



GOVERNMENT OF SIERRA LEONE
Ministry of Education Science and Technology

THE NEW BASIC EDUCATION CURRICULUM FOR SIERRA LEONE (With Effect from December 2020)

ENGLISH LANGUAGE ART **LOWER PRIMARY LEVEL (CLASS 1 - JSS 3)**

This subject curriculum is based on the National Curriculum Framework and Guidelines for Basic Education. It was prepared by national curriculum specialists, subject experts, and teachers; through a series of nationwide consultations and technical workshops in December 2015, as reviewed in 2020. It also takes account of an “accelerated learning curriculum” prepared for reopening of schools (2020-2021) after the shut-down due to Corona Virus (Covid-19).

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A MESSAGE TO ALL TEACHERS IMPLEMENTING THE NEW CURRICULUM

The new basic education curriculum for Sierra Leone comes at a challenging phase in the country's history. After the 11-year civil war and years of economic decline, the country was hit by the worst outbreak of the Ebola Virus Disease (EVD) that set back development. Later on, Sierra Leone experienced series of flooding and a mudslide that killed many people. The current outbreak of Corona Virus (Covid-19) has disrupted this year's economic development plan called year of delivery. These are all factors responsible for the set back in national development. However, as Sierra Leone is determined to minimize the spread of Covid-19, the Government is also poised for full economic recovery and a major push for national development. It is an exciting time for all teachers, school heads and other education professionals who want to see positive change in Sierra Leone. You are the professionals who have the challenging duty to shape the future for the next generation of young Sierra Leoneans. The future of our children and our nation is in your hands!

As part of the curriculum reform process the Ministry of Basic and Senior Secondary Education (MBSSE) has issued a key reference document to guide future strategies and activities. The ***National Curriculum Framework and Guidelines for Basic Education*** is the basis for designing each subject syllabus in the curriculum. Teachers are urged to obtain copies of this framework document from the Public Relations Officer at the MBSSE. It highlights key principles underlying the new curriculum and outlines strategies for the reform of basic education, as well as providing specific guidance on structure, pedagogy, prescribed subjects, time allocation, etc.

The main reform elements in the new curriculum include: a learner-centered approach; learner-friendly schools; equity and a chance for every child to learn; a focus on learning (not just teaching); support for professional development of teachers; a focus on making schools accountable to local communities (not just MBSSE); support for learning beyond memorizing cognitive content for examinations; a focus on empowering learners to make choices and thrive through the joys of learning; an approach that encourages local interpretation of the syllabus to achieve the prescribed learning outcomes through various methods and with a variety of resources.

There are also five key reform issues that have been made part of an advocacy and popularization campaign to win support from the public for this type of education reform. These reform issues, which hold great promise for peace building and development in Sierra Leone, are: **Assessment & Accountability; Equity & Inclusion; Partnerships; Quality & Integrity; and Social Cohesion & Peace Building**. To facilitate popular discussion around these topics MBSSE has issued Advocacy and Guidance Notes on each one, and these are being used to conduct radio discussions and other forms of popular engagement with the public. Teachers can obtain copies of these notes from the Public Relations Officer at the Ministry of Basic and Senior Secondary Education (MBSSE).

The new basic education curriculum has been structured in three broad stages, so the teaching syllabus for each subject area is designed for Stage 1 (Class 1- Class 3), Stage 2 (Class 4 – Class 6), and Stage 3 (Form 1 – Form 3). We hope this will help teachers to focus on links between different subjects in a particular stage. Teachers may then see more clearly how these subjects combine to help their pupils achieve the outcomes relating to that stage. This should help teachers move away from a “class-by-class” and “subject-by-subject” view of their job. Instead teachers will develop a stage-by-stage view of how children develop and learn across subjects. It also gives teachers a sense of what children need to achieve at each stage before moving to the next stage. We hope teachers also see the need to work together like a “Relay Team in Sports”. Each teacher has an obligation to the teacher of the next class to prepare pupils well and make sure they are ready for that class. In turn the teacher of the next class has a duty to help learners make up for weak areas from their previous class, as well as to prepare them for progressing to yet another next class.

The three broad stages of basic education also helps teachers to understand that schools have three years in each stage to help learners achieve certain outcomes. So for children who do not learn well in Class 1, there is still a chance to help them catch up in Class 2 and Class 3, so that they can achieve the learning outcomes prescribed for the first stage (Class 1-3) of basic education. This means that instead of failing these children and asking them to repeat class 1 or class 2, they can be allowed proceed to the next class where they should be given help with areas in which they are weak.

However at the end of each of the three stages there are national assessments which will determine if children are ready to proceed to the next stage. Based on their performance in these examinations, there are two options to consider. Children may be asked to repeat a class in order to retake the examination. Alternatively they may be allowed to proceed, on condition that they are given remedial support in areas of weakness when they start the next stage. This applies to BECE and NPSE as well as national assessment on reading and mathematics (EGRA and EGMA) at the end of Class 3. Children who do not perform well in EGRA and EGMA may be asked to repeat Class 3 in order to retake these early grade assessments; or they may be allowed to proceed to stage 2 on condition that they are given remedial support in reading and mathematics during the first year of stage 2 (i.e. in Class 4).

Keeping these guidelines in mind the outline curriculum and teaching syllabus has been structured along the lines of four key elements that are important for quality in teaching and learning. These elements are outlined briefly below, and teachers are asked to note that they are inter-related. This has been taken into account by curriculum development practitioners in preparing the outline teaching syllabus to guide teachers on quality classroom practices that reflect the key elements as follows:

- ✧ **Learning Outcomes:** There are different levels of learning outcomes in the document and teachers should note the differences. There are: *General learning Outcomes*, which state what learners are expected to achieve in this subject at the end of each of the three stages; *Specific Learning Outcomes by Grade*, which state what learners are expected to achieve in this subject at the end of each Class/Form in the 9-year basic education cycle; and there are *Specific learning Outcomes by Topic*, which state what learners should achieve in this subject at the end of each of the suggested topics/themes/units (i.e.

content) for each grade. Based on the resources at their disposal and the background of their pupils, teachers may adapt the suggested content to make the lesson more familiar to learners. Content selected in different parts of the country should enable learners to achieve the specified learning outcomes. **It is the learning outcomes that are important and content is just a way of achieving learning.**

- ✧ **Assessment Methods:** suggest various ways in which teachers can test to find out how far learners have been able to achieve the expected learning outcomes during, and at the end of, a period of teaching and learning. These assessment methods must match the learning outcomes as an appropriate way of testing for the required results. E.g. testing for **recall** of the memorized definition of a concept cannot tell us if a learner really **understands** or **can make correct use of** that concept.
- ✧ **Teaching Styles or Pedagogy:** suggest how teachers can go about teaching and organizing learning such that the learners have a good chance of achieving the expected learning outcomes during, and at the end of, a period of teaching and learning. The teaching style used must be closely linked to the learning outcome and assessment method.
- ✧ **Learning & Teaching Resources:** which suggest a wide variety of learning materials and teaching aids that can be used to help teachers do their job and to help learners achieve the expected learning outcomes.

In addition to the outline teaching syllabus for each of the three broad stages of basic education, an implementation guideline chart is provided for teachers to use in planning how to pace learning for each term of the school year.

CLASS 1 – TEACHING SYLLABUS – ENGLISH LANGUAGE ARTS – 1st TERM

Suggested Topics/Themes /Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning & Teaching Resources
<p>UNIT 1: Language structure -Greetings -Oral Activities</p>	<p>Pupils should identify the different periods of the greeting e.g. morning – 12 midnight 12 noon. Afternoon – 12 noon – 4 p.m. Evening 4.00 p.m. – midnight. Pupils should demonstrate greetings at the different times/periods among themselves as well as relating it to the home setting with parents siblings etc.</p>	<p>a. Greeting in the morning e.g. Good morning Sir, Good morning Madam/Ma, Good morning mother/Mum, Good morning Father/dad. b. Greeting in the afternoon e.g. Good afternoon etc. C. Greeting in the evening e.g. Good evening etc.</p>	<p>❖ Create a class setting and observe individuals greeting – TR suggests period. ❖ Create home or office setting and observe pupils greetings – role play; as parents, guardians etc Command good language structure used by pupils in role play.</p>	<p>(a)Textbook (b)Flash cards (c)Others</p>
<p>UNIT 2: Language Structure - Identification Oral Activities</p>	<p>-Pupils should recognize a question in the voice intonation. -Pupils should differentiate asking a question from answering a question. - Pupils should use Sir, Madam or please in asking or answering question. - Pupils should be able to ask or answer questions using the proper intonation.</p>	<p>a. Questions and answer, using “What, “Your, “My” e.g. What is your name? My name is Abu. What is my name? Your name Mr/Mrs/Miss Bangura. b. Do activities between i. teacher-pupil (ii) pupil – pupil. Do the same activities i.e. question and answer, using “Sir, “Madam, “Please Note: Avoid one word answers</p>	<p>❖ Create different settings, e.g. classroom, home, office etc. Instruct, guides, observe pupils activities in each setting. Grade and commend practical activities of individuals and as groups.</p>	<p>(a)Textbook (b)Flash cards (c)Others</p>

<p>UNIT 3 The Alphabet</p>	<ul style="list-style-type: none"> - Pupils should write the English Alphabet ONLY in small letters. - They should identify the lower case small letters of the alphabet, write and recognize them in different words. <p>Pupils should identify, write and recognize upper case small letters of the alphabet.</p>	<ol style="list-style-type: none"> a. Writing the alphabet in small letters (NOT IN CAPITAL AND SMALL LETTERS TOGETHER LIKE Aa, Bb, Cc) It should be like a, b, c, d, e, f, g, h, i, j, k, l, m, n etc. b. Help pupils identify the lower case letters of the alphabet (Small letters) eg. G, j, p, q, y, z. c. Help them identify the upper case small letters of the alphabet e.g b, d, f, h, k, l, t. 	<ul style="list-style-type: none"> ❖ Ask pupils to write the twenty-six letters of the alphabet in small letters. <p>To underline/write the lower case and upper case small letters separately.</p>	<p>(a)Textbook (b)Flash cards (c)Others</p>
<p>UNIT 4: The Alphabet Sounds</p>	<ul style="list-style-type: none"> - Pupils/learners must identify the five vowels small letters in different words and their sounds. - They should differentiate the vowel name from vowel sound. - Pupils should identify and state two/three letter words with each of the vowel sounds (NOT VOWEL NAME) 	<ol style="list-style-type: none"> a. Use Vowel sounds: a-e-i-o-u b. Explain the difference between the vowel sound and vowel name. <p>Two letter/three letter words with each of the vowel sound e.g. a-at, bat, mat, rat, cat, etc e- egg, pen, peg, set, pet, etc etc.</p>	<ol style="list-style-type: none"> c. Pupils to write different words with vowel “a” sound “e” sound “i” sound, etc. <p>Ask and guide pupils to identify and pronounce words with different vowel sounds.</p>	<p>(a)Textbook (b)Flash cards (c)Others</p>
<p>UNIT 5: The Alphabet</p>	<ul style="list-style-type: none"> - Pupils should write the English Alphabet ONLY in small letters. - They should identify the lower case small letters of the alphabet, write and recognize them in different words. <p>Pupils should identify, write and recognize upper case small letters of the alphabet.</p>	<ol style="list-style-type: none"> d. Writing the alphabet in small letters (NOT IN CAPITAL AND SMALL LETTERS TOGETHER LIKE Aa, Bb, Cc) It should be like a, b, c, d, e, f, g, h, i, j, k, l, m, n etc. e. Teacher identifies the lower case letters of the alphabet (Small letters) eg. G, j, p, q, y, z. 	<ul style="list-style-type: none"> ❖ Ask pupils to write the twenty-six letters of the alphabet in small letters. ❖ Ask questions to underline/write the lower case and upper case small letters separately. 	<p>(a)Textbook (b)Flash cards (c)Others</p>

		Teacher identifies the upper case small letters of the alphabet e.g b, d, f, h, k, l, t.		
UNIT 6: The Alphabet Sounds	<ul style="list-style-type: none"> - Pupils/learners must identify the five vowels small letters in different words and their sounds. - They should differentiate the vowel name from vowel sound. - Pupils should identify and state two/three letter words with each of the vowel sounds (NOT VOWEL NAME) 	<p>d. Vowel sounds: a-e-i-o-u e. Difference between the vowel sound and vowel name.</p> <p>Two letter/three letter words with each of the vowel sound e.g. a-at, bat, mat, rat, cat, etc e- egg, pen, peg, set, pet, etc etc.</p>	<ul style="list-style-type: none"> ❖ Pupils to write different words with vowel “a” sound “e” sound “l” sound, etc. <p>Ask and guide pupils to identify and pronounce words with different vowel sounds.</p>	<p>(a)Textbook (b)Flash cards (c)Others</p>
UNIT 7: The Alphabet Sounds	<ul style="list-style-type: none"> - Pupils should recognize and pronounce double vowel “ee” and “oo in different words. - They should list words with the double vowel/vowel blends sounds on their own. <p>Pupils should identify, sate and write different words with consonant blends, on their own.</p>	<p>a. Use vowel blends/double vowel sounds e.g. ee – seed, feet etc. oo-food, foot, book, etc.</p> <p>b. Explain Consonant blends e.g. Ch-chalk, chicken, child etc. She –shoe, shirt, short, shine, etc. bl-black, blue, blood, blind, etc.</p> <p>NOTE: Maintain ONLY Small letters of the alphabet.</p>	<ul style="list-style-type: none"> ❖ By oral drills, ask pupils to identify and pronounce words with vowel blends/double vowel sounds (eeoo) as well as consonant blends. <p>Write different vowels, vowel blends (“ee “oo) and consonant blends ask pupils to list words under each with their sounds.</p>	<p>(a)Textbook (b)Flash cards (c)Others</p>
UNIT 8: Word Building	<p>-As a way of reinforcement pupils should be able to build form different words with vowel and double vowel sounds as well as with different consonant blends.</p>	<p>a. Start with word building with different vowel sounds, double vowel “ee and “oo sounds in small letters (Reinforcement)</p> <p>b. Continue with word building with consonant blends (Reinforcement)</p>	<p>Ask pupils to build from different words with consonant blends, vowel and vowel blends.</p>	<p>(a)Textbook (b)Flash cards (c)Others</p>

		Mixed word building with vowel sounds, double vowel sounds (“ee, “oo) and consonant blends.		
UNIT 9: Language Structure Vocabulary	<ul style="list-style-type: none"> - Pupils should be able to touch and name parts of their body. - They should identify different classroom objects as they answer the question What is this? <p>They should identify and list different parts of their body and different classroom objects (in their books).</p>	<ul style="list-style-type: none"> a. Oral question and answer using “My and “your relating to parts of the body, e.g. This is my head. This is your head. Etc. b. Do identification of classroom objects like table, chair, blackboard, etc answer the question What is this? 	<ul style="list-style-type: none"> ❖ Oral question and answer to identify parts of the body. Draw different classroom objects and ask pupils to draw and identify them by their names. 	<ul style="list-style-type: none"> (a)Textbook (b)Flash cards (c)Others
UNIT 10: Simple Commands	Pupils should recognize simple commands and how to respond to them, orally	<ul style="list-style-type: none"> a. Oral activities: Teacher – pupil pupil-pupil in giving and obeying commands e.g. Teacher/Pupil Stand up children; we sand sit down children, we sit etc. What are you doing? I am eating Abu, jump; I Jump, etc. 	Through oral drills give pupils simple commands and observe them respond to such in correct language structure.	<ul style="list-style-type: none"> (a)Textbook (b)Flash cards (c)Others
UNIT 11: Language Structure	<ul style="list-style-type: none"> - Pupils should identify simple pronouns and relate them to the right object or person e.g it – chair, table, chalk, etc. he- boy, man ; she-girl, woman - They should identify simple colours by their names. Pupils should associate different items with different colours. 	<ul style="list-style-type: none"> a. Oral activities using pronouns e.g. What is this? It is a pen. Identification of colours by associating items with different colours e.g. What colour is your bag? It is black. What colour are my teeth? They are white. Etc Colours to be taught are: black, white, red, green, yellow, blue, pink, mauve. 	<ul style="list-style-type: none"> ❖ Use blank to have pupils identify and relate pronouns to the right objects or persons. ❖ Paint different colours and ask pupils to name them. Ask pupils to identify the colours of different items (natural or artificial) 	<ul style="list-style-type: none"> (a)Textbook (b)Flash cards (c)Others

CLASS 1 – TEACHING SYLLABUS – ENGLISH LANGUAGE ARTS – 2ND TERM

Suggested Topics/Themes /Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning & Teaching Resources
UNIT 12: Revision	Pupils should recognise topics and lessons learnt in the previous term, by way of revision.	Revision of first Term’s work/examination questions	Oral drill to identify numbers between 1 and 50	(a)Textbook (b)Flash cards (c)Others
UNIT 13: Language Structure (Oral Activities)	-Pupils should identify different classroom objects by their names. - Pupils should be able to answer simple questions relating to these objects. -Pupils should answer simple questions differentiating between objects by using “yes or “No.	a. Simple questions and answers using different classroom objects e.g. Is it a book? Pen? Chair? Etc. b. Answering questions using “yes, or “No e.g. holding a book. Is it a book? Yes, it is a book. Holding a pen – Is it a ruler? No, it is pen, and so on.	❖ Simple questions and answers – oral drills. Fill in the gap or the blanks.	(a)Textbook (b)Flash cards (c)Others
UNIT 14: Language Structure (Counting)	- Pupils must count from 1-50 using objects in the classroom. - Pupils should identify numbers and relate them to objects. - Pupils should identify different classrooms and relate numbers to the teacher pupils, etc of the various classrooms.	a. Counting and recognizing numbers 1-50 by counting classroom objects. b. Asking and answering questions about numbers e.g. What number is this? It is number fifteen. How many counters do we have here? We have twenty-five counters.	Oral drill to identify numbers between 1 and 50	(a)Textbook (b)Flash cards (c)Others

