds	Enable pupils recall what rhymes are  Identify words that rhyme	Identify words that end with the same sounds	Teacher reads out a list of ¾ words and pupils write down the words that rhyme
Week 12 Oral and Listening Skills	Intonation <ul style="list-style-type: none"> <li>• The falling pattern e. g. used with statements I am in class</li> <li>• The rising pattern, e. g. used with yes/no questions have you seen my bag?</li> </ul> The Emphatic stress <ul style="list-style-type: none"> <li>• Used to indicate a contrast e. g. this is my house</li> </ul>	Teach pupils to read and speak using the correct intonation patterns  Recognize the use of the emphatic stress the meaning of conveys	Use the rising and falling intonation pattern appropriately in speech	Pupils pair up and engage in dialogue to practice use the rising and falling intonation patterns and the emphatic stress

**Senior Secondary III: English Language Term: 2**

<b>Theme/Concept and Week</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Suggested Teaching/Learning Activities</b>
Week 1 Grammar, and Use	Prepositions <ul style="list-style-type: none"> <li>• Forms of prepositions</li> <li>1. Simple on, at, from</li> <li>2. Complex due to, with respect to apart from</li> </ul>	Identify the two forms of prepositions – the simple and the complex	Identify the two forms of prepositions and relate them appropriately to the words they govern	Pupils identify prepositions in a given passage and determine their types (simple or complex)
Week 2 Grammar and Use	Prepositions continued  Types of prepositions e. g. prepositions of time, place, cause, and movement towards etc.  The correct use of prepositions in sentences	Identify the different types of prepositions and use them correctly in sentences	Identify the different types of prepositions and use them correctly in speech and writing	Use substitution drills to test for correct use of prepositions  Pupils write short passages using prepositions
Week 3 Grammar and Use	Prepositions in phrasal verbs <ul style="list-style-type: none"> <li>• The idiomatic use of prepositions (and meaning) in phrasal verbs e.g. I can't put up with her (can't</li> </ul>	Discuss the idiomatic use of prepositions and their meanings in phrasal verbs	Identify the idiomatic use of prepositions and their meanings in given contexts	Use literary texts to identify examples of idiomatic use of prepositions  Pupils compose sentences in pairs and demonstrate the idiomatic

**Senior Secondary III: English Language Term: 2**

<b>Theme/Concept and Week</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Suggested Teaching/Learning Activities</b>
	tolerate)			use of prepositions
Week 4 Grammar, and Use	Conjunctions	To strengthen pupils knowledge of types of conjunctions and point out their uses	Identify types of conjunctions and determine their meanings and uses in context	Pupils work individually to join pairs of sentences using the appropriate conjunction
Week 5 Grammar and Use	<ul style="list-style-type: none"> <li>• Punctuation – use of quotation marks</li> <li>• Reported speech</li> </ul>	<p>Enable pupils recall the correct use of the quotation marks</p> <p>Teach pupils the techniques of writing reported speech</p>	<p>Use inverted commas correctly</p> <p>Develop the skills of writing reported speech</p>	<p>Pupils punctuate a given text using quotation marks</p> <p>Pupils transform sentences in direct speech into indirect or reported speech</p>
Week 6 Grammar and Use	<p>Phrases</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Types of phrases</li> <li>• Uses /functions of different types of phrases</li> </ul>	Examine the meaning of a phrase the different types of phrases and their functions	Identify different types of phrase and use them correctly in sentences	Teacher provides sentences for pupils to identify phrases and state their types and functions
Week 7 Grammar and Use	<p>Clauses</p> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Types of clauses</li> </ul>	Examine the meaning of a clause, the different types of clauses and their	Identify different types of clauses and use them correctly in	Teacher provides sentences for pupils to identify clauses and state

