



**GOVERNMENT OF SIERRA LEONE**  
*Ministry of Basic and Senior Secondary Education*

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

**SIERRA LEONEAN LANGUAGES (Class 1 – J.S.S. 3)**

**HULIMBA Syllabuses**

**This subject curriculum is based on the National Curriculum Framework and Guidelines for Basic Education (revised May 2020).**

**It was prepared by national curriculum specialists, subject experts, and teachers and it is based on a series of nationwide consultations and technical workshops.**

**UNICEF supported and facilitated the original version of this major curriculum reform project. Technical expertise and oversight were provided by Redi4Change LLC, and staff of the Ministry of Basic and Senior Secondary Education (MBSSE).**

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### PHILOSOPHY OF THE NEW CURRICULUM

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 access this framework document at MBSSE website: <https://mbsse.gov.sl> or borrow a copy from their Head-teacher's or Principal's office. 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-centred 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 memorising 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 popularisation campaign to win support from the public for this type of education reform. These reform issues, which hold great promise for education for 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 can be used to conduct radio discussions and other forms of popular engagement with the public. Teachers can find these notes in the Basic Education Curriculum Framework.

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 students 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 students 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. Teachers also have a duty to challenge and stretch Gifted and Talented learners through more advanced content, resources and assessment.

The three broad stages of Basic Education also help teachers to describe 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 to 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 NPSE and BECE 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 have 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 considered 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 students, 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:** These 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 memorised definition of a concept cannot tell us if a learner really *Describe s* or *can make correct use of* that concept.
- ✧ **Teaching Styles or Pedagogy:** These suggest how teachers can go about teaching and organising 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.

### **FIRST STAGE – CLASS ONE (1) TO THREE (3)**

1. Rationale – The teaching of Sierra Leonean languages in the three stages is as important as every other subject taught in all of the stages. If children at the first, second and third stages are taught in their native languages, this will enable them learn other languages as they move from their mother tongue (L1) to another target language or languages which is the (L2). As we learn from the known to the unknown.
2. Justification – Hulimba, which has twelve dialectal varieties should not only be taught with a teacher of a particular dialect, there should be collaborative effort to harmonize the teaching of Hulimba. Comparatively, other countries in the sub region are far ahead of us in the inclusion of their national languages in the academic corpus of their nations. National pride and or patriotism emanates from the language you hear, speak, and understand. Civic education can be easily done

in writing our languages through the newspaper, radio and drama. By so doing, our local languages can serve various purposes such as interpreting the constitution and other important documents in our national languages if children of tomorrow are able to read and write in their native languages.

3. General Learning Outcomes – The learning of sierra Leonean languages is not only to enable pupil or students to be literate in their native languages, but instills national pride, loves for one’s cultural heritage and ethnic identity. The learning which pupils or students should acquire at the end of each of basic education stage informs us about a particular subject as to what learners should and understands and what they should be able to demonstrate as well as what they should value or reflect in their attitudes or their behavior. These are the things that learners should achieve by the time they complete each of the three stages of basic education. Teachers may use learning outcome as a guide to check if the learners are on track for success at the end of each stage of basic education.

#### 3.1 First stage (class 1- class 3)

At this level or stage pupils should be able to learn the Hulimba orthography. They should be able to identify, read and write through pre – reading and pre – writing skills of the Hulimba sound, and symbols and form few words of their own to make meaningful sentences. They should have knowledge of the short history of the Hulimba language and its people. Knowledge in simple conversation such as greetings, asking simple questions, and making requests in a sentence.

#### 3.2 Second stage (class 4 – 6)

At this stage pupils should be able to read, write and understand simple sentences, instruction and can speak the Hulimba language with ease or fluently. Pupils learning Hulimba at this stage should be prepared to sit the NPSE exams successfully.

#### 3.3 Third stage (form 1 – 3)

at this stage pupils or students should be able to demonstrate the four language skills of listening, reading, writing and speaking the Hulimba language. They should be able to communicate and pass on vital messages in Hulimba. They can now comprehend and understand idiomatic expressions, proverbs, poems, songs on their own with little or no help from a teacher. To conclude, by this stage pupils offering Hulimba to sit the BECE exams should be prepared and master aspects of the language such as the phonology, syntax, synmatics and pragmatics of the language.