	- Pupils should answer question using numbers.	Etc. c. Take pupils out to different classes to know the number of teachers, classrooms, pupils in other classrooms etc.		
UNIT 15: The Alphabet Sounds	- Pupils should recognize vowel sounds in three and four letter words. - They should identify and build/form words with other consonant blends not treated.	a. Use identification of three and four letter words with the different vowel letters and sounds. E.g. One- syllable words. b. Guide pupils to recognize other consonant blends not treated e.g. one-syllable words.	❖ Ask pupils to underline the vowels in the words. ❖ To fill in the correct missing vowels. To build words with consonant blends.	(a)Textbook (b)Flash cards (c)Others
UNIT 16: Syllables or pronunciation	- Pupils/learners should identify and pronounce one-syllable words and the sound of the vowels in them. - They should pronounce the sounds of vowels and words with two syllables. - They should spell the words by themselves.	a. Identification of words with one-syllable with emphasis on vowel sounds. b. Identification of words with two syllables with emphasis on the vowel sounds.	❖ Ask pupils to write one or two syllable words with vowels a, o, e, l, etc. Jumble letters of three or four letter words and ask pupils to write them correctly.	(a)Textbook (b)Flash cards (c)Others
UNIT 17: Structure (Earlier)	- Pupils should recognize action words and use them in simple sentences. - Pupils should recognise simple prepositions and their uses in simple sentences.	❖ Uses of simple action words in sentences e.g. writing, running, sleeping, talking, reading etc. ❖ Uses of simple prepositions in sentences, e.g. in, on, to, at.	Write sentences with blanks and alternative words in brackets, for pupils to fill in the correct action words.	(a)Textbook (b)Flash cards (c)Others
UNIT 18:	- In a question and answer drill, pupils should fluently answer	a. Pupils talk about themselves in question and answer drills	Questions and	(a)Textbook

Structure	<p>questions about themselves.</p> <ul style="list-style-type: none"> - Pupils must correctly answer questions relating to classroom objects (a) as a way of identifying them (b) as a way of answering questions directly (oral) 	<p>e.g. What are you? I am a boy; I am a girl. What am I/ You are a man, etc. (oral)</p> <p>b. Ask questions relating to the different classroom objects and guide pupils to answer them. (Oral)</p>	answer drills.	<p>(b)Flash cards</p> <p>(c)Others</p>
UNIT 19: Structure	<ul style="list-style-type: none"> - Pupils should identify their animals at home and be able to talk about them, e.g. name, colour etc. - Pupils should recognize what their families consist of and identify their relationship with their family members. 	<p>a. Question and answer: Talk about the animals/pets pupils have at home, e.g. What is the name of your dog? My dog is Rover (Oral)</p> <p>b. Teacher and pupils talk about their families e.g. father, mother, brother, etc (Oral Question and answer)</p>	<p>Question and answer drills.</p> <p>Group works</p> <p>Tests and exams</p>	<p>(a)Textbook</p> <p>(b)Flash cards</p> <p>(c)Others</p>
UNIT 20: Structure	<ul style="list-style-type: none"> - Pupils should recognize he, she, it, my, her, etc. as simple pronouns. - They should relate them to each other and objects in the classroom and at home. - Pupils should enjoy telling short stories, describing pictures, etc. in oral English. 	<p>a. The use of my, he, her, your, our, his etc. relating to classroom objects, things at home, etc (Oral)</p> <p>b. Oral drills: telling stories, describing picture in the classroom and other activities.</p>	<ul style="list-style-type: none"> ❖ Question and answer drills. ❖ Standing in front of the class to tell a story, describe a picture etc. 	<p>(a)Textbook</p> <p>(b) Flash cards</p> <p>(c)Others</p>

CLASS 1 – TEACHING SYLLABUS – ENGLISH LANGUAGE ARTS – 3RD TERM

Suggested Topics/Themes /Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning & Teaching Resources
UNIT 21: Revision	Pupils should recognize end of first two terms lessons and questions on them and be guided to answer them correctly	<ul style="list-style-type: none"> a. Revision of end of term exams. b. Revision of some of the lessons taught in second term. 	- Questions and answer drills.	<ul style="list-style-type: none"> (a)Textbook (b)Flash cards (c)Others
UNIT 22: Structure (Counting cont.)	<ul style="list-style-type: none"> - Pupils must identify and count numbers from 36 – fifty. Pupils should relate numbers to objects when they see them. 	<ul style="list-style-type: none"> a. Counting and recognizing numbers from 36-50 b. Relating numbers to objects and persons. 	- Ask pupils to relate numbers to objects, persons etc.	<ul style="list-style-type: none"> (a)Textbook (b)Flash cards (c)Others
UNIT 23: Structure (Question and answer drills)	<ul style="list-style-type: none"> - Pupils should express themselves in simple short answers to simple oral drill - Pupils should answer questions about their families in simple English. - Pupils should be able to express what they know about their friends and other people. - Pupils will successfully participate in oral drills 	<ul style="list-style-type: none"> a. Talk about ourselves, e.g. Teacher ask pupils: Can you Swim? Climb? Or No, I can't climb, etc. b. Talk about the family – e.g I have a mother and a father. I have two brothers and one sister. c. Talk about friends and others. E.g. Names of friends and where they live, what they do, what they like, what they can do and what they can't do etc. 	- Simple question and answer drills.	<ul style="list-style-type: none"> (a)Textbook (b)Flash cards (c)Others

<p>UNIT 24: Structure (Making short sentences)</p>	<ul style="list-style-type: none"> - Pupils should recognize this” as referring to one object at close range (touch) and “that” referring to one object at a distance (pointing_ - They should identify “these” as referring to plural object near them and “those” referring to plural objects at a distance (by pointing) 	<ol style="list-style-type: none"> a. The use of “this and “that” e.g. This is a book – pencil. – a ruler, - a table etc Singular objects: touching – this; pointing – that. b. The use of these: touching plural objects, e.g. These are chairs. These are boys etc. c. The use of those” Pointing at plural objects, e.g. Those are books. Those are men. Those are benches etc. 	<ul style="list-style-type: none"> ❖ Draw different diagrams with a finger touching and pointing at some that are single and some that are plural objects. - Write simple questions with blank for pupils to fill with this, that, these or those. 	<p>(a)Textbook (b)Flash cards (c)Others</p>
<p>UNIT 25: The Alphabet</p>	<ul style="list-style-type: none"> - Pupils should recognize all small letters of the alphabet. - Pupils should differentiate lower case small letters and upper case small letters of the alphabet. 	<ol style="list-style-type: none"> a. Writing small letters of the alphabet. b. Writing the lower case and upper case small letters of the alphabet (Reinforcement) 	<ul style="list-style-type: none"> - Copy small letters of the alphabet leaving out some of the letters to be filled in by the pupils. 	<p>(a)Textbook (b)Flash cards (c)Others</p>
<p>UNIT 26: The Alphabet</p>	<ul style="list-style-type: none"> - Pupils should write the alphabet in capital letters. - They should identify the small letters of the capital letters of the alphabet. 	<ol style="list-style-type: none"> a. Writing the Capital letters of the alphabet e.g. A, B, C, D, E, F, G, H, I, J, etc b. Writing alphabet in capital and small letters, et. Aa Bb, Cc, Dd, Ee, Ff, Gg, Hh etc. 	<ul style="list-style-type: none"> - Write capital letters for pupils to write their small letters. Go the other way round. 	<p>(a)Textbook (b)Flash cards (c)Others</p>
<p>UNIT 27: Structure Names</p>	<ul style="list-style-type: none"> - Pupils should use capital letters to start names of particular persons, particular persons, particular places, etc. - They should be discouraged from starting their names with small letters. 	<ol style="list-style-type: none"> a. Using capital letters to start names of persons and places e.g. John, Mary, Freetown, Bo, Kono etc. b. Identifying more names of persons and places to begin with capital letters. 	<ul style="list-style-type: none"> - Write short sentences with names of persons and places starting with small letters. Ask pupils to rewrite them using capital letters or persons and places. 	<p>(a)Textbook (b)Flash cards (c)Others</p>

<p>UNIT 28: Structure (Short Sentences)</p>	<ul style="list-style-type: none"> - Pupils should identify names of particular persons and places in sentences to start them with capital letters. - Pupils should identify names of towns, villages, streets, communities, etc, to start them with capital letters wherever they are in the sentence. 	<ul style="list-style-type: none"> a. Writing short sentences with names of people starting with capital letters e.g. Temba is a boy. My sister is called Bintu. Etc. b. Writing Sentences with names of places starting with Capital letters eg. Freetown is a big city. My village is called Waterloo. My school is in the Baoma Community etc. 	<ul style="list-style-type: none"> ❖ Write names of different objects, persons, places etc starting with small letters. Ask pupils to copy and use capital letters for names of places and persons. - Do the same but in short sentences. 	<ul style="list-style-type: none"> (a)Textbook (b)Flash cards (c)Others
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CLASS 2 – TEACHING SYLLABUS - ENGLISH LANGUAGE ARTS- 1ST TERM

Suggested Topics/Themes /Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning & Teaching Resources
<p>UNIT 1: The Alphabet</p>	<ul style="list-style-type: none"> ❖ Pupils should identify the small letters of the alphabet and write them out on their own. ❖ Pupils should recognize and list the upper and lower cases separately, after identifying them in different and sentences. 	<ul style="list-style-type: none"> a. Teacher helps pupils in recognizing and identifying the small letters of the alphabet. b. Helps in identifying and writing the upper case and lower case letters of the alphabet 	<ul style="list-style-type: none"> ❖ Class exercises e.g. to write the alphabet in small letters. ❖ Write down the upper case and lower case small letters. 	<ul style="list-style-type: none"> (a)Textbook (b)Flash cards (c)Others
<p>UNIT 2: Sounds</p>	<ul style="list-style-type: none"> ❖ Pupils must pronounce the different vowel sounds in one /two syllable words. ❖ Pupils should identify and pronounce one/two syllable words. 	<ul style="list-style-type: none"> a. Identifying and pronouncing one syllable words. b. Recognizing, building and pronouncing two and three syllable words. 	<p>Oral drills to identify and properly pronounce one/two syllable words with emphasis on the vowel sounds.</p>	<ul style="list-style-type: none"> (a)Textbook (b)Flash cards (c)Others

UNIT 3: Nouns	<ul style="list-style-type: none"> ❖ Pupils must define nouns and give examples relating to classroom objects and other objects/things outside the classroom. ❖ Pupils should be able to identify different nouns and use them in simple sentences. 	<ol style="list-style-type: none"> a. Definition and examples of a noun. b. Talk about different classroom objects as nouns and using them in sentences e.g. What is this? It is a table (pointing to the blackboard) What is that? That is the blackboard. What is Mary doing? Mary is pointing to the blackboard. 	<ul style="list-style-type: none"> ❖ Class exercises. ❖ Flash cards with names of people or things and pupils should recognize and pick out names of people as against names of things. ❖ Oral drills. Pupils identify different nouns e.g. person, boy, Allieu , Sarah, animal – dog, rat, fish ; place – Bo, School, village. 	<p>(a)Textbook</p> <p>(b)Flash cards</p> <p>(c)Others</p>
UNIT 4: Nouns Singular and Plural	<ul style="list-style-type: none"> ❖ Pupils should recognize and use the simple rules to form the plurals of different nouns. ❖ They should identify singular and plural nouns to use this, that, those or these, with them in simple sentences. 	<ol style="list-style-type: none"> a. Identify nouns that form their plurals by adding “s” b. Identify nouns that form their plurals by adding ‘es’ e.g. nouns ending in “x” “ch” and “sh” c. Use of singular and plural nouns in simple sentences using this, that, these or those. 	<ul style="list-style-type: none"> ❖ Class Activities: -write the plurals (words to add “s”) Form plurals of words ending in “x”, “ch” and “sh (words to add “es”) ❖ Class Exercise: ❖ Use this, that, those or these with a. singular nouns b. plural nouns in simple sentences. 	<p>(a)Textbook</p> <p>(b)Flash cards</p> <p>(c)Others</p>
UNIT 5: Countable and uncountable nouns	<ul style="list-style-type: none"> ❖ Pupils should define and give examples of : <ol style="list-style-type: none"> a. Countable nouns b. Uncountable nouns. -They should use some, 	<ol style="list-style-type: none"> a. Definitions and examples of countable and uncountable nouns. b. Uses of some, much, a little, a lot of with uncountable 	<ul style="list-style-type: none"> ❖ Class Exercises ❖ To list countable nouns. ❖ To list uncountable nouns 	<p>(a)Textbook</p> <p>(b)Flash cards</p>

	<p>much, a lot of, a little with uncountable nouns.</p> <p>- Pupils must “a” or an, some and many with countable nouns.</p>	<p>nouns.</p> <p>Uses of “a” or “an” some, many, with countable nouns.</p>	<p>❖ Use “a/an, some many with countable nouns.</p> <p>Use some, much a little , a lot of with uncountable nouns.</p>	<p>(c)Others</p>
UNIT 6: Capital Letters	<p>❖ Pupils must write and identify the capital letters of the alphabet.</p> <p>❖ They should write both capital and small letters of each of the alphabet with emphasis on upper case and lower case letters.</p>	<p>a. Writing the alphabet in Capital Letters.</p> <p>b. Writing the alphabet in capital and small letters, eg. Aa, Bb, Cc, Dd, Ee, Ff, Gg</p>	<p>❖ Class Activities”</p> <p>❖ Write the alphabet in capital letters.</p> <p>❖ Write the capital and small letters of the alphabet.</p>	<p>(a)Textbook</p> <p>(b)Flash cards</p> <p>(c)Others</p>
UNIT 7: Verbs	<p>❖ Pupils should identify actions as verbs, relating to their daily activities.</p> <p>❖ They should use the present continuous tense of different verbs in sentences.</p> <p>❖ Pupils should identify the verbs to be, have and to do to use them with I.</p>	<p>a. Definition and examples of verbs/action words.</p> <p>b. Use of every day action words e.g. eating, writing, sweeping, cleaning, etc. in simple sentences. Also the verbs to be, to have, to do with I.</p>	<p>❖ Oral drills to illustrate different actions as verbs.</p> <p>❖ Class Exercise:</p> <p>❖ To write simple sentences using the present continuous tense of verb etc</p>	<p>(a)Textbook</p> <p>(b)Flash cards</p> <p>(c)Others</p>
UNIT 8: Tenses	<ul style="list-style-type: none"> • Pupils should define tenses. • They should identify verbs in different tense forms and use them in correct context, e.g. present tense, present continuous and past tenses. • Pupils should identify verbs that form their 	<p>(a) Simple definition of tenses with examples with illustrations.</p> <p>(b) Illustration and identifying the different forms of tenses -present tense; present continuous tense and past tense e.g. I clap; I am clapping; I clapped etc.</p> <p>© How to form the past tense of</p>	<p>❖ Oral drills – to explain the meaning of tenses</p> <p>-state examples</p> <p>-Make sentences with verbs in the present, present continuous and past tenses.</p> <p>❖ Class Exercises.</p> <p>❖ To write the past forms</p>	<p>(a)Textbook</p> <p>(b)Flash cards</p> <p>(c)Others</p>

	<p>past with 'ed' (regular verbs).</p> <ul style="list-style-type: none"> • They should identify irregular verbs and how they form their past tense. 	<p>verbs, e.g. regular verbs add 'ed'</p> <p>Irregular verbs change their forms.</p> <p>(d) Identify regular verbs and irregular verbs and form their past tenses.</p>	<p>of different verbs (regular and irregular verbs).</p>	
UNIT 9: Pronouns	<ul style="list-style-type: none"> ❖ Pupils must define and state examples of pronouns. ❖ They should change nouns to pronouns in simple sentences. • Pupils should write simple pronouns to talk about themselves etc. 	<p>(a) Definition and examples of a pronoun e.g. I, he, She, it , you, etc.</p> <p>Talk about yourself using different pronouns in simple sentences e.g What are you? I am pupil/boy/girl/teacher; Abu is sick. He is sick etc.</p>	<ul style="list-style-type: none"> ❖ Class Exercises ❖ To define and state examples of a pronoun. ❖ To change different nouns to pronouns. <p>Oral drills – to talk about themselves using different pronouns.</p>	<p>(a)Textbook</p> <p>(b)Flash cards</p> <p>(c)Others</p>
UNIT 10: Sentences	<ul style="list-style-type: none"> ❖ Pupils should recognize and interpret pictures, charts, etc and write simple sentences from them. ❖ They should be able to talk or describe their friends, parents, etc. in simple sentences. ❖ Pupils should identify statement which end with a period/full stop (.) and an asking sentence ending with a question mark (?) 	<p>a. Writing simple sentences from pictures or teaching aids.</p> <p>b. Talk about friends e.g. This is Adama. Adama is my friend. Etc.</p> <p>c. Simple descriptions, e.g. My mother is tall. My house is big. Etc.</p> <p>d. Identify statements which end with a period/full stop, and an asking sentence or question which ends with a question mark?</p> <p>e. Discuss the punctuations</p>	<ul style="list-style-type: none"> ❖ Oral drills on short sentences ❖ Recognize/interpret pictures, charts etc. ❖ To describe their friends, parents, animals, etc. ❖ Class Activities ❖ Ask to identify and use period, question mark at the end of a statements and questions. 	<p>(a)Textbook</p> <p>(b)Flash cards</p> <p>(c)Others</p>

CLASS 2 - TEACHING SYLLABUS –ENGLISH LANGUAGE ARTS – 2ND TERM

Suggested Topics/Themes /Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning & Teaching Resources
UNIT 11: Revision	Pupils should recognize and easily answer questions on topics covered during the 1 st Term.	Review of First Term’s Work. Questions on lessons taught them	❖ Oral drills/class exercises as ways of reinforcement.	(a)Textbook (b)Flash cards (c)Others
UNIT 12: Prepositions to show locations of objects	❖ Pupils should define and state simple prepositions. Pupils should illustrate and use prepositions in simple sentences, relating to their everyday life/activities both in school and at home.	a. Definition and simple examples of prepositions in, out, on, by, to, at etc. b. Illustrations and uses of prepositions in simple sentences e.g. The toys are on the table. John leaves home at 8.00 o’clock everyday etc.	❖ Oral drills -state simple prepositions. ❖ Class Exercises ❖ To fill in the correct prepositions in simple sentences. ❖	(a)Textbook (b)Flash cards (c)Others
UNIT 13: Adjectives	❖ Pupils should explain what adjectives are, state examples and use them to describe themselves and other classroom objects. Pupils should identify the comparative and superlative of simple adjectives and use them	a. Meaning and examples of adjectives e.g. fat, thin, tall, new, big, small, wet, hot, cold, pretty, etc. b. Uses of adjectives in sentences e.g. Mary is a clever girl (ii) Peter is a tall boy c. Simple introduction of degrees of adjectives – Comparism	❖ Oral drills. ❖ Explain and given example of adjectives. ❖ Use simple adjectives in sentences. ❖ Know the comparatives and superlatives of simple adjectives, using ‘er’	(a)Textbook (b)Flash cards (c)Others ❖