**Senior Secondary III: English Language Term: 2**

<b>Theme/Concept and Week</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Suggested Teaching/Learning Activities</b>
	<ul style="list-style-type: none"> <li>• Uses/functions of different types of phrases</li> </ul>	functions	sentences	their types and function
Week 8 Reading Skills	Reading comprehension <ul style="list-style-type: none"> <li>• Reading and understanding of a reading passage</li> <li>• Identifying grammatical names and functions of phrases and clauses</li> </ul>	Identify different types of phrase and clauses (in expressions) used in the passage	State the grammatical names and functions of certain expressions	Individually, pupils read passage from a prescribed text and answer the questions on it.
Week 9 Reading Skills	Reading comprehension <ul style="list-style-type: none"> <li>• Reading and understanding of a reading passage</li> <li>• Summarizing</li> </ul>	Draw pupils attention to the order in which ideas are presented in a text	Note the logical sequencing of ideas  Organize ideas in a logical sequence.	Teacher lists a number of points on the board.  Pupils are asked to write them out in logical sequence.
Week 10 Writing Skills	Writing descriptive Essays <ul style="list-style-type: none"> <li>• Techniques for writing descriptions</li> <li>• Structuring of the essay.</li> </ul>	Write vivid descriptions of people, places, events and ceremonies etc.	Produce good descriptions of people, places, events and ceremonies in order to interest the listener or the	Pupils practice writing descriptive essays in their exercise books.

**Senior Secondary III: English Language Term: 2**

<b>Theme/Concept and Week</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Suggested Teaching/Learning Activities</b>
			reader.	
Week 11 Writing Skills	Writing Argumentative Essays <ul style="list-style-type: none"> <li>• Writing a speck for a debate competition</li> </ul>	Teach pupils how to write the speech of a lead speaker in a debating competition.	Use the appropriate style and language to address an audience and to present viewpoints.	Pupils simulate a debating session under teacher's supervision
Week 12 Oral Skills	<ul style="list-style-type: none"> <li>• Stress</li> <li>• Revision of word stress, Sentence stress</li> <li>Emphatic stress</li> </ul>	Recall of the different types of stress in English and their application	Use stress correctly in speech	Oral drills:  Pupils compose and read out sentences with the correct word and sentence stress.
Week 13 Listening Skills	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> </ul>	Provide opportunity for pupils to develop their skills of listening to and understanding the content of voiced dialogues and narratives.	Pupils' skills at listening keenly are developed.	Teacher first reads a dialogue and then a narrative, a copy of which pupils do not have.  Pupils answer questions on the passage and dialogue read.

**Senior Secondary IV: English Language Term: 1**

<b>Theme/concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Suggested Teaching/Learning Activities</b>
Week 1 Grammar, and Use	Revision of phrases	Enable pupils recall the different types of phrases and their functions	Demonstrate knowledge of the correct use of phrases in speech and writing	Teacher provides sentences for pupils to identify phrases and state their types and functions
Week 2 Grammar and Use	Revision of clauses	Enable pupils recall the different types of clauses and their functions	Demonstrate knowledge of the correct use of clauses in speech and writing	Teacher provides sentences for pupils to identify clauses and state their types and functions
Week 3 Grammar and Use	Revision of punctuation  Interjections <ul style="list-style-type: none"> <li>• Definition</li> <li>• Types of interjection</li> <li>• uses</li> </ul>	Enable pupils recall the correct use of all punctuation marks  Examine interjections as a part of speech	Correct use of punctuation marks	Pupils punctuate a given text in their exercise books  Pupils practice the use of interjection orally
Week 4 Grammar and Use	<ul style="list-style-type: none"> <li>• Finite and non-Finite verbs</li> <li>• Transitive and intransitive verbs</li> </ul>	Teach pupils the uses and operations of transitive and intransitive verbs  Teach pupils the	Identify the different event operations of transitive and intransitive verbs and use them correctly in speech and writing	Fill in the blanks using the appropriate verb form (transitive of intransitive)  Pupils identify and