## First stage: CLASS 1 – FORM 3

### Class One - Term One

SUGGESTED TOPIC	SPECIFIC LEARNING OUTCOMES	RECOMMENDED TEACHING STYLE	ASSESSMENT METHOD	SUGGESTED TEACHING AND LEARNING RESOURCES
<p>Unit one The historical background of the Limba people and the Hulimba language</p>	<p>By the end of the unit, pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the brief history of the Limba people and their language.</li> <li>2. Name the original settlement of the Limba people.</li> <li>3. Realize that the Limba people are originals settlers in Sierra Leone.</li> <li>4. Name some of the dialects in Hulimba.</li> </ol> <p>By the end of the unit, pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Write and read the Hulimba orthography correctly.</li> <li>2. Sound each and every letter sound and identify the symbols of the Hulimba orthography correctly.</li> <li>3. Identify each letter of the Hulimba orthography that is, vowel and consonant sounds.</li> </ol>	<p>Teacher uses the story telling method to explain the brief history of the Hulimba people and their origin. Teacher makes statements about his own ethnic group. Teacher allows pupils to ask questions in class.</p>	<p>Teacher asks pupils to explain about the history and origin of the Hulimba people.</p>	<p>Hulimba resource book.(Premier one). Map of Sierra Leone showing chiefdoms and districts where the Limba people live.</p>
<p>Unit Two Pre writing skills and Pre reading skills</p>	<p>By the end of the unit, pupils should be able to:</p> <p>Make simple sentences by way of asking questions, greetings in Hulimba. Be able to answer simple questions in Hulimba. Be able to make simple requests in Hulimba e.g 1. Yan kin bathoma 2. kamayi key? 3. mbekei nda?</p>	<p>Teacher uses flashcards, alphabet strip, songs and rhymes. Dramatization method and the display of the Hulimba orthography in class. Explanation and the reading of the Hulimba orthography.</p>	<p>Teacher asks pupils to read and write the Hulimba orthography on their own.</p>	<p>Hulimba source book (premier one)</p>

**CLASS ONE - TERM TWO**

Unit Three  
Simple conversation in Hulimba.

By the end of the unit, pupils should be able to read, write and sound the Hulimba orthography correctly.  
Be able to know the differences between vowel and consonant sounds in Hulimba.  
Be able to know the sounds and symbols of the Hulimba orthography in both initial and final position.

Teacher writes, explains and demonstrates using simple sentences in Hulimba.

Teacher instructs pupils to make oral sentences that are short and simple in Hulimba.

Hulimba source book (premier one)

Unit Four  
Revision on the Hulimba orthography.

By the end of the unit, pupils should be able to sing Hulimba songs and other rhymes correctly.  
Be able to recite short poems in Hulimba.

Teacher sounds the letters and write the symbols for the pupils to identify both vowel and consonant sounds on a flipchart or vanguard.  
Teacher reads repeatedly and pupils read after the teacher.  
Teacher and pupils write the sounds and symbols of the orthography.

Teacher instructs pupils to sound the letters of the Hulimba orthography.  
Pupils write the symbols of the Hulimba orthography.

Hulimba source book (premier one)

Unit Five  
Poems and songs

By the end of the unit, pupils should be able to form two, three or fourletter words in Hulimba correctly.  
e.g. ban + ka = banka – (house)  
si + sa = sisa – (rice)  
kum + pa = Kumpa – (spoon)  
ka + ro = Karo – (dish)  
Be able to form new words in Hulimba there by generating their vocabulary in Hulimba.

Teacher uses story telling method for pupils to be able to read, sing and dance to the songs and poems. Dramatization and explanation should be employed by the teacher.  
Dramatization and explanation should be implemented by the teacher.  
Teacher uses flashcards and the onset and rhyme method to help pupil’s form words easily in Hulimba.

Teacher asks pupils to read, sing and dance to the poems and songs.

Hulimba source book (premier one)  
  
Creative thinking by the teacher.

Unit Six  
Word formation

By the end of the unit, pupils should be able to demonstrate that:

1. They can identify the symbols of the Hulimba orthography.
2. Write the Hulimba sounds correctly.
3. Can read the Hulimba orthography correctly.