	<p>in simple sentences.</p> <p>Pupils should identify adjectives that reinforce stereotypes</p> <p>Pupils should identify adjectives that challenge stereotypes demonstrate avoid reinforcing stereotypes</p>	<p>between two and three forms with examples.</p>	<p>and 'est'</p>	
<p>UNIT 14: Numbers</p>	<p>❖ Pupils should identify numbers in their cardinal as well as ordinal forms. They should the cardinal forms of numbers and the ordinal forms too, in simple sentences like telling totals and dates.</p>	<p>a. Cardinal numbers from 1-12, e.g. 1, 2,3,4,5,6,7 etc. b. Ordinal numbers from 1-12 e.g. 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10 etc c. Differentiating Cardinal and ordinal numbers and their uses.</p>	<p>❖ - Class Activities: ❖ -To differentiate by filling in the blanks using cardinal or ordinal numbers.</p>	<p>(a)Textbook (b)Flash cards (c)Others</p>
<p>UNIT 15: Sentences</p>	<p>❖ Pupils/learners must identify a sentence and its parts as subject and predicate. They should tell the subjects and predicates of different sentences.</p>	<p>a. Meaning of a sentence. b. The parts of a sentence</p> <p>Eg. The subjects ii. The predicates</p> <p><u>The dog is running</u></p> <p>Subject Predicate</p> <p><u>The girl is playing</u></p> <p>Subject Predicate</p> <p><u>My father is a teacher</u></p> <p>Subject Predicate</p>	<p>❖ Oral drills. ❖ To illustrate and identify the subjects and predicates of different sentences. ❖ To identify a subject as doer of the main action. ❖ To recognize the main action in the predicate done by the doer.</p>	<p>(a)Textbook (b)Flash cards (c)Others</p>
<p>UNIT 16: Subject –</p>	<p>❖ Pupils must explain the meaning of concord.</p>	<p>a. Meaning of Subject –Verb agreement/concord, with</p>	<p>❖ Oral drills. ❖ Illustrate rules of</p>	<p>(a)Textbook</p>

Verb agreement/ Concord	They should recognize and apply the rules of concord correctly in sentences.	example. b. Rules of concord, e.g. singular subject – singular verb; plural subject – plural verb. c. Illustrate examples of the rules	concord using helping verbs like is, are, has or have in simple sentences relating to every day activities.	(b)Flash cards (c)Others ❖
UNIT 17: Simple Poems	❖ Pupils should recite the poem – The Vulture. ❖ They should identify words that are rhyming. They should recognize the moral lessons the poem teaches and the author who wrote it.	a. Importance of poems, e.g. improves reading skill, helps to memorize; teaches us about rhyming; etc. b. Read the poem – The vulture identify the rhyming words in the poem, state the moral lessons.	❖ Oral drills -To recite poem The Vulture ❖ Class Activities ❖ To identify rhyming words and the author of the poem.	(a)Textbook (b)Flash cards (c)Others
UNIT 18: Colours	❖ Pupils should identify and name different simple colours. Identify colours of different objects in and out of the classroom and use them to answer simple questions.	a. Recognise and name colours, e.g. red, blue, white, green, yellow, etc. b. Ask and answer simple questions. Eg. What colour is your bag? It is black. c. Identify and ask questions about different colours in and around the classroom.	❖ Class Exercise ❖ -Name colours and relate them to different objects , in simple sentences.	(a)Textbook (b)Flash cards (c)Others
UNIT 19: Some uses of Capital Letters	❖ Pupils must use capital letters to start: a. Names of people b. Days of the week c. Months of the year Names of Places	a. For names of people, e.g. Mary, Abu, Mr. Bangura, Mrs. Kamara, etc. b. For days of the week, e.g. Monday, Friday, Sunday, etc. c. For months of the year, e.g. April, May, June, September, December etc. d. For names of places of Freetown, Kono, Bo, Bombali, Connaught, etc.	❖ Class Activities d. -Use capital letters for names of people, places days of the week and months of the year.	(a)Textbook (b)Flash cards (c)Others

CLASS 2 – TEACHING SYLLABUS – ENGLISH LANGUAGE ARTS - 3RD TERM

Suggested Topics/Themes /Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning & Teaching Resources
UNIT 20: Revision	Pupils should answer questions on 2 nd term tests in lessons taught.	Recognition and revision of Second Term Assessment questions and lessons.	Oral drills and class exercises.	(a)Textbook (b)Flash cards (c)Others
UNIT 21: Adverbs	<ul style="list-style-type: none"> ❖ Pupils must explain the meaning of adverbs as the way/manner actions are carried out (adverb of manner) ❖ Pupils should use simple adverbs in sentences describing the ways they do different actions. 	<p>Meaning and examples of an adverb e.g. (Adverb s of manner which tells us how an action takes place –The girl spoke <u>clearly</u> . The little boy spoke softly etc.</p> <p>Uses of adverb s of manner in simple sentences.</p>	<ul style="list-style-type: none"> ❖ Ask questions for them to practically describe adverbs ❖ Ask questions for them to portray different adverbs (Oral drills) 	(a)Textbook (b)Flash cards (c)Others
UNIT 22: The Article – An, A, The	<ul style="list-style-type: none"> ❖ Pupils should identify a/an and “the” as articles. <p>Pupils should identify vowels or consonants and use the appropriate article in front of them.</p>	<ol style="list-style-type: none"> a. Meaning of articles (with the examples – a/an, the) b. Identification of nouns that begin with vowels and put “an” before them e.g. <u>an</u> egg, <u>an</u> apple, <u>an</u> eraser. c. Identify nouns that begin with consonants and put “a” before 	<ul style="list-style-type: none"> ❖ Class Activities ❖ Ask questions for them to identify words that go with the articles “a” or “an” in front of different nouns in simple sentences. 	(a)Textbook (b)Flash cards (c)Others

		<p>them e.g. a pen, a book, a chair, a bed, etc.</p> <p>Identify “a” and “an” as the indefinite articles.</p>		
<p>UNIT 23: Definite Article “The”</p>	<ul style="list-style-type: none"> ❖ Pupils should recognize article “the” to refer to specific person or object (both singular and plural). Pupils/learners should recognize articles and use them correctly in simple sentences. 	<p>a. Meaning – To refer to a specific person or thing – singular and plural. E.g. <u>The</u> dog is outside. <u>The</u> man is my Pastor. I have seen <u>the</u> thieves etc.</p> <p>b. Help identify and using definite and indefinite articles in different sentences.</p>	<ul style="list-style-type: none"> ❖ Class Exercise ❖ Ask questions for them to underline different articles in sentences. ❖ Ask questions for them to use definite and indefinite articles in simple sentences. 	<p>(a)Textbook (b)Flash cards (c)Others</p>
<p>UNIT 24: Poem – “Who Has Seen The Wind”</p>	<ul style="list-style-type: none"> ❖ Pupils must memorize the poem - “Who has Seen The Wind” ❖ They should recognize the importance of the poem and start the author/writer. 	<p>a. Reading and recitation of the poem – “Who has seen the Wind”</p> <p>b. Help them recognize the importance of the wind.</p>	<ul style="list-style-type: none"> ❖ Oral drills ❖ Ask questions for them to memorize poem ❖ Ask questions for them to state importance of the wind ❖ Ask questions for them to name the writer. 	<p>(a)Textbook (b)Flash cards (c)Others</p>
<p>UNIT 25: Writing Skills</p>	<ul style="list-style-type: none"> ❖ Pupils should identify and write upper and lower cases of the small letters of the alphabet. ❖ They should clearly write simple sentences with emphasis on upper and lower case letters, such as in The 	<p>a. Writing simple words with lower case and upper case letters.</p> <p>b. Writing simple sentences with emphasis on lower case and upper case letters, e.g. The quick brown fox jumps over a lazy dog. Etc.</p>	<ul style="list-style-type: none"> ❖ Class Activities ❖ Ask questions for them to clearly write upper and lower case letters in different words and sentences. 	<p>(a)Textbook (b)Flash cards (c)Others</p>

	quick brown fox.			
UNIT 26. Tenses – Simple Present Tense	<ul style="list-style-type: none"> - Pupils should use simple present tense to describe their daily actions/routines in simple sentences. - They should relate that to different actions in and out of the classroom setting. 	<ol style="list-style-type: none"> a. Use the simple present tense to describe habitual actions and routines. E.g. How does your father go to work? He goes to work by taxi. How does your mother go to the market? She walks to the market. b. Use simple present tense of different verbs/actions in questions and answer drills. 	<ul style="list-style-type: none"> ❖ Oral drills ❖ Ask questions to describe what they do daily ❖ Ask questions for them to describe what other people do always, in simple present tense. 	<p>(a)Textbook</p> <p>(b)Flash cards</p> <p>(c)Others</p>
UNIT 27. Telling Time.	<ul style="list-style-type: none"> - Pupils should tell time using quarter to quarter past, half past o'clock, etc in simple sentences 	<ol style="list-style-type: none"> a. Asking and answering simple questions on time, e.g. What is the time? It is quarter past eight. b. Use o' clock, half past quarter to , etc. 	<ul style="list-style-type: none"> ❖ Class Activities <p>Ask questions to Show/write different times and ask pupils to tell them in simple sentences.</p>	<p>(a)Textbook</p> <p>(b)Flash cards</p> <p>(c)Others</p>
UNIT 28. Poem	<ul style="list-style-type: none"> ❖ Pupils should memorize the poem, and identify the author. - They should recognize rhyming words and moral lessons. 	<ol style="list-style-type: none"> a. Memorize the poem b. Identify rhyming words (if any) c. Identify author/writer and Moral lesson. 	<ul style="list-style-type: none"> ❖ Oral drills ❖ Ask questions to memorize poem ❖ Ask questions to identify author, rhyming words and moral lessons. 	<p>(a)Textbook</p> <p>(b)Flash cards</p> <p>(c)Others</p>

CLASS 3 – TEACHING SYLLABUS – ENGLISH LANGUAGEARTS – 1ST TERM

Suggested Topics/Themes /Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning & Teaching Resources
UNIT 29. Introduction of E.S.P.S.	With relative ease, pupils should define E.S.P.S and state its importance in their daily conversation and learning activities.	a. Definition of English Sentence Pattern and Structure – E.S.P.S. b. Importance of E.S.P.S.	Oral drills and class exercises. Ask children to define and explain E.S.P.S	(a)Textbook (b)Flash cards (c)Others
UNIT 30. The Parts of Speech – Nouns	- Pupils must identify the eight parts of speech. - Pupils should define a noun and identify examples and out of classroom	a. Naming the eight parts of speech. b. Definition and types of nouns with examples.	❖ Test pupils on the parts of speech ❖ Ask them to practical illustrate the parts of speech ❖ Use short questions to help them fill in the blank spaces choosing from the list of the parts of speech you provided	(a)Textbook (b)Flash cards (c)Others
UNIT 31. Pronouns	Pupils should use pronouns in place of different nouns, with reference to each other, things and people in the school and home community.	Definition and types of pronouns with examples.	❖ Class Activities on the types of pronouns ❖ Use short questions to help them fill in the blank spaces choosing from the list of pronouns you provided	(a)Textbook (b)Flash cards (c)Others
UNIT 32. Verbs	- Pupils should recognize the actions they do as verbs. - Pupils should name and carry out	a. Definition and types of verbs with examples. Help pupils in identifying	❖ Class Exercise on the different types of verbs as you observe	(a)Textbook (b)Flash cards

	different actions and express them in sentences of their own.	and using verb s in sentences.	❖ Use short questions to help them fill in the blank spaces choosing from the list of verbs you provided	(c)Others
UNIT 33. Adverbs and Adjectives	<ul style="list-style-type: none"> - Pupils should define adverbs and express the different ways different actions are done, with illustrations. - Define adjectives and describe different things around them using adjectives. 	<ul style="list-style-type: none"> a. Definition and types of adverbs with examples. b. Adjectives Definition and types with examples. 	<ul style="list-style-type: none"> ❖ Oral drills on adjectives and observe ❖ Ask the pupils to describe 4 objects they see in class 	<ul style="list-style-type: none"> (a)Textbook (b)Flash cards (c)Others
UNIT 34. Singular and plural nouns	Pupils should know and apply the rules of changing singular to plural, using things around them.	Rules of changing singular nouns to plural nouns	<ul style="list-style-type: none"> ❖ Class Activities on the rules of changing singular to plural nouns ❖ Let pupils clearly write plural against their singular. 	<ul style="list-style-type: none"> (a)Textbook (b)Flash cards (c)Others
UNIT 35. Changing nouns to pronouns	Pupils should identify nouns and relate them to their correct pronouns and use them in sentences.	Changing nouns to pronouns in sentences formation.	<ul style="list-style-type: none"> ❖ Oral drills on changing nouns ❖ Ask them to describe nouns ❖ Ask them to describe pronouns 	<ul style="list-style-type: none"> (a)Textbook (b)Flash cards (c)Others
UNIT 36. Adjectives	Pupils/learners must be able to compare themselves and things around them in their positive, comparative and superlative forms.	<ul style="list-style-type: none"> a. Definition and examples of adjective. b. Comparism of adjective (ie. Positive comparative superlating) 	<ul style="list-style-type: none"> ❖ Class Activities ❖ Show/write different types of adjectives and ask pupils to use them in sentences. ❖ Ask them to use positive, comparative and superlative to describe things 	<ul style="list-style-type: none"> (a)Textbook (b)Flash cards (c)Others Big book Medium tree
UNIT 36.	- Pupils should use related words	a. Definition of sentences	❖ Oral drills on	(a)Textbook

Sentences	<p>to construct simple sentences.</p> <ul style="list-style-type: none"> - They should be given simple words to use in simple sentences in relation to their daily activities. 	<p>b. Explanation on parts of a sentence.</p> <p>c. Construction of simple sentences.</p>	<p>constructing a simple sentence</p> <ul style="list-style-type: none"> ❖ Ask them to write a sort sentence and a long sentence 	<p>(b)Flash cards</p> <p>(c)Others</p>
UNIT 37. Uses of A, An and some	<p>Pupils should use “A” with countable nouns starting with consonant letter; “an” With singular countable nouns starting with vowels and some with uncountable nouns.</p>	<p>Uses of A, An and some with countable and uncountable nouns.</p>	<p>Oral drills and class exercises.</p> <p>Ask pupils to fill in the gaps requiring a, an, and some</p>	<p>(a)Textbook</p> <p>(b)Flash cards</p> <p>(c)Others</p>
UNIT38. Uses of “is and “are”	<ul style="list-style-type: none"> - Pupils should use “is with a singular noun and “are” with a plural noun in simple sentences. - They should express “is” and “are” as present continuous action still going on. 	<p>Uses of is and are in simple sentences.</p> <p>Teach them the singular and plural of is and are</p>	<p>Ask them on practical illustrations and descriptions is or are</p> <p>Oral drills on the use of is and are in short sentences</p>	<p>(a)Textbook</p> <p>(b)Flash cards</p> <p>(c)Others</p>
UNIT 39. Uses of “was and “were”	<ul style="list-style-type: none"> - Pupils should identify “was and “were” as helping verbs in the past form. <p>They should recognize was as past tense of is and were as past form of “are” and to use them in sentences.</p>	<p>Uses of “was” and “were” in simple sentences.</p>	<ul style="list-style-type: none"> ❖ Class Activities ❖ Give them a task to identify was and were ❖ Test them on the use of was and were in the singular and plural forms of was and were 	<p>(a)Textbook</p> <p>(b)Flash cards</p> <p>(c)Others</p>

CLASS 3 – TEACHING SYLLABUS – ENGLISH LANGUAGE ARTS - 2ND TERM

Suggested Topics/Themes /Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning & Teaching Resources
UNIT 40. Revision	Pupils should recognize work done in the 1 st term, answer questions on them.	Revision of First Term’s Work through questions and answers	<ul style="list-style-type: none"> ❖ Oral drills and class exercises. ❖ Tests ❖ Exams 	(a)Textbook (b)Flash cards (c)Others
UNIT 41. Preposition and Conjunction	Pupils should be able to use prepositions and conjunctions State and demonstrate examples expressed in simple sentences.	a. Definition and examples of Preposition. Conjunctions – definitions and examples	Practical illustrations and descriptions of prepositions and conjunctions	(a)Textbook (b)Flash cards (c)Others
UNIT 42. Tenses	<ul style="list-style-type: none"> - Pupils should be able to state what tenses are and relate it to: present- today; past – yesterday; tomorrow- future. - Pupils should give the past forms of different verbs. 	a. Explanation on what tenses are about. b. Examples of present, past tenses and past participle.	<ul style="list-style-type: none"> ❖ Class Activities ❖ Ask them to identify simple present, simple past, and future tenses ❖ Set up a group work to discuss in the present, in the 	(a)Textbook (b)Flash cards (c)Others

			past and in the future tenses	
UNIT 43. Punctuation Marks	<ul style="list-style-type: none"> - Pupils must identify punctuation marks, state examples and illustrate them in simple sentences. <p>Pupils should be able to use simple punctuation marks like the full stop and question mark.</p>	a. Definition and examples of punctuation. Uses of punctuation marks in sentences	<ul style="list-style-type: none"> ❖ Class Exercise ❖ Ask them to use: full stop, comma, column etc ❖ Write a sentence and ask them to punctuate it 	<p>(a)Textbook</p> <p>(b)Flash cards</p> <p>(c)Others</p>
UNIT 44. Synonyms and Antonyms	<ul style="list-style-type: none"> - Pupils should state examples of synonyms and explain their uses. - Pupils should state examples of antonyms and explain their uses. - Pupils should use them in simple sentences – Filling the blanks/gaps. 	Defining and explaining what synonyms and Antonyms are. With the aid of examples, pupils should see the difference between them.	<ul style="list-style-type: none"> ❖ Oral drills using synonyms and anonyms ❖ Test on words opposite and similar in meaning 	<p>(a)Textbook</p> <p>(b)Flash cards</p> <p>(c)Others</p>
45. Homonyms	Pupils should define homonyms give examples and identify them in sentences.	Definition and examples of homonyms.	<ul style="list-style-type: none"> ❖ Class Activities on homonyms ❖ Test with short questions on homonyms 	<p>(a)Textbook</p> <p>(b)Flash cards</p> <p>(c)Others</p>
UNIT 46. Gender	<ul style="list-style-type: none"> - Pupils should be able to recognize their gender (Male / female) boy/girl. - They should identify the gender of other persons e.g. Man/Woman, King/Queen. - Recognise common gender stereotypes and some of their consequences for boys and girl 	<p>Meaning and types of gender with examples: male and female</p> <p>Teach the importance of gender</p>	<ul style="list-style-type: none"> ❖ Oral drills on gender ❖ Ask them questions to describe what they do daily ❖ Ask why gender is very important 	<p>(a)Textbook</p> <p>(b)Flash cards</p> <p>(c)Others</p>