**Senior Secondary IV: English Language Term: 1**

<b>Theme/concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Suggested Teaching/Learning Activities</b>
		difference between finite and non – finite verbs	Distinguish between finite and non-finite verbs in sentences	underline finite/non-finite verb in a given text
Week 5 Grammar and Use	Word Formation <ul style="list-style-type: none"> <li>• Use of prefixes and suffixes in the forming words</li> </ul>	Teach pupils the use of prefixes and suffixes on meanings of words	From words using prefixes and suffixes	Pupils form new words with prefixes and suffixes and write out their meanings
Week 6 Grammar and Use	Word Formation <ul style="list-style-type: none"> <li>• Vocabulary building</li> <li>• Changing verbs to nouns e.g. excitement</li> <li>• Changing nouns to Adjectives e.g. vigour – vigorous</li> <li>• Changing Adjective to Adverbs e.g. vigorous - vigorously</li> </ul>	Teach various ways of forming new words	Identify nominalized forms of adjectives  Identify adjectives formed from nouns etc.	Pupils practice changing forms of different words
Week 7 Grammar and Use	Word Formation <ul style="list-style-type: none"> <li>• Discuss difference between acronyms and abbreviations</li> <li>• Synonyms</li> </ul>	Discuss difference acronyms and abbreviations  Acronyms – UNESCO	Distinguish between acronyms and abbreviation  Identify words that  1. Have nearly the same meaning	In groups, pupils make a list of synonyms, antonyms and homonyms using the dictionary

**Senior Secondary IV: English Language Term: 1**

<b>Theme/concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Suggested Teaching/Learning Activities</b>
	<ul style="list-style-type: none"> <li>• Antonyms</li> <li>• Homonyms</li> </ul>	Abbreviations – SSS  Discuss synonyms, antonyms and homonyms	2. Are nearly opposite in meaning 3. Have the same forms but have different meanings and /or pronunciation	
Week 8  Reading Skills	Reading comprehension <ul style="list-style-type: none"> <li>• Reading and understanding of a reading passage</li> <li>• Vocabulary – synonyms and antonyms</li> </ul>	Develop pupil's ability of replacing certain words in a passage with synonyms	Effectively substitute words used in context with synonyms	Pupils read a given passage and substitute underlined words with synonyms
Week 9  Reading Skills	Reading comprehension	Test pupils ability of understanding a given passage and answering different types of questions	Demonstrate various comprehension skills learnt, demonstrate ability at answering different types of questions and demonstrate skills of effective substitution of words	Individual. Pupils read a passage from a prescribed text and answer questions on it
Week 10  Writing Skills	Creative writing <ul style="list-style-type: none"> <li>• Writing stories</li> <li>• Plot</li> <li>• Characterization</li> <li>• Setting</li> </ul>	Discuss Literacy techniques required for writing stories	Compose interesting and lively short stories	Pupils choose from a number of themes and narrate a short story

**Senior Secondary IV: English Language Term: 1**

<b>Theme/concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Suggested Teaching/Learning Activities</b>
	<ul style="list-style-type: none"> <li>• Dialogue</li> <li>• Suspense</li> <li>• Flash back</li> </ul>			
Week 11	Creative writing continued Writing style and language in creative writing	Discuss the style and language required for creative writing	Compose interesting and lively short stories	Pupils choose from a number of themes and narrate a short story
Week 12 Oral Skills	Review of vowel and consonant sounds	Identify aspects of vowel and consonant sounds that need remedial work	Reproduce the sounds of the English Language correctly	Oral drills pupils read vowel and consonant sounds aloud for practice