Teacher uses alphabet strip, flashcards, and dramatization using songs, poems, and rhymes.  
Teacher should apply many other skills to enable pupils understand the Hulimba sound system.

Oral and written drills in Hulimba.

Hulimba source book (premier one)

<p>Unit seven Revision on pre writing and reading</p>	<p>By the end of the unit, pupils should be able to identify and realize the types of orthography the Hulimba language have e.g. vowel sounds are: a, e, i, o, u, ɔ, ɛ. Consonant sounds are: b, c, d, f, h, k, l, m, n, p, r, s, t, w, y, ɳ.</p> <p><b>CLASS ONE - TERM THREE</b></p>	<p>Teacher writes the vowel and consonant sounds and symbols of the Hulimba language. Teacher displays them on a vanguard in class, reads and pupils repeat after the teacher.</p>	<p>Teacher asks pupils to read and write the Hulimba orthography correctly.</p>	<p>Hulimba source book (premier one)</p>
<p>Unit Eight Types of orthography</p>	<p>By the end of the unit, pupils should be able to write and read Hulimba words on their own. Be able to improve on the four language skills that are listening, writing, reading and speaking in Hulimba.</p>	<p>Teacher illustrates and demonstrates both in writing and reading so as to enable pupils learn to write and read the orthography and be able to write and read three or four syllable words correctly in Hulimba. Teacher uses the story telling method and demonstrates in class the poems and songs in story forms.</p>	<p>Teacher instructs pupils to write, read both the vowel and consonant sounds and symbols in Hulimba.</p>	<p>Hulimba source book (premier one)</p>
<p>Unit Nine Revision on pre writing and pre reading skills</p>	<p>By the end of the unit, pupils should be able to recite poems through rhymes and sing songs in Hulimba. Be able to learn new words that are used in the poems and songs. Be able to appreciate and become interested in memorizing poems and songs individually in Hulimba.</p>	<p>Teachers engages pupils' interest in reciting poems and singing songs with the pupils both in the morning session and afternoon session to reinforce them to learn the poems and songs in Hulimba.</p>	<p>Teacher allows pupils to listen, read, write and speak orally so as to enable them learn the Hulimba orthography and word formation</p>	<p>Hulimba source book (premier one)  Flash cards, vanguards</p>
<p>Unit Ten Revision on Poems and songs</p>	<p>By the end of the unit, pupils should be able to identify, read and write the Hulimba orthography independently. Be able to sound both vowel and consonant sounds in Hulimba correctly. Be able to know the syllables and stress of each letter, word or words in Hulimba. Be able to divide syllables to form words.</p>	<p>Teacher uses the letter sound teaching method to enable pupils realize the differences between the vowel sounds and consonant sounds respectively. Teacher divides words into two or three syllables to enhance pupil to be able to pronounce words correctly in Hulimba. e.g. la, ta, ra, ka, ma, pa, si, sa, etc.</p>	<p>Teacher asks pupils to sing and recite short poems that they have learnt. Teacher does so in groups or individually.</p>	<p>Hulimba source book (premier one)</p>
<p>Unit Eleven</p>	<p><b>CLASS TWO – TERM ONE</b> By the end of the unit, pupils should be able to divide words into syllables and form syllables</p>	<p>Teacher uses flashcards to divides words into two, three, and four syllable words.</p>	<p>Teacher allows pupils to sound each</p>	<p>Hulimba source book (premier one)</p>