UNIT 47. Sounds	- Learners should identify and pronounce consonant blends. They should form different words with different consonant blends.	a. Sounds of consonant blends e.g. Ch, Sh, th, sk, br, dr, tr, sp etc. Form different words with different consonant blends and their sounds.	❖ Class Activities ❖ Test them on recognizing sounds ❖ Group work, let a member make a sound and another shows the type.	(a)Textbook (b)Flash cards (c)Others
UNIT48 Possessive Pronouns	- Pupils should define possessive pronouns and identify examples. Pupils should use possessive pronouns in simple sentences.	a. Definition and examples of possessive pronouns – mine, yours, his, hers, ours, theirs. b. Uses of possessive pronouns in sentence e.g. whose is this pencil? It is mine. Those shoes are not his, they are yours. Etc.	❖ Oral drills on possessive nouns ❖ Questions in the form of fill in the blank spaces	(a)Textbook (b)Flash cards (c)Others

CLASS 3 – TEACHING SYLLABUS – ENGLISH LANGUAGE ARTS - 3RDTERM

Suggested Topics/ Themes /Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning & Teaching Resources
UNIT 48 Revision	Pupils should identify topics and work done in the 2 nd term and answer question on them.	Review of Second Term’s Work through questioning and answers.	Oral drills and class exercises. Test	(a)Textbook (b)Flash cards (c)Others
UNIT 49. Interjection	- Pupils should define interjection, express examples in their own words and identify the symbol (!)	a. Introduce interjection through oral drill – voice intonation to be clear.	Ask pupils to practically demonstrate	(a)Textbook (b)Flash cards

	<p>that is used to show interjection.</p> <ul style="list-style-type: none"> - Make sentences of their own showing interjection. 	<p>b. Use of interjections in sentences.</p>	<p>interjections</p> <p>Organize a roll play for pupils to express themselves</p>	<p>(c)Others</p>
<p>UNIT 50.</p> <p>Noun and verb agreement / concord</p>	<ul style="list-style-type: none"> - Pupils should in their own words explain the meaning of noun/subject – verb. - They should state and apply the rules of concord e.g. singular noun goes with singular verb and plural noun goes with plural verb. 	<p>a. Meaning of noun and verb agreement – concord.</p> <p>b. Rules of concord/subject verb agreement.</p>	<ul style="list-style-type: none"> ❖ Class Activities on combining nouns and verbs 	<p>(a)Textbook</p> <p>(b)Flash cards</p> <p>(c)Others</p>
<p>UNIT 51.</p> <p>Adjectives</p>	<ul style="list-style-type: none"> - Pupils should recognize adjectives and explain the meaning. - Pupils should identify adjectives that do not go with “er” “est” in comparative and superlative. - They should use “more” and “most” to form sentences of their own in the different degrees. 	<p>Degrees of Adjectives – positive comparative and superlative.</p>	<ul style="list-style-type: none"> ❖ Class Activities ❖ Show/write different types of adjectives and ask pupils to use them in sentences. ❖ Ask them to use positive, comparative and superlative to describe things. 	<p>(a)Textbook</p> <p>(b)Flash cards</p> <p>(c)Others</p>
<p>UNIT 52.</p> <p>Simile</p>	<ul style="list-style-type: none"> - Pupils should understand and explain the meaning of simile - They should be able to use similes, relating to objects and animals to themselves/people using “as” and “like” 	<p>Definition and examples of simile’s</p>	<ul style="list-style-type: none"> ❖ Oral drills on simile ❖ Test them on simile ❖ Short questions with filling in the gaps on simile. 	<p>(a)Textbook</p> <p>(b)Flash cards</p> <p>(c)Others</p>
<p>UNIT 53</p> <p>Tenses</p>	<ul style="list-style-type: none"> - Pupils should recognize the simple past of the verb “to be” – “was and were and use them in simple sentences. - Pupils should recognise and identify “had” as the simple past 	<p>a. Use the Past Simple Tense with the Verb “To be” e.g. yesterday was Monday.</p> <p>b. Use the past simple</p>	<ul style="list-style-type: none"> ❖ Class Activities ❖ Ask them to identify simple present, simple past, and future tenses 	<p>(a)Textbook</p> <p>(b)Flash cards</p> <p>(c)Others</p>

	<p>of the verb “to have”</p> <ul style="list-style-type: none"> - Pupils should be able to use the tense in simple sentences on their own. 	<p>tense with the verb “To have” e.g. the trader had some bread on her table yesterday.</p>	<ul style="list-style-type: none"> ❖ Set up a group work to discuss a simple tense with the verb to be 	
<p>UNIT 54. Tenses</p>	<ul style="list-style-type: none"> - Pupils/learners should use “there” with was/were in simple sentences. - Pupils should identify irregular verbs in their past simple tense, to use them in sentences and with “who”. 	<p>a. Use of “there” with was/were in sentences, e.g. There was same fish in the cupboard. There were a lot of people at the market yesterday.</p> <p>b. Use of past simple tense including irregular verbs and “who” e.g. Did Hawa draw a cat or a dog? She drew a dog. Who drew the dog? Hawa drew the dog.</p>	<ul style="list-style-type: none"> ❖ Oral drills ❖ To describe what other people do always, in simple present tense. ❖ Ask them to identify simple present, simple past, and future tenses ❖ Set up a group work to discuss in the present, in the past and in the future tenses 	<p>(a)Textbook (b)Flash cards (c)Others</p>
<p>UNIT 55. Sounds</p>	<ul style="list-style-type: none"> - Pupils/learners must recognize consonant blends, state examples and consonant clusters with examples. They should identify words with consonant clusters. 	<p>Identify and pronounce consonant clusters correctly e.g. Str-street; straight, etc. thr-throw, thr-thread, thrash, etc. ght- caught, sought, bought, etc.</p>	<p>Oral drills to identify and properly pronounce syllable words with emphasis on the consonant sounds.</p>	<p>(a)Textbook (b)Flash cards (c)Others</p>
<p>UNIT 56. Questions and Commands</p>	<ul style="list-style-type: none"> - Pupils should use “must” with words/verbs in the present tense, to express obligation. - Pupils should express negative commands with do not/don’t. 	<p>a. Use “must to express obligation in the present, e.g. what must I do? You must study your notes always etc.</p> <p>b. Use negative</p>	<ul style="list-style-type: none"> ❖ Class Exercise on passing commands ❖ Ask them to use: present tense to ask questions ❖ Ask them to pass 	<p>(a)Textbook (b)Flash cards (c)Others</p>

		<p>commands, e.g. don't touch that paint. Don't stand in the rain, Abu. Don't play with fire, Abie. Etc.</p> <p><u>Don't touch me!</u></p>	<p>commands</p>	
<p>UNIT 57. Prepositions</p>	<p>- Pupils should identify prepositions in sentences, as well as use them in simple sentences on their own. They should be able to recognize and express the functions/uses of the different positions, such as showing place, time, direction, purpose etc.</p>	<p>a. Definition and examples of prepositions (e.g. in, on, to, by, at etc.) b. Uses of prepositions to: Express/show place – e.g. in, on under, behind etc. Express time/duration- e.g. at, during, before, after, etc. Show direction – e.g. from to Express/show purpose /use – e.g. with, for, etc.</p>	<p>❖ Oral drills and class exercises on prepositions. ❖ Questions on fill in the correct prepositions</p>	<p>(a)Textbook (b)Flash cards (c)Others</p>
<p>UNIT 57. Reading Skills/Writing Skills</p>	<p>- Pupils should/must be able to identify words in sentences, read on their own and answer questions on passages read. - They should write short simple essay/composition on their own. They should identify a simple way of writing a letter to friends and relatives.</p>	<p>a. Reading Simple comprehension passages and answering questions relating to the passages – Group reading followed by question and answer drill. b. Writing short simple essays on, e.g. My School; My pet. Writing simple letters showing its main parts e.g. address and date/salutation/greeting, body of letter and conclusion/ending – to</p>	<p>Organize pupils into group and give them passages to read</p> <p>Assess individual reading competences and grade them</p> <p>Give test on writing</p>	<p>(a)Textbook (b)Flash cards (c)Others</p>

		friends and relatives.		
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CLASS 4 – TEACHING SYLLABUS – ENGLISH LANGUAGE ARTS - 1st Term

Suggested Topics/Themes /Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning & Teaching Resources (Core/Supplementary)
Unit 1: My family	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Know how many sentences can you make about yourself? ➤ Learn about Patricia’s family ➤ Answer the questions about Patricia’s family ➤ Learn words and use some of them in sentences ➤ Learn about Patricia’s family tree ➤ Complete the dialogue between Patricia and her new friend? ➤ Practice similar questions and answers about yourself ➤ Make an information sheet about yourself ➤ Use the words in sentences 	<ul style="list-style-type: none"> ➤ Group discussions ➤ Pupils should identify the categories of family ➤ Learn about people in your family and the roles they each play ➤ Discuss the importance of the community ➤ Essay about Patricia’s family 	<ul style="list-style-type: none"> ➤ Definition and types of family ➤ Recognition of family members. ➤ Essay writing ➤ Class work ➤ Assignments ➤ Spelling tests ➤ Tests 	<p>(a)Textbook (b)Flash cards (c)Others</p>
Unit 2: Fun with Maths and Science	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Know what are these shapes ➤ Find the answers ➤ Answer true or false questions ➤ Practice the sounds ➤ Read and draw 	<ul style="list-style-type: none"> ➤ Teach some basic mathematics and science ➤ Explain the mathematical signs ➤ Pupils should know some basic calculations ➤ Use clear diagrams for maths and science 	<ul style="list-style-type: none"> ➤ Questions and answer ➤ Class work ➤ Assignments ➤ Spelling tests ➤ Tests 	<p>(a)Textbook (b)Flash cards (c)Others</p>
Unit 3: The seasons in	<ul style="list-style-type: none"> ➤ Understand weather words ➤ Understand weather chart ➤ Make your own chart 	<ul style="list-style-type: none"> ➤ Pupils should know the types of seasons in Sierra Leone 	<ul style="list-style-type: none"> ➤ Definition of weather ➤ Pupils should make their own chart 	<p>(a)Textbook (b)Flash cards (c)Others</p>

Sierra Leone	<ul style="list-style-type: none"> ➤ Write sentences about your weather chart ➤ Complete these sentences about the chart ➤ Answer the questions ➤ Understand what do people do in different kinds of weather? ➤ Understand what is your u kind of weather? ➤ Practice the sounds 	<ul style="list-style-type: none"> ➤ Teach and explain the types of weathers with the aid of diagrams ➤ Pupils should know the weather terms used 	<ul style="list-style-type: none"> ➤ Class works ➤ Assignments ➤ Spelling tests ➤ Tests 	
Unit 4: Flying	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Read the passage and find answers to the questions ➤ Complete the sentences ➤ Answer these questions in full sentences ➤ Understand comparatives and superlatives ➤ Look at the picture of the plane and complete the sentences ➤ Make sentences about aeroplanes with these adjectives ➤ Understand what can you see in this picture? ➤ Understand who are these people? 	<ul style="list-style-type: none"> ➤ Teach and explain means of flying ➤ Illustrate using a clear diagrams of aeroplanes ➤ Teach the basic parts of an aeroplanes ➤ Teach the pupils how to find an appropriate answer to a question 	<ul style="list-style-type: none"> ➤ Explain the term flying ➤ Class work ➤ Assignment ➤ Spelling test ➤ Pupils should draw a diagram displaying means of flying ➤ Tests 	(a)Textbook (b)Flash cards (c)Others
Unit 5: Crops	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Understand what are crops? ➤ Draw a map of crops grown in Sierra Leone ➤ Look at these pictures ➤ Find the crops in the jumbled words 	<ul style="list-style-type: none"> ➤ Pupils should understand the importance of crops ➤ Teach types of crops grown in Sierra Leone ➤ Use clear diagrams to illustrate 	<ul style="list-style-type: none"> ➤ Definition of crops ➤ Class work ➤ Assignments ➤ Pupils should draw map of crops grown in Sierra Leone ➤ Spelling test ➤ Tests 	(a)Textbook (b)Flash cards (c)Others
Unit 6: Seeds	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Understand the parts of a plant ➤ Practice these sounds ➤ Look at these seeds and answer the questions 	<ul style="list-style-type: none"> ➤ Teach with the aid of diagrams ➤ Explain the parts of a plant ➤ Pupils must be shown an example of a seed 	<ul style="list-style-type: none"> ➤ Definition of a seed ➤ Class work ➤ Assignments ➤ Pupils should draw the structure of a seed and plant ➤ Tests 	(a)Textbook (b)Flash cards (c)Others

Unit 7: The River Sewa	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> ➤ Know the river Sewa ➤ Know the course of the river sewa ➤ True or false? ➤ Complete this paragraph about the river sewa ➤ A riddle ➤ Can you make your own riddle? ➤ Practice these sounds ➤ Read these poems 	<ul style="list-style-type: none"> ➤ Pupils should know what is a river ➤ explain the meaning of river Sewa ➤ Teach poems about river ➤ Explain the use of a river ➤ Pupils should know the location of river Sewa 	<ul style="list-style-type: none"> ➤ Class work ➤ Assignment ➤ Tests 	(a)Textbook (b)Flash cards (c)Others
Unit 8: Travelling to Freetown	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> ➤ Complete the sentences with have or has ➤ Where have they come from? ➤ How have they travelled to Freetown? ➤ Look at the map ➤ Transport in Sierra Leone ➤ Read and find out ➤ Copy and complete the table about the travellers ➤ Make sentences about the places these people have visited ➤ Practice these sounds 	<ul style="list-style-type: none"> ➤ Pupils should know the different travel means to Freetown. ➤ Illustrate using Freetown map ➤ Explain the difficulty in travelling and the distance 	<ul style="list-style-type: none"> ➤ Meaning of travelling ➤ Class work ➤ Spelling tests ➤ Assignment ➤ Essay on your road trip/journey ➤ Tests 	(a)Textbook (b)Flash cards (c)Others
Unit 9: Men on the moon	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> ➤ Read and find out ➤ Name objects ➤ Make sentences about the moon ➤ Answer questions ➤ Make sentences with 'for' and 'since' ➤ Answer the questions in the passages ➤ Find the words with the same sound 	<ul style="list-style-type: none"> ➤ Pupils should know what is a moon ➤ Explain the different types of moon ➤ Ask questions to see if the pupils are understanding the topic. 	<ul style="list-style-type: none"> ➤ Draw the different shapes of a moon ➤ Class work ➤ Spelling tests ➤ Assignment 	(a)Textbook (b)Flash cards (c)Others
Unit 10: Looking after the classroom	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> ➤ Find answers to questions in the story ➤ Change sentences into questions ➤ Answer the questions about the table ➤ Answer the 'why' questions 	<ul style="list-style-type: none"> ➤ Explain what is a classroom and things find in a classroom ➤ Teach the importance of looking over the classroom. ➤ Explain ways of looking 	<ul style="list-style-type: none"> ➤ Methods of answering questions ➤ Class work ➤ Assignment ➤ Tests 	(a)Textbook (b)Flash cards (c)Others

	➤ Write sentences about yourself?	over the classroom ➤ Teach simple sentences about 'Myself'		
2ND TERM Unit 11: Growing coffee in Sierra Leone	After completing this unit, the pupils should be able to: ➤ Talk about these questions ➤ Answer the questions about coffee production in Sierra Leone ➤ Understand what happened to the coffee before it arrived in the shop? ➤ Practice these sounds	➤ Explain what type of crop is coffee ➤ Teach coffee production in Sierra Leone ➤ Explain the processes involved in coffee preparation ➤ Teach the importance of coffee	➤ Pupils should properly answer questions about coffee and its production ➤ Spelling tests ➤ Class work ➤ Assignment ➤ Tests	(a)Textbook (b)Flash cards (c)Others
Unit 12: Drawing a picture	After completing this unit, the pupils should be able to: ➤ Read and find which pictures Patricia and Moses drew ➤ Imagine you drawing pictures ➤ Read and draw a picture ➤ Copy this picture, compare, are they the same? ➤ Read about the drawing game ➤ Practice the sounds	➤ Explain the meaning of drawing ➤ Teach the pupils how to identify drawings ➤ Pupils should know how to draw simple pictures/objects ➤ Teach pupils how to compare pictures ➤ Explain the tools involved in drawing ➤ Importance of drawing	➤ Definition of drawing ➤ Spelling tools ➤ Drawing of tools used in drawing ➤ Class work ➤ Assignments ➤ Tests	(a)Textbook (b)Flash cards (c)Others
Unit 13: A play	After completing this unit, the pupils should be able to: ➤ Do these things ➤ Look at the pictures and answer the questions ➤ Make sentences ➤ Read the play ➤ Answer the questions in full sentences ➤ Write a post card to a friend ➤ Practice these sounds	➤ Teach what is a play ➤ Pupils should know how to make sentences ➤ Act a short play in class ➤ Importance of a play	➤ Reading test ➤ Class work ➤ Spelling test ➤ Assignment ➤ Tests	(a)Textbook (b)Flash cards (c)Others
Unit 14: The history of the motor car	After completing this unit, the pupils should be able to: ➤ Know how did people travel before they had motor cars? ➤ Know the model T Ford , built by Henry Ford ➤ Read and find answers to these questions	➤ Explain the use of a motor car ➤ Illustrate with pictures what is a motor car ➤ Pupils should know some few models of motor car ➤ Teach the importance of	➤ Find appropriate answers to the question ➤ Class work ➤ Spelling test ➤ Assignment ➤ Tests	(a)Textbook (b)Flash cards (c)Others