**Senior Secondary IV: English Language Term: 2**

<b>Theme/Concept Weeks</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Suggested Teaching/Learning Activities</b>
Week 1 Grammar, and Use	Synonyms and Antonyms  Identify words that have nearly the same meaning  Identify words that are opposite in meaning	Teach pupils to identify words that have nearly the same meaning  Teach pupils how to identify words that are opposite in meaning	Identify words with nearly the same meaning and words that are opposite in meaning	Pupils use dictionary to find out the meaning of words
Week 2 Grammar and Use	Register (definition of "Register")  The register associated with specific fields of work. E.g. Commerce, Transportation, Agriculture etc.	Teach pupils to identify and use correct register associated with specific fields e. g. Education, Library	Use of appropriate register when writing/speaking about different occupations	Provide suitable pictures about various occupations and help pupils use the correct study register to talk about them
Wee 3 Grammar and Use	Uses of Registers continued	Teach pupils to identify and use correct register associated with specific fields	Use of appropriate register for different professions and other fields	Provide suitable passages for pupils to fill in the blanks using the appropriate register
Week 4 Grammar and Use	Phrases and clauses  Types of phrases e. g. Noun phrase, Adverbial phrase etc.  Functions of phrases in	Teach pupils how to distinguish phrase from clauses  Teach pupils the function of types of phrases as used in	Identify different types of phrase and their functions as used in passages	Pupils read passages from prepared text in order to identify different phrases and functions

**Senior Secondary IV: English Language Term: 2**

<b>Theme/Concept Weeks</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Suggested Teaching/Learning Activities</b>
	passages	passages e. g. Noun phrase  Function as subject of a verb function as object of a verb		
Week 5  Grammar and Use	Types of clauses  Functions of different clauses as they are used in passages	Teach pupils to identify the different types of clauses and their functions as used in passages	Identify different types of clauses and state their functions as used in passages	Pupils read comprehension passages to identify clauses and functions
Week 6  Grammar and Use	Subject – verb agreement (concord)  The appropriate use of the verb form with its subject in number and person	Teach pupils to recognize subject verb agreement in speech and in writing  Teach the rules of subject – verb agreement	Identify and state the rules of subject verb agreement in terms of number and person.  Use subject verb agreement correctly in speech and in writing	Pupils fill in blanks with the correct subject - verb
Week 7  Reading Skills	Comprehension (revision)  Reading and understanding of reading passage	Teach pupils to respond to grammatical questions, vocabulary questions are on figures of speech and Literary	Respond well to grammatical question, vocabulary questions and	Pupils read passages and identify A(?).....?

**Senior Secondary IV: English Language Term: 2**

<b>Theme/Concept Weeks</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Suggested Teaching/Learning Activities</b>
	<ul style="list-style-type: none"> <li>Grammatical question – identifying and giving grammatical names to underlined words in reading passage</li> <li>Vocabulary question – replacing of words or phrase as they are used in the passage</li> <li>Figures of speech or Literary devices – identifying, naming and explaining of these</li> </ul>	devices	question figures of speech literary devices used in passages	
Week 8 Reading Skills	Reading and understanding of reading passage  Read, understand and identify main ideas in reading passage	Teach pupils how to read and understand a reading passage and identify main ideas in the passage	Read and understand a reading passage , identify main ideas	Pupils read different summary passages and practice identifying main ideas
Week 9 Writing Skills	Letter Writing (Revision)  Different Types of letters  Features of the different types of letters  Organization of content	Revise the ways of writing the two types of letters:  a) Formal letter b) Informal letter	Write the two types of letters correctly	Pupils write two types of letters in their exercise books

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<b>Theme/Concept Weeks</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning outcome</b>	<b>Suggested Teaching/Learning Activities</b>
Writing Skills	Creative writing (Revision) Identifying styles used in creative writing	Teach pupils how to use narrative and descriptive skills in creative writing	Write good and descriptive essays	Pupils are given different topics on narrative and descriptive essays
Week 11 Oral Skills	Mono and Disyllabic words Distinguishing nouns from verbs according to stress e.g. 'convert, con'vert, 'import, im'port e.t.c	Identify polysyllabic words and pronounce them with correct stress	Pronounce words with the correct stress	Pupils practice drills of different words
Week 12 Oral Skills	Mono and Disyllabic words continued			