Revision on the Hulimba orthography.	<p>into words and make them into simple sentences in Hulimba.</p> <p>Be able to identify sounds and symbols of the orthography of the Hulimba.</p> <p>e.g. ban + ka= banka yi + ba = yiba pa + ka + la = pakala</p>	Teacher explains and demonstrates to pupils to be able to form two or more syllables words in Hulimba.	and every letter sound and symbol of the Hulimba orthography.	
Unit Twelve Syllable Unit Thirteen formation Word formation process	<p>By the end of the unit, pupils should be able to form words of their own to make meaningful sentences in Hulimba.</p> <p>Be able to use syllables to form words in Hulimba.</p> <p>Be able to divide words into syllables in Hulimba</p> <p>e.g. si + sa = sisa sii + sa = siisa siisasisaba]</p> <p>bɛ + ti = bɛti bɛti won keŋe</p>	<p>Teacher divides words into syllables and also forms two, three to four syllable words or sounds into meaningful words in Hulimba to make sentences.</p> <p>Teachers uses flashcards in the process.</p> <p>Teacher sings songs, poems and rhymes to demonstrate to pupils while they repeat after the teacher.</p> <p>Dramatization and explanation in using the story telling method.</p>	Teacher asks pupils to form syllable words of two, three letter words in Hulimba.	Hulimba source book (premier two)
Unit Fourteen Songs and poems	<p>By the end of the unit, pupils should be able to sing songs, poems and rhymes in Hulimba.</p> <p>Be able to write songs and poems in Hulimba.</p>	Teacher uses flashcards to demonstrate how to form two, three and four syllable words in Hulimba.	Teacher instructs pupils to form syllable sounds into meaningful words in Hulimba.	Hulimba source book (premier two)
Unit Fifteen Revision on word formation process and syllables.	<p>By the end of the unit, pupils should be able to form syllables into words that are meaningful in Hulimba.</p> <p>Be able to use such words into correct sentences on their own in Hulimba.</p>	Teacher demonstrates by greeting differently that is, in the morning, afternoon, and in the evening in Hulimba to the pupils.	Teacher asks individual pupils or the whole class to sing songs and poems in Hulimba.	Hulimba source book (premier two)
Unit Sixteen Greetings in Hulimba	<p>By the end of the unit, pupils should be able to greet people especially friends and family members in Hulimba.</p> <p>Be able to greet people in the morning, afternoon and in the evening in Hulimba.</p> <p>Be able to greet one person and two or more people in Hulimba</p>	Teacher uses vanguards, posters to write the days of the week in Hulimba.	Teacher give exercises to pupils in class to form meaningful words in Hulimba	Hulimba source book (premier two)

<b>CLASS TWO - TERM TWO</b>				
Unit Seventeen Days of the week in the Hulimba	By the end of the unit, pupils should be able to read, write and understand the days of the week in Hulimba. Be able to realize that there are seven days in the week in Hulimba. e.g. kathi – Sunday ThEnE – Tuesday Thalatha – Tueaday Yaraba – Wednesday Yalamusa – Thursday YarimE – Friday Simithi – Saturday	Teacher reads repeatedly to enable pupils follow him or her while reading and later pupils are allowed to read on their own.	Teacher instructs pupils to greet their friends in class differently.	Hulimba source book (premier two)
Unit Eighteen Months of the year in Hulimba	By the end of the unit, pupils should be able to read, write and understand the names of the months of the year in Hulimba. Be able to realize that there are twelve months in a year in Hulimba. e.g. 1. pOlipOli – January 2. BankelewoyErEmE – February 3. Bankelewowathe – March 4. wohE – April 5. Bahu – May 6. Yanthome – June etc.	Teacher displays the twelve months of the year in Hulimba using vanguard, posters or on the blackboard. He or she reads severally for pupils to follow. Teacher differentiates the months of the dry season and the raining season for pupils to understand.	Teacher writes the days of the week at random and instructs pupil to rearrange them sequentially.	Hulimba source book (premier two)
Unit Nineteen Songs and poems in Hulimba	By the end of the unit, pupils should be able to sing songs and poems in Hulimba. Be able to memorize and recite poem in Hulimba	Teacher explains and demonstrates using the drama method to enable pupils sing songs and recite poems in Hulimba.		
Unit Twenty	By the end of the unit, pupils should be able to write and read simple sentences of their own in Hulimba. Be able to construct meaningful sentences in Hulimba correctly. Be able to form new words into meaningful sentences with the use of verbs in them.	Teacher dances as the pupils sing poems and songs in Hulimba. Teacher uses the story telling method.	Teacher asks pupils to read in groups and individually the months of the year in Hulimba.	Hulimba source book (Premier two)