	<ul style="list-style-type: none"> ➤ Compare the cars ➤ Practice these sounds 	motor car		
Unit 15: Mr. Hare's farm	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Know what kind of animal is Mr. hare? ➤ Read and find answers to these questions ➤ Read the next part of the story and find answers to the questions ➤ Read the rest of the story and find answers to the questions ➤ Complete Mr. Hyena's diary ➤ Write Mr. Hare's diary for the same dates? ➤ Make true sentences about the story to answer the questions ➤ Practice the sounds ➤ Make their own play about Mr. Hare, Mr. Fox, and Mr. Hyena 	<ul style="list-style-type: none"> ➤ Explain what is a farm ➤ Pupils should know how to find correct answers to questions ➤ Teach what is a diary ➤ Teach the importance of having a farm ➤ Act play 	<ul style="list-style-type: none"> ➤ Reading test ➤ Class work ➤ Spelling tests ➤ Assignment ➤ Tests 	(a)Textbook (b)Flash cards (c)Others
Unit 16: Where do you live?	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Answer these questions ➤ Read about Anifa's nearest town and find the places on the map ➤ Make sentences about the places on the map ➤ Where do these people work? ➤ Ask and answer questions about your nearest home town ➤ Look at the map of Anifa's school and answer the questions ➤ Draw a plan of your school ➤ Practice the sounds 	<ul style="list-style-type: none"> ➤ Teach how to describe the place you live ➤ Explain the things find in the place you live ➤ Pupils should be able to describe the place they live via diagrams ➤ Pupils should also be able to explain the type of work that is done in their environment, including paid and non-paid, productive and non-productive 	<ul style="list-style-type: none"> ➤ Reading tests ➤ Classwork ➤ Spelling tests ➤ Assignments ➤ Tests ➤ Ask questions on places the pupils live 	(a)Textbook (b)Flash cards (c)Others
Unit 17: Houses	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Know the parts of a house ➤ Write sentences ➤ Make sentences into a letter ➤ Make sentences about yourself ➤ Practice the sounds 	<ul style="list-style-type: none"> ➤ Explain what is a house ➤ Teach the uses of a house ➤ Pupils should know how to make sentences about their houses ➤ Use a clear diagram to show an example of a house 	<ul style="list-style-type: none"> ➤ Drawing test ➤ Essay writing on 'My House' ➤ Spelling tests ➤ Assignments ➤ Tests ➤ Ask questions about their houses 	(a)Textbook (b)Flash cards (c)Others

			and house rules	
Unit 18: The Magic Porridge Pot	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Read the first part of the play and find answers to the questions ➤ Read the next and last part of the play and find answers to the questions ➤ Complete the sentences about the story ➤ Make sentences about things in the picture ➤ Ask and answer questions ➤ Practice the sounds ➤ Read about Otto and answer the questions 	<ul style="list-style-type: none"> ➤ Explain what is a pot and it uses ➤ Pupils should know how to find answers from the play ➤ Make sentences about things ➤ About things in the picture ➤ Answer questions about Otto 	<ul style="list-style-type: none"> ➤ Reading test ➤ Classwork ➤ Spelling test ➤ Assignment ➤ Tests ➤ Ask questions on who has seen a porridge 	<p>(a)Textbook (b)Flash cards (c)Others</p>
Unit 19: A letter to a friend	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Read the letter ➤ Answer the questions ➤ Copy and complete the table ➤ Write about the pictures ➤ Tell the story to go with these pictures ➤ Copy and complete the following sentences about the picture story ➤ Answer the questions in full sentences ➤ Write the story in your book 	<ul style="list-style-type: none"> ➤ Explain what is a letter ➤ Teach how to write a letter ➤ Create a picture story 	<ul style="list-style-type: none"> ➤ Essay writing ➤ Reading tests ➤ Classwork ➤ Assignment ➤ Tests on a letter to a friend 	<p>(a)Textbook (b)Flash cards (c)Others</p>
Unit 20: About yourselves	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Read about Patricia and answer the questions ➤ Tell true or false? ➤ Know about themselves ➤ Write sentences about themselves ➤ Answer these questions about themselves ➤ Know the things they had to do this week ➤ Read about Patricia and write about themselves in the same way 	<ul style="list-style-type: none"> ➤ Explain the story about Patricia ➤ Teach pupils how to write about themselves ➤ Pupils should know the steps involved in writing about themselves 	<ul style="list-style-type: none"> ➤ Pupils should answer question about themselves ➤ Essay writing ➤ Reading tests ➤ Classwork ➤ Assignments ➤ Tests ➤ 	<p>(a)Textbook (b)Flash cards (c)Others</p>

3RD TERM Unit 21: Shopping	After completing this unit, the pupils should be able to: ➤ Go shopping ➤ Know where to go shopping ➤ Know what to buy ➤ Ask questions relating to how much and how many ➤ Answer the questions about their shopping ➤ Read the things on the shopping list	➤ Explain the term shopping ➤ Teach pupils the different ways of shopping ➤ Pupils should know how to make a shopping list	➤ An essay about shopping ➤ Reading test ➤ Classwork ➤ Assignment ➤ Test	(a)Textbook (b)Flash cards (c)Others
Unit 22: This is the house that Jack built	After completing this unit, the pupils should be able to: ➤ Read the verse ➤ Write “who” or “that” in the sentences ➤ Read the stories and find the answers ➤ Complete the sentences	➤ Explain the story properly ➤ Pupils should know how to find answer from the story ➤ Teach the pupils how to complete sentences	➤ Reading tests ➤ Spelling tests ➤ Classwork ➤ Assignment ➤ Tests	(a)Textbook (b)Flash cards (c)Others
➤ Unit 23: At the Robola Arts Center	➤ After completing this unit, the pupils should be able to: ➤ Know about handicrafts in the old days ➤ Draw a picture of the Robola Arts centre ➤ Complete the sentences ➤ Tell true or false? ➤ Complete the table	➤ Explain what is an art ➤ Teach the importance of art ➤ Explain the ancient methods of art ➤ Teach pupils how to draw	➤ Drawing tests ➤ Classwork ➤ Assignment ➤ Tests	(a)Textbook (b)Flash cards (c)Others ➤
➤ Unit 24: Soil and plants	➤ After completing this unit, the pupils should be able to: ➤ Know what do plants need to help them grow ➤ Complete the sentences ➤ Learn these words ➤ Look at the diagram and complete the sentences with the words in the box ➤ Know what are these ➤ Know what are they called	➤ Explain what is a soil and types of soil ➤ Teach the importance of a plant ➤ Pupils should know how to complete sentences ➤ Pupils should learn key words	➤ Definition of soil and plants ➤ Spelling tests ➤ Classwork ➤ Assignments ➤ Tests	(a)Textbook (b)Flash cards (c)Others ➤
➤ Unit 25: Materials	After completing this unit, the pupils should be able to: ➤ Know what are these things made of ➤ Make sentences about materials ➤ Copy and complete the table about materials	➤ Explain the use of certain materials and what they are made up of ➤ Create a table of materials and their uses	➤ Definition of materials and it uses ➤ Spelling tests ➤ Classwork ➤ Assignments ➤ Tests	(a)Textbook (b)Flash cards (c)Others ➤

	<ul style="list-style-type: none"> ➤ Make sentences from your table ➤ Write about the materials you can see in your classroom ➤ Read and find the answers ➤ Practice the sounds ➤ Read the dialogue 	<ul style="list-style-type: none"> ➤ Make a sentence for each material mentioned ➤ Explain the materials present in the classroom 		
<ul style="list-style-type: none"> ➤ Unit 26: ➤ A public holiday 	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Read and find the answers ➤ Write sentences about the public holiday with "may" ➤ Answer the questions in full sentences ➤ Find the missing words in the table ➤ Complete the sentences about public holidays 	<ul style="list-style-type: none"> ➤ Explain what is a public holiday ➤ Teach essay about public holidays ➤ Pupils should know how to find answers 	<ul style="list-style-type: none"> ➤ Reading tests ➤ Classwork ➤ Assignment ➤ Tests 	<ul style="list-style-type: none"> (a)Textbook (b)Flash cards (c)Others ➤
<ul style="list-style-type: none"> ➤ Unit 27: ➤ Getting ill 	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Read and talk about the answers to these questions ➤ Answer the questions about Paul's visit to the doctor in full sentences ➤ Make a poster ➤ Write sentences in your book about what you should and should not do ➤ Know what other things should they do to keep healthy ➤ Write questions and answers ➤ Practice these sounds 	<ul style="list-style-type: none"> ➤ Explain what is health and the terms involved ➤ Make a poster of a clinic illustrating sick patients going for treatments ➤ Teach ways of keeping healthy 	<ul style="list-style-type: none"> ➤ Definition of health and ill. ➤ Classwork ➤ Assignments ➤ Tests 	<ul style="list-style-type: none"> (a)Textbook (b)Flash cards (c)Others ➤
<ul style="list-style-type: none"> ➤ Unit 28: ➤ After the storm 	<ul style="list-style-type: none"> ➤ After completing this unit, the pupils should be able to: ➤ Read the story and find the answers ➤ Make sentences about the story ➤ Write sentences about the picture 	<ul style="list-style-type: none"> ➤ Explain what is a storm ➤ Explain a story about storm ➤ Pupils should know how to find answers and make sentences about the story 	<ul style="list-style-type: none"> ➤ Reading tests ➤ Classwork ➤ Assignments ➤ Tests 	<ul style="list-style-type: none"> (a)Textbook (b)Flash cards (c)Others ➤
<ul style="list-style-type: none"> ➤ Unit 29: ➤ Building a well 	<ul style="list-style-type: none"> ➤ After completing this unit, the pupils should be able to: ➤ Read the conversation and find the answers ➤ Match the pictures and the sentences ➤ Make sentences with "if".... will. 	<ul style="list-style-type: none"> ➤ Explain what is a well ➤ Teach the use and importance of a well ➤ Pupils should know how to answer the questions asked 	<ul style="list-style-type: none"> ➤ Find answers from the conversation ➤ Reading tests ➤ Classwork ➤ Assignment ➤ Tests 	<ul style="list-style-type: none"> (a)Textbook (b)Flash cards (c)Others ➤

	<ul style="list-style-type: none"> ➤ Ask and answer questions ➤ Complete these sentences ➤ Practice these sounds ➤ Use the jumbled words to complete the sentences ➤ Read the verse 			
<ul style="list-style-type: none"> ➤ Unit 30: ➤ Round and about 	<ul style="list-style-type: none"> ➤ After completing this unit, the pupils should be able to: ➤ Change the sentences ➤ Answer the questions ➤ Know the difference between the two pictures ➤ Write about the people in the picture ➤ Write sentences with “too” and “enough” ➤ Practice the sounds 	<ul style="list-style-type: none"> ➤ Teach how to make sentences ➤ Use clear pictures in explaining ➤ Differentiate between two pictures 	<ul style="list-style-type: none"> ➤ Pupils should rewrite sentences and write the correct sentences ➤ Classwork ➤ Assignments ➤ Tests 	<ul style="list-style-type: none"> (a)Textbook (b)Flash cards (c)Others ➤

ENGLISH LANGUAGE ARTS

Outline Teaching Syllabus for the second stage of Basic Education (Class 5) – 1ST TERM

Suggested Topics/Themes/units	Specific learning outcomes	Recommended teaching styles or Pedagogical approaches	Assessment methods	Suggested Teaching & Learning Resources
<p>Unit 1:</p> <p>The Parts of Speech, Verb, Tense</p> <p>Singular and plural</p> <p>Concord (Noun/verb agreement)</p>	<p>After completing the unit, pupils should be able to:</p> <ul style="list-style-type: none"> • State the 8 parts of speech <ul style="list-style-type: none"> - Recognize examples of parts of speech • Explain the meanings of tenses and identify the 3 main tenses and their uses • Recognize the rules to form plurals of nouns and apply them. • Identify agreement between nouns/pronouns and action verbs and apply appropriately 	<p>Ask pupils – say the parts of speech?</p> <p>Let pupils participate in discussing the topics; say some of the parts each.</p> <ul style="list-style-type: none"> - Write a few sentences on the black board and ask pupils to identify the parts of speech in them <p>(a) Ask pupils what they know about the 3 main tenses = present, past and future tenses. Ask them to, make sentences with the use of these.</p> <p>(b) Lead pupils to recognize plural forms of some nouns with use of s, etc. Then lead them to some basic rules in making plurals of nouns</p> <p>(c) Lead the pupils to identify the agreement between nouns/pronouns (subject) action verbs. Let them make a simple , short sentence and recognize subject/verb agreement.</p>	<p>(a) Oral assessment questions & answers</p> <p>(b) True/False statements</p> <p>(c) multiple choice tests</p>	<p>(a) textbooks</p> <p>(b) flash cards</p> <p>(c) others</p>
<p>Unit 2:</p> <p>Active and</p>	<ul style="list-style-type: none"> • Define the active and passive voices • Use the past continuous 	<p>(a) Ask pupils what active and passive voices mean, lead pupils to give example of each</p>	<p>(a) Oral assessment questions &</p>	<p>(a) textbooks</p> <p>(b) flash cards</p>

Passive voices, Continues Tenses, Uses of prepositions	<p>tense in sentences</p> <ul style="list-style-type: none"> Identify prepositions and use them in simple sentences. 	<p>Ask them to express this in simple sentences on their own.</p> <p>(b) Lead pupils to recognize the continuous forms of the present & past tenses in a few sentences written on the black board.</p>	<p>answers</p> <p>(b) True/False statements</p> <p>(c) multiple choice tests</p>	<p>(c) others</p>
<p>Unit 3:</p> <p>Nouns gender</p> <p>Writing and reading skills</p>	<ul style="list-style-type: none"> Explain what a noun gender is and give examples. Write short essays (guided by specific instructions) Write a sentence about someone of the same gender as themselves. Rewrite the sentence but changing the gender Explain the effect of changing the gender in this way 	<p>Ask pupils to use these tenses in sentences.</p> <p>(c) Ask pupils to tell what prepositions are, Let them identify these in sentences on the black board or textbook. Ask them to use these in simple sentences.</p> <p>(d) Ask pupils: what do you understand about a noun gender? Ask them to identify Masculine, /Feminine and Neutral Gender nouns put in a table form for them to look at.</p> <p>(d) Guide pupils with simple specific instructions to write a short essay on their own - checking spellings punctuations, paragraph, etc</p> <p>Provide a passage for pupils to read and answer questions.</p>	<p>(a) Oral assessment questions & answers</p> <p>(b) True / False statements</p> <p>(c) Multiple choices tests</p>	<p>(a) Textbooks</p> <p>(b) Charts</p> <p>(C) Short comprehension passages</p> <p>(d) Others</p>
<p>Unit 4:</p> <p>Poem – the Naughty boy (Ref. Adventure into African poetry)</p>	<ul style="list-style-type: none"> Read the poem and look up for difficult words /phrases to learn meanings, in context with passage. Memorise the poem. Identify the Author and the moral lesson learnt 	<p>(a) Ask pupils to read the poem silently, looking for new /difficult words/phrases Lead pupils to understand the poem. Ask some pupils to read aloud.</p> <p>(b) Let them memorise the poem by heart. Ask them to identify rhyming words.</p> <p>(c) Ask pupils to identify the Author. Lead them to find out the moral lesson learnt. Let pupils discuss benefits they can get from the lesson.</p>	<p>(a) oral assessment questions & answers</p> <p>(b) true/false statements</p> <p>(c) multiple choice test</p>	<p>(a)textbook</p> <p>(b) others</p>

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Class 5 – 2ND TERM

Suggested Topics/Themes/units	Specific learning outcomes	Recommended teaching styles or Pedagogical approaches	Assessment methods	Suggested Teaching & Learning Resources
Unit 4: Conjugation of verbs	<p>After completing the unit, pupils should be able to:</p> <ul style="list-style-type: none"> • Explain what verb conjugation is • Conjugate simple verbs of common – place use 	<p>(a) Ask pupils to explain in their own words, what verb conjugation is. Lead them in the discussion of the process - the forms of verb , e.g</p> <ul style="list-style-type: none"> -the present tense -the past tense -the past participle <p>(b) Lead pupils to conjugate simple verbs of daily use , eg allow allowed allowed be was been</p>	<p>(a) Oral – questions and answers</p> <p>(b) true/false statements</p> <p>(c) multiple choice tests</p>	<p>(a) Textbook</p> <p>(b) Charts</p> <p>(c) others</p>

		<p>bite bit</p> <p>bitten</p> <p>Let pupils do some more.</p>		
<p>Unit 5: uses of Adverbs comparative Adjectives synonyms</p> <p>Question Tag</p>	<ul style="list-style-type: none"> Define the types of adverbs and how they modify verbs, adjectives and adverbs in sentences. Define comparative adjective – forming positive, comparative and superlative adjectives. Define synonyms and antonyms with examples. <p>Ask pupils to guess what questions Tag is.</p>	<p>(a) Ask pupils: what are adverbs? Lead them to state types of adverbs of times, manner, frequency, etc. lead pupils to make sentences using each of them. Discuss with pupils how adverbs change the forms of verbs, adjectives etc.</p> <p>(b) Ask pupils to give examples of comparative adjectives they know eg-many, more, most. lead pupils to learn comparative adjective and identify them in sentences</p> <p>(c) Let pupils recall what synonyms are. Lead pupils to state examples eg words similar in meaning</p> <ul style="list-style-type: none"> Synonyms; words opposite in meaning –antonyms. <p>(d) Introduction tell pupils (short they are going to learn a different way of asking questions with the use of isn't, aren't . lead pupils with some examples " She is from Njala, isn't she? Musa and Joe are from Bo, aren't they? Tell the pupils that aren't and isn't at the</p>	<p>(a)oral questions and answers</p> <p>(b)True/False statements.</p> <p>(c) multiple choice tests</p>	<p>(a)Textbook</p> <p>(b)Charts</p> <p>(c)Flip Charts</p> <p>(d) others</p>

		end of the sentences are called question Tags because they change the sentences into questions		
Suggested Topics/Themes/ units	Specific learning outcomes	Recommended teaching styles or Pedagogical approaches	Assessment methods	Suggested Teaching & Learning Resources
Unit 6: Poem Dirty Jim (Ref. Adventure into African poetry)	After completing the unit, pupils should be able to: <ul style="list-style-type: none"> • Appreciate and memorise the poem. • Recognize the moral lesson and relate this to themselves. 	(a) Ask pupils to read the poem first to themselves quietly to understand it. Identify pupils to read as others listen keenly. Ask pupils to memorise the poem. Lead pupils in a discussion to tell what they like or don't like about the poem. (b) Lead pupils in a discussion to talk about what they learn as	(a) Oral: questions and answers) (b) True/False statements (c) multiple choice tests	(a) Textbook -poetry passage (b) others

		individuals - the moral lesson.		
Unit 7: Kinds of Adjectives The Article Idioms Poem ' Mr Nobody' 3RD TERM	<ul style="list-style-type: none"> State the kinds of adjectives (eight kinds) and use them in sentences. Define and state the types of articles and use them in sentences correctly. Explain meaning of idioms and use examples in sentences Memorise poem and recognize the moral lesson 	(a) Ask pupils to say the eight kinds of adjectives. Lead them to state them – adjectives of : quality, quantity, number, interrogative, possessive, distributive, demonstrative and proper adjective. Lead them to make sentences out of each. (b) Definite an indefinite article. Let them identify them and use them in sentences (c) Lead pupils to recall the meaning of idioms. Ask pupils to give some examples, save it for the rainy day, run like lightening. Ask pupils to make sentences out of these two. (d) Let pupils memorise the poem .Ask them to recognize rhyming words and say them aloud. Ask pupils to identify the writer. - Lead pupils to discuss the moral lesson they learnt from the poem.	(a)Oral questions and answers (b)True/False statements (c)multiple choice tests	(a)textbook/poetry passage (b)Flip charts (c)others
Unit 8: Perfect Tenses.	<ul style="list-style-type: none"> Identify verbs in these forms – present, past, future, perfect 	<ul style="list-style-type: none"> Ask pupils to identify the three types of verbs in the 	(a)oral questions and answers	(a) Textbook

<p>Noun Clauses. Interjection</p>	<p>tenses</p> <ul style="list-style-type: none"> Define and state the types of noun clauses – Use who, what, why etc in sentences . Identify interjection /exclamations in sentences. 	<p>present, past and future. Give an example of each and lead pupils to use these in sentences.</p> <ul style="list-style-type: none"> Lead pupils to define and state the types of noun clauses beginning with - <u>who</u>, <u>what</u>, <u>why</u>. Let them write sentences beginning with <u>who</u>, <u>what</u>, <u>why</u> etc. Ask pupils: What is an interjection, why is it used in sentences? Lead pupils to use an interjection in sentence of their own, with the correct symbol. 	<p>(b) True/False (c) multiple choice tests</p>	<p>(b) Charts (c) others</p>
<p>Conjunction</p>	<ul style="list-style-type: none"> Explain and state types of conjunctions - identify and use these in their own sentences Conjunctions – identify and use these in their own sentences 	<p>(a) Lead pupils to explain the use of conjunctions in sentences - <u>and</u>, <u>but</u>, etc.</p>	<p>Ask questions for them to explain what conjunctions are all about</p>	
<p>Unit 9: Kinds of sentences.</p>	<ul style="list-style-type: none"> Define a sentence and state the kinds of sentences – write examples of the different kinds of sentences. Identify idioms and proverbs and express these in correct sentences. 	<p>(a) Ask pupils to define a sentence in their own words. Ask them to say the kinds of sentences they know. Lead them to state them - assertive sentences, interrogative sentences, explanatory sentences, imperative sentences.. Lead them to write examples of kinds of sentences for each of them.</p>	<p>(a) oral questions and answers (b) True /False statements (c) multiple choice tests</p>	<p>(a) Textbooks or passages from other books (b) Others</p>

		(b) Lead pupils identify idioms and proverbs and express these in sentences. of their own.- Lead pupils to identify idioms/ proverbs in passages of reading materials.		
Unit 10: Prepositions Punctuations	<ul style="list-style-type: none"> Define and identify commonly used prepositions – recognize the way they are used in sentences and use them in simple sentences of their own. Explain the meaning of punctuations –what they do. ----Identify different types of punctuation and be able to punctuate a simple passage Correctly. 	<p>(a) Ask pupils to give some examples of prepositions – <u>in</u>, <u>out</u> up, <u>over</u>, <u>before</u> etc. Ask pupils to give other examples. Lead pupils to define preposition; what they do, in sentences. Ask pupils to use prepositions in simple sentences of their own.</p> <p>(b) Let pupils say the types of punctuations; - full stop (.) interrogation (!) question mark (?) comma (,) the apostrophe (') exclamation (!) Lead them to understand their usefulness and to use them to punctuate a passage (s)</p>	<p>(a)oral questions and answers on prepositions</p> <p>(b)True False statements on prepositions</p> <p>(c) Multiple choice tests on prepositions and punctuations</p>	<p>(a)Textbooks – passages from other textbooks</p> <p>(B) Flash cards</p> <p>(b)others</p>
Unit 11: Vocabulary	<p>After completing the unit, pupils should be able to:</p> <ul style="list-style-type: none"> Recognize the importance of vocabulary – identify new words and their meaning and use them in sentences correctly. Identify different parts of a letter and interpret them in their own words. – Write a simple letter portraying all the different 	<p>(a) Ask pupils to state the importance of vocabulary – Refer them to recall the importance of the dictionary. Ask pupils to explain how to look for the meaning of a new word in a dictionary. – Let pupils find new words, look up for their Meanings and use them in sentences.</p>	<p>(a)oral questions and answers on vocabulary</p> <p>(b) True / False statements on vocabulary</p> <p>(c) Multiple choices tests</p>	<p>(a)Textbook</p> <p>(b)A hard copy of a model informal letter</p> <p>(c) Others</p>

Writing skills – letter writing	parts correctly.	(b) Ask pupils to identify parts of a letter (copy before them) – senders address and date, salutation (greeting) the body (message), the subscription (on the envelop) - Let pupils write a simple letter, portraying the different parts. - Read the letters to mark them or do corrections.		
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ENGLISH LANGUAGE ARTS

Outline Teaching Syllabus for the second stage of Basic Education (Class 6 – 1ST TERM)

Suggested Topics/Themes/Units	Specific Learning outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment methods	Suggested learning and Teaching Resources
<p>UNIT 1</p> <p>Nouns</p> <p>Rules for forming plural nouns</p>	<p>After Completing the unit, pupils should be able to :</p> <ul style="list-style-type: none"> • Identity and us in sentences the different types of nouns. • Form plural of noun. 	<p>a) Let pupils recall the types of nouns-proper, common collective, concrete, abstract nouns</p> <p>- Identify them in in sentences and use them in sentences of their own.</p> <p>b) Identify nouns forming their plurals in <u>S, esies</u></p> <p>- Noun making spelling changes to make ie their plurals man – men, etc</p>	<p>a) Oral questions and answer on nouns</p> <p>b) True/false statements on nouns</p> <p>c) Multiple choice tests on nouns</p>	<p>a) Textbook</p> <p>b) Charts</p> <p>c) Others</p>
Suggested Topics/themes	Specific learning outcome	Suggested teaching styles or pedigree approaches	Recommend	Suggested reasons
<p>UNIT 2</p> <p>Noun Gender Recognition of What or Whom</p>	<p>After completing the unit pupils should be able to</p> <ul style="list-style-type: none"> • Define gender nouns - State the types – masculine /femine of none are related. • Recognize the use of <u>what</u> or <u>whom</u> 	<p>(a) Ask pupils to recall what gender nouns are, Lead them to state the types- masculine, feminine, neutral. Let them give examples of the types around them and place them in a tabular form -including name of animals etc</p> <p>b. let pupils use <u>what</u>, <u>who</u>, <u>whom</u> in sentences of their own</p> <p>Ask them to use these words in</p>	<p>a. Oral questions and answers</p> <p>b. True/false statements</p> <p>c. Multiple choice tests</p>	<p>(a)Textbook</p> <p>(b)Charts</p> <p>(c) Others</p>

		asking questions		
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Suggested Topics/themes	Specific learning outcome	Suggested teaching styles or pedigree approaches	Recommend	Suggested reasons
UNIT 3: Verbal and noun forms Functions of Nouns	After completing the unit pupils should be able to: <ul style="list-style-type: none"> Recognize verbs and nouns in sentences and verbs that form nouns: eg advise (verb form) advice (noun form) breathe (verb) breath (noun form of verb) Identify noun form of verbs and use them in sentences 	Ask pupils to recall what verbs and noun are in sentence Lead them to change verbs into nouns, giving an example: advise (verb) advice (noun). Let pupils give other similar examples using them in sentences of their own.	a. Oral: questions and answers b. True/false statements c. Multiple choice tests	a. Text books b. Flip charts c. others

Suggested Topics/themes	Specific learning outcome	Suggested teaching styles or pedigree approaches	Recommend	Suggested reasons
UNIT 4 Composition (Descriptive)	After completing the unit, pupils should be able to : <ul style="list-style-type: none"> Write about an everyday event, clear, and interesting to read. Write a friendly polite and lively letter informal letter to a friend or relative with help of guidelines. Write a polite and informative letter to an adult and elderly person 	Ask pupils to recall what they have learnt about writing a descriptive composition. Lead them to discuss clarity, simple, good/correct sentences and punctuations. Ask them to write a composition (describing) an event of everyday occurrence. Revise the rules of letter writing and ask them to write an informal letter to an adult or a friend on issue of interest.	(a) Oral questions and answers (b) True/false statements (c) Multiple choice tests	a. textbooks b. copy of an informal letter – a model c. others

CLASS 6 – 2ND TERM

Suggested Topics/Themes/ units	Specific learning outcomes	Recommended teaching styles or Pedagogical approaches	Assessment methods	Suggested learning & teaching resources
<p>Unit 5: Tenses of verbs, Conjugation of verbs, plurals, clauses, prepositions</p> <p>Prepositions</p>	<p>After completing the unit, pupils should be able to:</p> <ul style="list-style-type: none"> • Identify verbs in the present, past and future; recognize the branches of each category of tenses in simple sentences. • Conjugate verbs – verb to be, have, do. Write in the present and past tenses -Use present and past tenses in sentences of their own. • Define a phrase and recognize the types of phrases and use them in sentences. • Recognize clauses and use them in sentences. • State what prepositions are. -Identify prepositional phrases 	<ul style="list-style-type: none"> (a) Ask pupils to recall present, past and future forms of tenses. Lead them to recognize the branches or category of tenses for example – the simple present, the present continuous. The present perfect and the perfect continuous, etc. Give them an example to write the present and past tenses of the verb in their own sentences. (b) Ask pupils to conjugate the verb to be, have, do, write. Let them recall what they learnt and conjugate these verbs. (c) Let pupils recall what phrases are. Ask pupils to identify a phrase (s) in sentences, examples a noun phrase, adjectival, adverbial and prepositional phrases. Lead pupils to discuss the use of phrases in simple sentences. (d) Let pupils recall what they have learnt about clauses. Let them identify and use them in their own sentences. (e) Let pupils recall what they have learnt about prepositions. Ask them to say 	<p>(a)oral questions and answers on verbs, conjunction, plural and clauses</p> <p>(b) True / False statements on verbs, conjunction, plural and clauses</p> <p>(c) Multiple choice tests on verbs, conjunction, plural and clauses</p>	<p>(a)Textbook</p> <p>(b)Flip Chart</p> <p>(c)Flash cards</p>

	and use them in sentences.	commonly used prepositions. Lead them to use some of these in sentences of their own.		
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Suggested Topics/Themes/ units	Specific learning outcomes	Recommended teaching styles or Pedagogical approaches	Assessment methods	Suggested learning & teaching resources
Unit 6: Types of adjectives Comparism of adjectives Rules for comparing adjectives	After completing the unit pupils should be able to: <ul style="list-style-type: none"> Identify the types of adjectives – qualitative, quantitative. -State examples and use them in sentences. Identify adjectives and use them to compare different objects or people. Recognize the different rules in the use of comparative adjectives. 	(a) Ask pupils to recall the types of adjectives and lead them to make sentences out of them (b) Let pupils identify adjectives together- Write them out on the blackboard and lead them to compare different objects or people eg. small (adjective). The chair (object) is smaller than the table. (c) Lead pupils to learn some more rules in the comparism of adjectives –the use of as.as, much, with the comparative. Lead pupils to learn and make sentences out of these on their own eg. The use of much: my torch light is much brighter than yours.	(a) Oral: Questions and Answers on adjectives (b) True / False statements on adjectives (c) Multiple choice tests on adjectives	(a) Textbooks (b) Flip charts (c) Others
Unit 7: Reading Skills – comprehension	<ul style="list-style-type: none"> Read with joy more difficult passages. Understand and explain what they have read. Answers questions on the passages. 	(a) Ask pupils to recall what they must think and do to be able to read passages with joy, without difficulty – Lead them to recall the rules –identify difficult words and learn their meanings, pronounce the words well. Make available a passage within their reach and ask them to read it, pronouncing words well. (b) Test their understanding of the passage – ask questions; - by writing	(a) Oral questions and answers reading skills. (b) True / False statement on reading skills (c) Multiple	(a) Textbook (b) Flash cards (c) others

		short tests, etc -ask pupils what they learnt from the passage – message	choice tests on reading skills	
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Suggested Topics/Themes/units	Specific learning outcomes	Recommended teaching styles or Pedagogical approaches	Assessment methods	Suggested Teaching & Learning Resources
<p>Unit 7: cont.</p> <p>Reading Skills – comprehension</p> <p>Composition.</p>	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> Write semi- formal letters to elderly people. Write a short narrative event witnessed or of that which you have taken part in. 	<p>(a) Ask pupils to recall the rules in writing letters. Lead a discussion of this, together with the pupils.</p> <p>(b) Give a written test to pupils to write a semi-formal letter on one of the following; a letter of apology to the head teacher a thank you letter to your friend’s Mother for a birthday gift. -a letter of complaint to your teacher on any issue of their choice. Ask pupils to recall how to write a composition – the planning etc. give to pupils an assignment to write a short composition – let the entire class do corrections.</p>	<p>(a) Oral questions and answers reading skills.</p> <p>(b) True / False statement on reading skills</p> <p>(c) Multiple choice tests on reading skills</p>	<p>(a)Textbook</p> <p>(b)Flip charts</p> <p>(c) readers</p> <p>(d) Others</p>
<p>Unit 8:</p> <p>Pronouns</p> <p>Types of Pronouns</p> <p>The Possessive Pronoun with the</p>	<ul style="list-style-type: none"> Define a pronoun Recognize the types of pronouns Recognize the possessive pronoun with the apostrophe 	<p>(a) Ask pupils to recall the definition of a pronoun. Ask them to state examples and use them in sentences.</p> <p>(b) Lead pupils to recall the types of pronouns and talk about them. – the possessive pronoun, the reflective pronoun. Let pupils give examples of each, using them in sentences of their</p>	<p>(a) Oral questions and answers on pronouns.</p> <p>(b) True / False statement</p>	<p>(a) textbook</p> <p>(b) passages / sentences.</p> <p>(c) others</p>

apostrophe		own. (c) Let pupils recognize the apostrophe (') used to mark out the possessive pronoun – let children recognize the use of the apostrophe in sentences by leading them to make sentences on its use. eg my sister's room (the room of my sister) my friend's food (the food of my friend) let pupils also learn the use of the apostrophe like in James' book, etc	(c) Multiple choice tests	
Suggested Topics / Themes/ Units 3RD TERM	Specific Learning Outcomes	Recommended Teaching styles or Pedagogical Approaches	Assessment Methods	Suggested Teaching & Learning Resources
Unit 9: Adverbs Functions & types of Adverbs	After completing the unit, pupils should be able to: <ul style="list-style-type: none"> Define the work of adverbs in a sentence. Recognize the types of adverbs. Use them in sentences 	(a) Ask pupils to recall what they have learnt previously about an adverb and its functions. Let them discuss it. Lead them in a discussion about what they do in sentences. Write a sentence with an adverb in it. Ask them to identify an adverb in the sentence. (b) Lead them to recall the types of adverbs – adverb of manner, place, time and adverb of frequency. Use a flash card for the purpose. Let pupils talk about them freely to promote their understanding. (c) Ask pupils to make sentences on each of the types as a home work.	(a) Oral: questions and answers on adverbs (b) True / False statements (c) Multiple choice tests	(a) Textbook (b) Flash cards (c) Others
Unit 10: Question Tag	After completing the unit, pupils should be able to: <ul style="list-style-type: none"> Explain what a question tag is 	(a) Ask pupils to recall what they have learnt about question tags; another way to ask a question. Lead them to recognize parts of a question tag – (1) statement, (2) the tag.	(a) Oral: questions and answers on	(a) Textbook (b) Flash cards

Questions Questions and Answers	<ul style="list-style-type: none"> Recognize question words. Respond or give answers to questions appropriately. 	<p>Help them to understand with the help of an example; they were here yesterday (statement) weren't they? (Tag).</p> <p>You haven't done my home work (statement), have you? (tag) Lead pupils to make sentences using question tags, on their own.</p>	<p>question tags</p> <p>(b) True /False statements</p> <p>(c) Multiple choice tests</p>	(c)Others
Questions.	<ul style="list-style-type: none"> Recognize question words. 	<p>Ask pupils other ways they can ask questions giving examples. Lead them to use who, why, which, where, when, etc. in asking questions eg where is my bag? When did she come? Let them recognize these words as question words. Let pupils recognize the position of the verb coming immediately after the question word. Let pupils practise making such sentences.</p>		
Questions and Answers	<ul style="list-style-type: none"> Respond or give answers to questions appropriately. 	<p>Ask pupils to respond/answer questions.</p> <p>Organize 2 teams, one asking questions, the other answering them in an orderly manner.</p> <p>Lead pupils to ask and answer questions correctly.</p>		

Suggested Topics / Themes/ Units	Specific Learning Outcomes	Recommended Teaching styles or Pedagogical Approaches	Assessment Methods	Suggested Teaching & Learning Resources
Unit 11: Idioms	<p>After completing the unit, pupils should be able to:</p> <ul style="list-style-type: none"> Define idioms, and give examples – compile a list of idioms. Use idioms in letters, 	<p>(a) Ask pupils to recall what an idiom is. State a few examples for pupils to follow with other examples they know ;eg. Raining cats and dogs. (Raining very heavily);bury the hatchet (settle a quarrel); take French leave (go without permission – from work)etc.</p> <p>(b) Help pupils to use idioms in their writings – letters</p>		<p>(a)Textbook</p> <p>(b)Flash cards</p> <p>(c) Samples of idioms in print</p>