<b>CLASS TWO - TERM THREE</b>				
Unit Twenty-one Simple sentences in Hulimba with a verb.	By the end of the unit, pupils should be able to write, read and form three, four and five letter words in Hulimba. Be able to use the words they form into meaningful sentences.	Teacher explains and demonstrates by writing sentences with the use of verbs in them in Hulimba. Teacher reads and pupils repeat after teacher readssentences, he or she writes.	Teacher asks pupils to recite poems and sing songs in Hulimba.	Hulimba source book (Premier two)
Unit twenty two Revision on word formation	By the end of the unit, pupils should be able to form or construct simple sentences without verbs in Hulimba.	Teacher writes three, four and five letter words in Hulimba and helps the pupils to read and write their own words also. Teacher reads and pupils follow while they are forming their own words in Hulimba.	Teacher asks pupils to write simple sentences of their own with the use of verbs in Hulimba.	Hulimba source book (Premier two)
Unit twenty three Simple sentences without verbs in Hulimba.	By the end of the unit, pupils should be able to read, write and recite poems and songs in Hulimba. Be able to learn basic poems and songs and appreciate them.	Teacher writes and reads simple sentences without verbs in them in Hulimba.	Teacher gives pupils three, four or five syllable words to write in Hulimba	Hulimba source book (Premier two)
Unit Twenty four Songs and poems	By the end of the unit, pupils should be able to form new words in Hulimba. Be able to know that lexical borrowing takes place as words can be borrowed from English, Arabic, and other local languages. Be able to learn the rule that consonant sounds are followed by vowel sounds. e.g. cv, cv. e.g. p/a/k/a/l/a cv cv	Dramatization and storytelling method, repeated reading by both pupils and the teacher to enable them understand the poems and songs in Hulimba. Explanation of the meaning of the songs and poems can help the pupils enjoy the songs and poems.	Teacher asks pupils to writes short simple sentences without the use of verb in Hulimba.	Hulimba source book (Premier two)
<b>CLASS THREE- TERM ONE</b>				
Unit twenty five Revision on word formation process	By the end of the unit, pupils should be able to define and identify nouns, verbs, pronouns and adverbs in sentences in Hulimba. Be able to use these parts of speech correctly in sentences in Hulimba. Be able to learn the different types of nouns, adverbs and various forms of verbs Be able to use verbs correctly in sentences in Hulimba.	Teacher uses flashcards, vanguards to demonstrate in writing how to form words and give numerous examples of words borrowed from other languages that are used in Hulimba. Teacher translates those borrowed words in Hulimba.	Teacher asks pupils to sing songs and recite poems in Hulimba.	Hulimba source book (Premier two)

<p>Unit Twenty six Revision on simple sentences</p>	<p>By the end of the unit, pupils should be able to write and read short essays in Hulimba. Be able to describe objects, people and pictures in Hulimba. Be able to narrate events and occasion in Hulimba. Be able to describe themselves, their school compound, town or village in Hulimba.</p>	<p>Teacher explains and writes sentences for pupils to read,write and understand how simple sentences are formed with the use of capital letters as a rule. Teacher defines noun, verb, pronoun and adverb in Hulimba. Teacher tells pupils about the types of nouns and the use of verbs in sentences. Teacher pays attention to pupils, use of the proper noun for capitalization.</p>	<p>Teacher instructs pupils to form words and uses them in sentences especially borrowed words from other languages into Hulimba.</p>	<p>Hulimba source book (Premier two)</p>
<p>Unit Twenty seven Introduction to parts of speech in Hulimba. e.g. Noun- ŋa kain Verb – mani Pronoun – kuhukaŋ]</p>	<p>By the end of the unit, pupils should be able to learn about storytelling and tell them from memory. Be able to appreciate stories and learn the moral lesson in them. Be able to learn that there are human and animal characters used in storytelling.</p>	<p>Teacherdescribes and narrates short stories to pupils through dramatization and explanation in Hulimba. Teacher explains about past events to pupils in Hulimba for them to narrate events using the past tense. e.g. A journey I have made in Hulimba.</p>	<p>Teacher dictates topupils simple sentences in Hulimba to write on their own. Teacher gives exercises to enable pupils identify and underline nouns, verbs, adverbs in sentences in Hulimba.</p>	<p>Hulimba source book (Premier three)</p>
<p>Unit Twenty eight Adverb – adinti Mani Be able to know the definition and identify nouns, verbs in sentences in Hulimba etc.</p>	<p>By the end of the unit, pupils should be able to define and identify prepositions, conjunctions and interjections and use them in sentences correctly in Hulimba.</p>	<p>Dramatization, explanation about how stories can be used to change individuals and society. Teacher gives roles to pupils in class to dramatize some interesting stories in Hulimba.</p>	<p>Teacher asks pupils to describe objects, people, and past eventsin Hulimba.</p>	<p>Hulimba source book (Premier three).</p>
<p>Unit Twenty nine Short essays in Hulimba. e.g. Describing objects, people, pictures etc. Narrate stories and or events in Hulimba.</p>	<p><b>CLASS THREE -TERM TWO</b> By the end of the unit, pupils should be able to write, read and understand short and simple stories in Hulimba. Be able to describe themselves, their friends and their families and homes in Hulimba.</p>	<p>Teacher defines preposition, conjunction and interjection in Hulimba Use prepositions, conjunctions and interjections in sentences in Hulimba correctly.</p>	<p>Teacher asks pupils to tell simple stories about animals, birds as human characters in Hulimba.</p>	<p>Hulimba source book (Premier three)</p>
<p>Unit Thirty Simple story telling</p>	<p>By the end of the unit, pupils should be able to imagine and give a vivid explanation or narrate a story of an incident they witnessed or not.</p>	<p>Teacher applies the explanation, dramatization, storytelling methods to enable pupils express themselves vividly in Hulimba.</p>	<p>Teacher writes sentences and instructs pupils to identify and underline the parts of</p>	<p>Hulimba source book Premier three</p>