<p>Unit 12: Proverbs</p>	<p>compositions and in speaking</p> <ul style="list-style-type: none"> Define a proverb – list proverbs they are familiar with. 	<p>compositions. Help them to use them in their oral speaking too. Give a home work – pupils should write sentences of their own, using idioms.</p> <p>(c) Ask pupils to recall what they have learnt about Proverbs. Let them look up for the word proverb</p> <p>In a dictionary – a short well known statement that gives advice about life, for eg.</p> <p>Lead pupils to list down/say proverbs they have come across eg beggars have no choice, a bird in hand is worth two in the bush. – lead pupils to discuss the meanings and the morals they teach</p> <p>In what ways do proverbs relate differently to boys and girls? Are these differences positive or negative?</p>	<p>(a) Oral questions and answers on proverbs</p> <p>(b) True / False statements</p> <p>c) Multiple choice tests on proverbs</p>	<p>(d) Others.</p> <p>(a) Textbook</p> <p>(b) Flash cards</p> <p>c) Samples of proverbs in print</p> <p>d) Others.</p>
<p>Unit 13: Writing skills</p>	<ul style="list-style-type: none"> Recognize rules guiding writing of letters and compositions 	<p>Ask pupils to discuss all they have learnt about writing letters, and compositions. – Lead them to recall the guidelines they should consider</p> <ul style="list-style-type: none"> Planning the writing The message to be delivered Correct sentences in paragraphs Good punctuations Clear hand writing. <p>Give assignments in letter writing and writing compositions. let pupils read samples of short good letters- formal & informal letters. Lead pupils to correct their works in class.</p>	<p>(a) Oral questions and answers on writing skills</p> <p>(b) True / False statements on writing skills</p> <p>c. Multiple choice tests on writing skills</p>	<p>(a) Textbook</p> <p>(b) Flash cards</p> <p>c) Samples of writing skills in print</p> <p>d) Others</p>

JSS I LANGUAGE ARTS

Topic	Specific Learning Outcomes	Recommended Styles/Pedagogical approaches	Assessment Method	Teaching/Learning Resources
1. Self-motivation 2. What English Language Arts is and why you learn it well?	By the end of the unit, pupils will be able to: <ol style="list-style-type: none"> 1. Demonstrate self-motivated study habits in and out of lessons, showing evidence of developing a reading culture. 2. Explain the components of English Language Arts and the benefits of learning it well. 	<ol style="list-style-type: none"> a) Teacher (a) leads pupils to discuss benefits of learning Language arts well – for school and for life, plus the dangers of learning it poorly - or failing to learn it. Same for each topic of Language Arts while introducing it. b) Ensures that each pupil, strong or weak, confidently learns the first topic very well, as foundation to lead into other topics. 	<ol style="list-style-type: none"> a) Observe individual willingness to perform tasks in Language Arts generally; personal reading of literature texts without pressure from teacher and answering questions/conversing on these. b) Observe improvements in handwriting, oral reading, speaking exercises, discussion of picture, films, etc. 	<ol style="list-style-type: none"> 1. Lesson Plan Manual (LPM) Pupils Handbook for English Language Arts (PELAHB). 2. Prescribed Literature texts, school and public library provisions; information from electronic sources (radio, videos, cell phones, TV, internet).
1. Listening to spoken English: 2. Taking notes of what teacher and classmates say. 3. Learning from audio tapes.	By the end of the unit, pupils will be able to: <ol style="list-style-type: none"> 1. Take correct notes of teachers’ oral instructions. 2. Discuss audio and video information. 3. Participate in conversations with other pupils. 	<ol style="list-style-type: none"> a) Facilitate their self-admiration of every success: their reading, handwriting, speaking, active listening, and viewing. b) Commend their 	<ol style="list-style-type: none"> a) Observing pupils’ responses to oral reading; b) Participation in discussion of topics, films, audio materials; 	<ol style="list-style-type: none"> a) LPM and PELHB b) Radio, video recording, audio recording; mobile phones. classmates

Topic	Specific Learning Outcomes	Recommended Styles/Pedagogical approaches	Assessment Method	Teaching/Learning Resources
4. Learning from videos strips.	4. Answer oral questions correctly. 5. Write correct answers to oral questions.	improvement/correct errors. d) Facilitate discussion of topics of lessons and oral reading activities, group discussion of topics and issues; facilitate learning from audio and video sources. Use aural/oral English tests.	c) Observing notes taken from oral lessons and pupils' answers to oral questions.	
Speaking in English: 1. Oral Narrative (Introducing Myself) 2. Oral Narrative (My Family) 3. Pronunciation: a. Consonant Sounds b. Vowel Sounds 4. Fluent reading exercises 6. Oral descriptive	By the end of the unit, pupils will be able to: 1. Introduce self and others correctly in English. 2. Narrate simple stories/experiences in English. 3. Speak English with correct pronunciation of consonant and vowel sounds. 4. Read written texts fluently.	a) Dramatisation/role-play b) Class practice of listening and pronunciation of sounds words and sentences a) Reading practice (including readers theatre) b) Public speaking sessions and practices. c) Listening to internet examples and samples.	a) Observing group and individual performances. b) Listen to pupils' reading and speaking. a) Ask questions demanding correct pronunciation sounds (consonants, vowels digraphs, diphthongs and triphthong sounds) and words. b) Listening to descriptions and narrations by pupils.	a) LPM and PELHB b) List of sounds and words peculiar to English; audio samples from the internet (e.g., You Tube) c) Reading passages, literature texts, newspapers. d) Speeches at public speaking sessions.

Topic	Specific Learning Outcomes	Recommended Styles/Pedagogical approaches	Assessment Method	Teaching/Learning Resources
<p>Basic research</p> <p>1. Dictionary and other print sources</p> <p>2. Accessing internet information:</p>	<p>By the end of the unit, pupils will be able to:</p> <p>1. Source information from dictionaries, index and glossary pages as well as encyclopaedias, using alphabetical order.</p> <p>2. Source and transmit information using electronic media.</p>	<p>a) Start with alphabetical order of words and use this to facilitate the use of dictionaries, index pages, glossaries and encyclopaedias practice</p> <p>b) Group and individual classwork</p> <p>c) Highlight the importance of internet sources and facilitate the searching, downloading and saving information on various subjects and topics</p> <p>d) Facilitate pupils' use of texts, pictures; video and audios materials.</p> <p>e) Point out dangers of misusing internet sources.</p>	<p>a) Observation of group and individual use of reference sources.</p> <p>b) Listening to group/individual collection and use of materials from electronic sources.</p>	<p>a) LPM and PELHB</p> <p>b) Dictionaries, encyclopaedia, index and glossary pages; smart phones/computers / with apps for YouTube, Google, Firefox, etc.</p>
<p>Reading:</p> <p>1. Fluent Reading</p>	<p>By the end of the unit, pupils will be able to:</p>	<p>a) Class exercises, reading assignments</p>	<p>a) Asking questions on passages/texts</p>	<p>a) Passages, chapters, whole literature</p>

Topic	Specific Learning Outcomes	Recommended Styles/Pedagogical approaches	Assessment Method	Teaching/Learning Resources
Exercises 2. Reading Comprehension 3. Reading portions of prose, poetry and drama text. 4. Reading newspapers, journals or magazines	1. Answer questions correctly on passages/newspapers/books read silently. 2. Discuss passages and books pupils read during reading assignments.	b) Individual/group study and discussion of texts pupils read. c) Question-and-answer sessions.	pupils read and listening to their answers. b) Reading pupils' written answers on materials the read.	books, newspapers and magazines (including portions in texts from other subjects such as science)
English grammar: 1. Nouns: definition, types and their uses, number 2. Pronouns: definition, types and their uses 4. Adjectives: definition, types and their uses, comparison. 3. Verbs, types and verb tenses 4. Prepositions: meaning, types and uses. 5. Sentence Building	By the end of the unit, pupils will be able to: 1. Identify, classify, explain and use the parts of speech correctly (nouns, pronouns, adjectives, verbs, prepositions). 2. Correctly use the verb tenses, compare adjectives. 3. Use a wide range of irregular verbs and adjectives. 4. Construct correct sentences using their understanding of the parts of speech and word order	a) Presenting and discussing details with class b) Tabulating details to help understanding aid practice; c) Application for practical use; d) Class and small group exercises; e) Reading from reference pages of books and web sources. f) Pupils answering questions on the details. g) Pupils constructing sentences from observation of real-life occurrences. h) Playing language	a) Listening to pupils' oral discussions; reading their written answers; b) Listening to their spoken English. c) Listening to and reading their explanations. d) Tests and examinations.	a) LPM and PELHB b) English grammar books, charts, wordlists, web sources.

Topic	Specific Learning Outcomes	Recommended Styles/Pedagogical approaches	Assessment Method	Teaching/Learning Resources
		games such as quiz contests.		
<p>Punctuation: definition and extended meaning (including letter, word and line spacing).</p> <p>2. Punctuation in relation to grammar: the functions of separation and specification.</p> <p>3. Using the punctuation marks.</p>	<p>By the end of the unit pupils will be able to</p> <ol style="list-style-type: none"> 1. Explain the meaning of punctuation. 2. Name, correctly spell, pronounce and write the (punctuation) marks correctly. 3. Discuss the key functions of punctuation – separation and specification. 4. Use punctuation marks and capital letters correctly. 5. Apply punctuation marks and capital letters to given passages. 	<ol style="list-style-type: none"> a) Group work and discussions b) Punctuation exercises (including capitalisation) 	<ol style="list-style-type: none"> a) Marking student exercises b) Observing pupils use of punctuation in pupils' books on other subjects. 	<ol style="list-style-type: none"> a) LPM and PELHB b) Books, internet sources, charts.
<p>Spelling and vocabulary:</p> <ol style="list-style-type: none"> 1. Spelling rules; words difficult to spell. 2. Dictation and spelling 3. Vocabulary from literature texts 4. Vocabulary from grammar: building words 	<p>By the end of the unit, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Spell a wide range of English words correctly. 2. Write dictation exercises correctly. 3. Use a wide range of vocabulary correctly. 4. Build vocabulary from affixation, synonyms, antonyms, anagrams, etc. 	<ol style="list-style-type: none"> a) Facilitate presentation and discussion of details. b) Spelling rules and exercises c) Use of vocabulary and spelling skills. d) Building word lists. e) Using word building skills. 	<ol style="list-style-type: none"> a) Reading class and home assignments b) Conducting spelling and vocabulary games c) Listening to groups and individual use of vocabulary and spelling. 	<ol style="list-style-type: none"> a) LPM and PELHB b) Internet sources c) Word lists d) Dictionaries e) Glossary pages.

Topic	Specific Learning Outcomes	Recommended Styles/Pedagogical approaches	Assessment Method	Teaching/Learning Resources
<p>from different parts of speech; list of irregular verbs and nouns;</p> <p>5. Vocabulary from word meanings: synonyms, antonyms.</p> <p>Vocabulary from word games: anagrams, pangrams, palindromes.</p>				
<p>Writing:</p> <p>1. Quality handwriting</p> <p>2. Pre-essay writing skills (transition expressions and (paragraphing)</p> <p>4. Writing compositions</p> <p>5. Narrative and descriptive essays.</p> <p>5. Letter writing:</p> <p>6. Informal, semi-formal and formal letters.</p> <p>7. Letters and communicative functions</p>	<p>By the end of the unit, pupils will be able to:</p> <ol style="list-style-type: none"> 1. write legibly/impressively 2. use transition expressions to link sentences and paragraphs 3. write formal, semi-formal and informal letters that can fulfil communicative functions 4. write essays correctly 5. produce texts from guided writing 6. produce texts of creative writing 	<ol style="list-style-type: none"> a) Practice handwriting with respect to shape, position, heights, and type of letters of alphabet; types of handwriting; practise from sample writings. b) Facilitation of pupils' research work by teacher. c) Classroom exercises using appropriate transition words and phrases. d) Presenting and discussing model letters and model essays. e) Individual and group 	<ol style="list-style-type: none"> a) Observing pupils' notebooks b) Marking pupils' assignments, tests, and examinations. 	<ol style="list-style-type: none"> a) LPM and PELHB b) Appropriate English Language textbooks c) Electronic sources d) Literature texts e) Sample handwritings, letters and essays.

Topic	Specific Learning Outcomes	Recommended Styles/Pedagogical approaches	Assessment Method	Teaching/Learning Resources
8. Guided writing 9. Creative writing		work f) Practising letters and essays based on literature texts.		
Literature: 1. Literary terms 2. Prose: meaning and types. 3. Drama: meaning and types. 4. Creative writing 5. Poetry: meaning and common types. 6. Drama-based stories. 7. Prescribed texts of drama, prose and poetry. 8. Shakespearean text (abridged)	By the end of the unit, pupils will be able to: 1. Correctly identify given literary terms and use these in sentences 2. Identify and explain the meanings and common types of drama, prose and poetry. 3. Enjoy reading, explaining and writing about prescribed texts of drama, prose and poetry (including abridged Shakespearean texts) 4. Discuss insights and themes from texts that they can apply to real life. 5. Demonstrate ability to apply relevant learning to real life. 6. Consider how these texts portray: boys and girls, men and women, relationships, families and whether these match pupils own life	a) Teacher presents information from LPM and other sources to help pupils identify, discuss and use literary terms and the genres of literature. b) Reading and writing about the drama, poetry and prose texts. c) Visiting/observing things and places of interest and writing about these. d) F. Facilitate pupils' reading for pleasure. e) Reward genuine efforts with praise. f) Facilitating research from the internet.	a) Observing the performance of pupils. b) Correcting their schoolwork, c) Observing their behaviour in relation to lessons learned d) Asking questions and listening to their answers.	a) LPM and PELHB b) Prescribed texts c) Appropriate source books. d) Internet sources. e) Discoveries and observations made during visits to places, things and persons of interest.

Topic	Specific Learning Outcomes	Recommended Styles/Pedagogical approaches	Assessment Method	Teaching/Learning Resources
	<p>experiences</p> <p>7. How, if at all, do these texts represent sexuality?: directly or indirectly, positively or negatively,</p>			

JSS 2 LANGUAGE ARTS

Topic	Specific Learning Outcomes	Recommended Styles/Pedagogical approaches	Assessment Method	Teaching/Learning Resources (Core and Supplementary)
<p>1. Basic critical thinking skills:</p> <p>2. Critical thinking questions.</p> <p>3. Critical thinking through Literature</p> <p>4. Common fallacies.</p>	<p>By the end of this unit, pupils will be able to</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to use basic critical thinking skills: open-mindedness, ability to solve problems, analytical thinking, showing interest in teamwork, identify inconsistencies, etc. 2. Ask and answer critical thinking questions. 3. Identify connections between literary content and real life and correctly apply the latter to the former. 4. Apply critical thinking skills to analyse contents of plots, character and arguments, including aspects relating to personal identity, development, relationships, gender and sexuality 5. Apply critical thinking skills to understand how language can reinforce or challenge gender stereotypes and discrimination 6. Name and explain common 	<ol style="list-style-type: none"> a) Teacher facilitates discussion of critical thinking concepts bringing out its applications. b) Pupils practice using critical thinking questions and providing correct answers to these. c) Teacher leads whole class and groups of pupils to discuss the characters events, ideas and arguments in literature texts. d) Facilitate analysing literature texts using critical thinking skills. e) Facilitate the identification of common fallacies and making out their correct forms. f) Use fallacies to develop objectivity in the thinking of pupils (e.g., ad hominem, bandwagon, over generalization, etc.) 	<ol style="list-style-type: none"> a) Listening to pupils' discussions. b) Asking questions and listening to pupils' answers c) Reading classwork, test and examination scripts. 	<ol style="list-style-type: none"> a) LPM and PELHB b) Prescribed Literature texts, school and public library provisions; information from electronic sources. c) List of common fallacies d) Prescribed texts for Literature.

Topic	Specific Learning Outcomes	Recommended Styles/Pedagogical approaches	Assessment Method	Teaching/Learning Resources (Core and Supplementary)
	fallacies. E.g., attacking the person advancing an argument rather than the point of the argument; if an authority makes an argument it must be correct; it must be correct because many people say it; etc.			
<p>English grammar:</p> <p>1. Revision JSS 1 grammar lessons.</p> <p>2. continuation of work on parts of speech: nouns, pronouns, verbs and the verb tenses, adjectives,</p> <p>Prepositions</p> <p>2. Sentences and sentence practice.</p> <p>3. Direct and indirect speech</p>	<p>By the end of this unit, the pupils will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the parts of speech learnt in the previous year (JSS 1). 2. Define, classify, explain and use prepositions correctly in sentences. 3. Explain sentence structure. 4. Make sentences in direct and indirect speech and convert from one to the other. 	<ol style="list-style-type: none"> a) Use of LPM and PELHB b) Facilitate revision of previous year's grammar lessons. c) Group study and discussion of details provided in handouts/PELHB of the topics. d) Research for additional information from library books and internet sources. e) Classwork and homework. 	<ol style="list-style-type: none"> a) Marking of classwork and homework b) Tests and examinations c) Listening to pupils' performances at public speaking sessions. 	<ol style="list-style-type: none"> a) LPM and PELHB b) Video recording downloaded for the internet c) Available textbooks d) Library books. e) Literature texts showing direct/indirect speech and other exemplary uses of grammar fr.om lessons
<p>Reading and comprehension:</p>	<p>By the end of this unit, the pupils will be able to:</p> <ol style="list-style-type: none"> 1. Answer comprehension 	<ol style="list-style-type: none"> a) Pupils answer comprehension passages b) Teacher facilitates the use 	<ol style="list-style-type: none"> a) Listening to pupils' oral reading of 	<ol style="list-style-type: none"> a) LPM and PELHB b) Comprehension passages

Topic	Specific Learning Outcomes	Recommended Styles/Pedagogical approaches	Assessment Method	Teaching/Learning Resources (Core and Supplementary)
1. Comprehension 2. Reading of poems 3. Reading of drama 4. Reading of prose texts.	questions based on given passages. 2. Demonstrate understanding of chapters/portions of literature texts. 3. Demonstrate understanding of whole novels, plays or poems read by individuals out of lessons. 4. Interpret some portion of a novel, plays or poems read by individual out of lesson.	of readers theatre activities for oral reading c) Teacher facilitates group reading of texts and portions of text and discussing these with class. d) Facilitate individual reading of poems, plays and prose texts. e) Facilitate pupils' reading of whole literature textbooks.	poetry, drama and proses passages b) Observing pupils' use of analytical skills in discussing literature text.	c) Prescribed literature texts d) Sample Comprehension answers.
Writing: 1. Composition skills 2. Descriptive writing 3. Writing an Informal Letter 4. Semi-Formal Letters 5. Formal letters	By the end of the unit, pupils will be able to: 1. Distinguish between a composition and an essay. 2. Write descriptive essays. 3. Write a description about one's environment or his/herself 4. Distinguish between formal informal ad semi-formal letters. 5. Discuss the communicative functions of letters. 6. Write informal letters. 7. Write semi-formal letters. 8. Write formal letters.	a) Teacher facilitates pupils' access and use of the relevant sources of content information. b) Guiding pupils to write purposeful letters and essays. c) Performing writing tasks in groups. d) Performing individual writing tasks. e) Writing letters and essays based on the contents of literature texts.	a) Teacher reads pupils' essays and letters. b) Teacher discusses with pupils c) Teacher listens to discussions of the topics by pupils. d) Tests and examinations	a) LPM and PELHB b) Sample/model essays c) Sample/model letters d) Internet sources explaining letters and essays e) Literature texts.

Topic	Specific Learning Outcomes	Recommended Styles/Pedagogical approaches	Assessment Method	Teaching/Learning Resources (Core and Supplementary)
<p>Literature:</p> <p>Poetry; meaning, common types and prescribed poems; Literary Devices</p> <p>Drama: meaning, common types and prescribe texts</p> <p>Creative writing</p> <p>Prose: Types and prescribed texts</p> <p>Creative writing: meaning, distinction between creative writing and essay; suitable writing skills.</p>	<p>By the end of this unit, the pupils will be able to:</p> <ol style="list-style-type: none"> 1. Define and identify a limited number of literary devices (e.g., irony, rhyme scheme, flashback, etc.) 2. Identify literary texts as poetry, prose or drama. 3. Identify basic and relevant types of poetry (sonnet, lyric, ballad, free verse, acrostic, elegy, concrete poems); analyse poems. 4. Identify simple prose (science fiction, non-fiction, novel, epistolary novel, short story, biography, autobiography). 5. Identify drama (melodrama, comedy, tragedy, tragicomedy, opera), analyse and participate in dramatic performance. 6. Apply critical thinking skills to analyse contents 	<ol style="list-style-type: none"> a) Following the LPM and the PELHB b) Facilitating research from glossary pages, dictionaries, encyclopaedias and the internet. c) Facilitating discussion of qualities of the various genres learned. d) Facilitate writing from observations at school and outside environments. e) Facilitate analysis of texts. f) Use presentations and public speaking sessions 	<ol style="list-style-type: none"> a) Observation of performance by the pupils b) Reading of their scripts c) Listening to discussion by them d) Tests and examinations 	<ol style="list-style-type: none"> a) Poem books b) LPM and PELHB c) Glossary pages, dictionaries, encyclopaedias and internet sources. d) Sample/model letters and essays.

Topic	Specific Learning Outcomes	Recommended Styles/Pedagogical approaches	Assessment Method	Teaching/Learning Resources (Core and Supplementary)
	<p>of plots, character and arguments, including aspects relating to personal identity, development, relationships, gender and sexuality</p> <p>7. Apply critical thinking skills to understand how language can reinforce or challenge gender stereotypes and discrimination</p> <p>8. Express the distinction between creative writing and essay writing (e.g., intent of essay is to inform; intent of creative writing is to inspire. Creative writing is of a wider range than essay writing)</p>			
<p>Speaking:</p> <p>1. Introducing myself</p> <p>2. Conversation</p> <p>3. Question types</p>	<p>By the end of this unit, the pupils will be able to:</p> <p>1. Perform self-introduction correctly.</p> <p>2. Talk clearly about events, people/persons, places and things.</p>	<p>a) Simulation/dramatization</p> <p>b) Practice</p> <p>3. Readers theatre</p> <p>4. Individual reading</p> <p>5. Presentation of oral description assignments</p>	<p>Listening to performance by pupils</p> <p>Observing the performance of pupils</p>	<p>LPM and PELHB</p> <p>Activities by the pupils</p> <p>List of sample pronunciation of sounds/words/sentences</p>

Topic	Specific Learning Outcomes	Recommended Styles/Pedagogical approaches	Assessment Method	Teaching/Learning Resources (Core and Supplementary)
4. Question tags 5. Pronunciation 6. Oral reading 7. Oral description	3. Use question tags correctly. 4. Pronounce English/common of indigenous languages, words and sentences correctly. 5. Read drama, poetry and prose passages fluently. 6. Correctly describe given subjects' description		Tests and examinations	
Spelling and dictation: 1. Phonic spelling (including words from indigenous languages) 2. Spelling rules 3. Words difficult to spell 4. Dictation practice	By the end of this unit, the pupils will be able to: 1. Spell a wide range of words using the phonic spelling approach. 2. Spell a wide range words using English spelling rules. 3. Spell a wide range words that are normally difficult to spell. 4. Write dictated texts correctly.	a) Facilitating pupils' use of word attack skills. b) Conduct dictation and spelling exercises. c) Conduct spelling contests	a) Reading pupils' scripts b) Officiating quiz competitions c) Tests and examinations	a) LPM and PELHB b) Charts of words difficult to spell c) Handouts of spelling rules d) Books/hand-out with spelling rules
Vocabulary: 1. Meaning and categories of vocabulary (for listening, speaking reading and writing).	By the end of this unit, pupils will be able to: 1. Discuss the meaning and the categories of vocabulary. 2. Use a wide range of vocabulary correctly.	a) Facilitate discussion of vocabulary concepts. b) Motivate pupils' interest to increase their vocabulary. c) Groups tasks to report vocabulary learned. d) Class/group contests	a) Listening to pupils' use of vocabulary b) Reading pupils' scripts c) Listening to pupils' oral	a) LPM and PELHB b) Word lists c) Dictionaries/glossaries d) Literature texts e) Internet sources

Topic	Specific Learning Outcomes	Recommended Styles/Pedagogical approaches	Assessment Method	Teaching/Learning Resources (Core and Supplementary)
2. Spelling and dictation 3. Building vocabulary from various sources. Building vocabulary from parts of speech Build vocabulary from words in literature texts.	3. Construct new words from other words, using affixation. 4. Show ability to use word games that help to build vocabulary: anagrams, pangrams, palindromes, synonyms, antonyms, longest English words, etc. 5. Use a wide range of words obtained from the parts of speech: irregular verbs, nouns, adjectives, etc.	based on vocabulary	reading for their understanding of vocabulary in reading passages.	

JSS 3 LANGUAGE ARTS

Topic	Specific Learning Outcomes	Recommended Styles/Pedagogical approaches	Assessment Method	Teaching/Learning Resources (Core and Supplementary)
The Public Examination	By the end of this unit, the pupils	a) Teacher facilitates discussion of	a) Observe pupils' level of	a) LPM and PELHB b) Past examination

Topic	Specific Learning Outcomes	Recommended Styles/Pedagogical approaches	Assessment Method	Teaching/Learning Resources (Core and Supplementary)
<p>(BECE):</p> <ol style="list-style-type: none"> 1. The importance of the BECE 2. How the examination is conducted and marked 3. Answering context questions. 4. Examination malpractice 5. Preparing for public examinations 6. Writing examination answers. 7. Answering prose, poetry and drama examination questions 	<p>will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the BECE – public examination – with focus on its importance, its demands, preparation techniques and answering questions. 2. Demonstrate readiness to avoid examination malpractice and show willingness to be a self-reliant candidate. 3. Demonstrate potentiality to write the BECE successfully. 	<p>information about the BECE</p> <ol style="list-style-type: none"> b) Teacher reviews past examination questions with the pupils c) Pupils practice the self-reliant answering of examination questions 	<p>willingness/readiness to avoid examination malpractice</p> <ol style="list-style-type: none"> b) Read pupils written answers c) Listen to pupils’ discussion of the BECE, its demands and preparations for it. d) Tests and examinations 	<p>papers</p> <ol style="list-style-type: none"> c) Sample/model answers d) Internet sources.
<p>Revision of previous year’s work:</p> <ol style="list-style-type: none"> 1. The eight parts of speech 2. Direct and indirect 	<p>By the end of this unit, the pupils will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate clear understanding of the grammar they learned in JSS. 2. Use direct and indirect speech using the changes that may be 	<ol style="list-style-type: none"> a) Class discussion b) Practice during lessons c) Teacher conducts spelling and vocabulary contests. 	<ol style="list-style-type: none"> a) Reading pupils’ written answers. b) Listening to pupils’ oral answers. c) Tests and examinations 	<ol style="list-style-type: none"> a) LPM and PELHB b) Textbooks, handouts, literature texts, lists of words difficult to spell. c) List of vocabulary items. d) Dictionaries, index and glossary pages.

Topic	Specific Learning Outcomes	Recommended Styles/Pedagogical approaches	Assessment Method	Teaching/Learning Resources (Core and Supplementary)
speech 3. Composition Spelling and vocabulary 4. Literature texts 5. Consolidation	made when necessary. 3. Write compositions correctly. 4. Use a wide range of vocabulary from literature text and from grammar. 5. Correctly spell a wide range of English words.			e) Internet sources.
Oral English and speech practice: 1. Oral narrative 2. Fluent reading exercises 3. Question tags 4. Oral description 5. Idiomatic expressions 6. Oral presentation (debates) 7. Oral work on exposition	By the end of this unit, the pupils will be able to: 1. Read texts written in English with fluency. 2. Use question tags correctly. 3. Use idiomatic expressions correctly. 4. Fluently describe objects, persons and places in English 5. Use ethical skills in conversation.	a) Teacher facilitates the practice of oral English skills – idiomatic expressions, question tags and ethical norms. b) Facilitates pupils’ reading of passages and literature texts. c) Debating contest. d) Dramatisation	a) Listening to conversation and public speeches of pupils. b) Reading pupils written answers. c) Tests and examinations.	a) LPM and PELHB b) Internet models/samples c) English language books d) Lists of idioms
Grammar (continuation): 1. Nouns	By the end of this unit, the pupils will be able to: 1. Use parts of speech correctly and answer questions on them	a) Teacher facilitates discussions on grammatical concepts.	a) Listening to pupils’ use of the aspects of grammar learned	a) LPM and PELHB b) Textbooks, library books c) Internet sources.

Topic	Specific Learning Outcomes	Recommended Styles/Pedagogical approaches	Assessment Method	Teaching/Learning Resources (Core and Supplementary)
2. Verb tenses 3. Pronouns 4. Adjectives 5. Adverbs 6. Direct and indirect speech 7. How to use 'wh-' questions 8. Prepositions 9. Sentence structure 10. Voice: active and passive 11. Phrasal verbs 12. The use of articles 13. Avoiding double negatives 14. Conjunctions 15. Conditional tenses 16. Concrete and abstract nouns	(nouns, pronouns, verbs, adverbs, prepositions, conjunctions). 2. Use 'wh' questions correctly. 3. Analyse sentences to show the functions of their parts. 4. Convert direct to indirect speech and the reverse. 5. Speak and write sentences in the active and passive voices. 6. Identify and make conditional sentences. 7. Identify double negatives and state why they should not use them. 8. Distinguish concrete nouns from abstract nouns. 9. Construct abstract nouns from concrete nouns	b) Pupils answer oral and written questions on the topics. c) Facilitate practice of English grammar skills.	as they speak in English. b) Tests and examinations.	

Topic	Specific Learning Outcomes	Recommended Styles/Pedagogical approaches	Assessment Method	Teaching/Learning Resources (Core and Supplementary)
<p>Reading:</p> <ol style="list-style-type: none"> 1. Reading comprehension 2. Answering comprehension questions 3. Reading strategies 4. Reading poetry 5. Reading and analysing prose. 6. Reading analysing drama 	<p>By the end of this unit, the pupils will be able to:</p> <ol style="list-style-type: none"> 1. Apply relevant skills at answering comprehension questions. 2. Show understanding of given comprehension passages. 3. Demonstrate the ability to read literature texts analytically (i.e., drama, prose and poetry texts). 7. Apply critical thinking skills to the reading of literature texts. 8. Apply critical thinking skills to analyse contents of plots, character and arguments, including aspects relating to personal identity, development, relationships, gender and sexuality 9. Apply critical thinking skills to understand how language can reinforce or challenge gender stereotypes and discrimination 4. 5. Apply experiences and practices of protagonist and villains to teach about 	<p>Pupils read individually after discussing reading skills with teacher</p> <ol style="list-style-type: none"> a) Teacher facilitates group reading and group discussion of given texts. b) Facilitate their asking and answering critical thinking questions. c) Pupils answer critical thinking questions on the literature texts. d) Facilitate their relating literature to real-life problems. 	<ol style="list-style-type: none"> a) Teacher listens to pupils' discussion of relevant topics. b) Teacher reads pupils scripts c) Observes the reading habits and practices of the pupils. d) Listens to and read about pupils' application of literary contents to real-life issues. e) Tests and examinations 	<p>LPM and PELHB</p> <p>Comprehension passages</p> <p>Literature texts</p> <p>Model answers</p> <ol style="list-style-type: none"> a) Internet sources. b) List of critical thinking skills for practice.

Topic	Specific Learning Outcomes	Recommended Styles/Pedagogical approaches	Assessment Method	Teaching/Learning Resources (Core and Supplementary)
	corruption, violence, crime, prejudice, etc.			
1. Pre-writing: transition expressions, paragraphing) 2. Composition 3. Speech writing 4. Essay writing 5. Informal letter writing 6. Articles for publication 7. Creative writing 8. Semi-formal letters 9. Formal letters 10. Narrative essays	By the end of this unit, the pupils will be able to: 1. Use a wide range of transitions words and phrases correctly. 2. Express the meaning of a topic sentence and show where it may be located in a sentence. 3. Identify and write the three basic types of paragraph: loose, periodic and mixed paragraphs. 4. Write semi-formal, informal and formal letters with a view to effective communication. 5. Distinguish between composition and essay writing. 6. Write narrative impressive essays. 7. Produce texts of creative writing – poems, short stories short plays.	a) Teacher facilitates discussion of important concepts. b) Organises group and individual practice. c) Provides examples, samples/models to motivate pupils. d) Writing letters, essays and speeches based on the contents of literature texts. e) Commending pupils, creative writing and essay pieces.	a) Listening to pupil’s oral communication on the topics. b) Reading pupils’ scripts. c) Listening to reading of their speeches. d) Discussing with pupils to assess their clear understanding of effective communication through the letters they write.	a) LPM and PELHB b) Sample/model letters and essays, stories, poems and plays. c) Internet sources.
Critical thinking through Literature: 1. Poetry	By the end of this unit, the pupils will be able to: 1. Demonstrate critical thinking skill as they study each of the prescribed literature texts:	a) Personal reading of texts at home b) Reading texts in class with teacher c) Reading texts in working groups	a) Listening to pupils’ discussion of the materials. b) Reading written scripts of their answers to critical	a) LPM and PELHB (to be developed) b) Prescribed literature texts. c) Materials explaining difficult concepts

Topic	Specific Learning Outcomes	Recommended Styles/Pedagogical approaches	Assessment Method	Teaching/Learning Resources (Core and Supplementary)
2. Prose 3. Drama 4. The Shakespearean text	<p>open-mindedness, connecting the conditions and experiences of characters to real-life ones of pupils and other people;</p> <ol style="list-style-type: none"> 2. Distinguish conduct that is undesirable from what is desirable; 3. Demonstrate their own need to practice desirable conduct; 4. Answer several critical thinking questions on each of the literature texts; 5. Identifying fallacious arguments about the contexts of the texts. 	<ol style="list-style-type: none"> d) Analysing the texts e) Relating the contents of the texts to relevant real-life conditions and experiences respecting individuals, social groups and nations (e.g., treatment of women, behaviour of terrorist groups, collective violence, moral disengagement, and criminality; ethnic and other prejudices, corruption, gender concerns, etc.). 	<ol style="list-style-type: none"> thinking questions. c) Presentation of group and individual ideas. d) Research on related issues on the internet. 	<p>relating to critical thinking.</p>
Spelling and vocabulary: <ol style="list-style-type: none"> 1. Spelling rules 2 Spelling from phonics 3. Building words from affixation 4. Words from 	<p>By the end of this unit, pupils will be able to:</p> <ol style="list-style-type: none"> 1. Discuss spelling and vocabulary earlier learned in JSS 1; 2. Demonstrate increase in their range of vocabulary; 3. Demonstrate improved skills in constructing new words from other words, using affixation; 4. Show increased ability and 	<ol style="list-style-type: none"> 1. Facilitate revision of vocabulary concepts learned in JSS 2. 2. Motivate pupils' interest to increase their vocabulary. 3. Facilitate group tasks. 4. Class/group contests based on vocabulary. 5. Use new vocabulary 	<ol style="list-style-type: none"> a) Listening to pupils' use of vocabulary b) Reading their scripts for spelling c) Conducting vocabulary and spelling contests d) Listening to their pronunciation of words of unusual 	<ol style="list-style-type: none"> a) LPM and PELHB b) Word lists c) Dictionaries/glossaries d) Literature texts e) Internet sources f) Audio pronunciations on the internet.

Topic	Specific Learning Outcomes	Recommended Styles/Pedagogical approaches	Assessment Method	Teaching/Learning Resources (Core and Supplementary)
indigenous languages 5. Word games 6. Words difficult to spell 7. Words of special interest (longest words, words of unusual pronunciation, etc.) 8. Synonyms and antonyms	familiarity with the use of word games that help to build vocabulary: anagrams, pangrams, palindromes, synonyms, antonyms, longest English words, etc. 5. Demonstrate improvement in the use of words obtained from the parts of speech: irregular verbs, nouns, adjectives, etc. 6. Improve their vocabulary using the prescribed literature texts of JSS 3.	found in JSS 3 literature texts to teach related words.	pronunciation.	
Listening: 1. Listening comprehension 2. Pronunciation 3. Listening to audio materials 4. Listening to video materials (STOP)	By the end of this unit, the pupils will be able to: 1. Discuss and answer questions on listening comprehension passages; 2. Pronounce sounds, words and sentences of English correctly; 3. Discuss and answer questions on audio materials to which they have listened; 4. Discuss and answer questions on video materials they have watched.	a) Facilitate pupils listening to oral reading of passages. b) Facilitate their listening to audio and discussing recordings. c) Facilitate their listening to and discussing video materials. d) Facilitate their practice of correct pronunciation of English words and sentences.	a) Listening to pupils’ oral answers expressions about the materials to which they listen b) Reading pupils’ written answers to audio and video materials	a) LPM and PELHB b) Passages for oral reading and listening c) Audio recordings d) Video recordings e) Internet sources that pupils and teachers can download.