<p>Unit Thirty one Continuation on the parts of speech in Hulimba e.g. Preposition, conjunction and interjection.</p>	<p>Be able to give date or time of the event, occasion or incident e.g. they can tell or narrate about a street fight, football match they witnessed in Hulimba.</p> <p>By the end of the unit, pupils should be able to write, read and explain vividly about themselves or other people in their community or school in an essay. Be able to narrate or describe past events and future events that take place in their community in Hulimba. Be creative and initiative in writing essays in Hulimba.</p>	<p>Teacher dramatizes, explains simple stories for pupils to understand the meaning of the story told in real life situation. Teacher explains about the role of characters or people mentioned in the stories told in Hulimba. Teacher uses the explanation, the dramatization and storytelling methods to pupils in order for them to be critical in thinking.</p>	<p>speech used in sentences in Hulimba.</p> <p>Teacher tells pupils to write short and simple stories describing themselves, their friends and relatives in Hulimba.</p>	<p>Hulimba source book Premier three</p>
<p>Unit Thirty two Short and simple stories - Expressing ownership.</p>	<p>By the end of the unit, pupils should be able to write short essays in Hulimba. Be able to write narrative, descriptive and explanatory essays in Hulimba. Be creative and imaginative in writing essays in Hulimba.</p>	<p>Teacher creates a vivid picture in the pupils mind to understand and enjoy short essays in Hulimba. Teacher explains both true and imaginary stories to pupils in Hulimba.</p>	<p>Teacher asks pupils to tell, write and read stories written by themselves and by others in Hulimba.</p>	<p>Hulimba source book Premier 3</p>
<p>Unit Thirty three Revision on simple story telling</p>	<p><b>CLASS THREE -TERM THREE</b></p> <p>By the end of the unit. Pupils should be able to read, write and understand short essays either written by the teacher or by themselves in Hulimba. Be able to describe themselves, objects, people or places in Hulimba. Be able to write short letters of request from their family or friends or letters of invitation in Hulimba.</p>	<p>Teacher gives short essay topics to pupils to read and answer questions that follow in Hulimba. Teacher gives topics for pupils to write on their own in Hulimba. Oral and written drills. Explanation and illustration should be done to enable pupils to write short essays in Hulimba.</p>	<p>Teachers allows pupils to write short essays of their choice. e.g. Myself. Teacher gives topics to pupils to write on their own in Hulimba. e.g. describe your school compound.</p>	<p>Hulimba source book Premier 3</p>
<p>Unit Thirty four Short essays using Language experience method.</p>	<p>By the end of the unit, pupils should be able to tell stories orally and in writing in Hulimba. Be able to appreciate and enjoy stories told or read by the teacher. Be able to learn moral lessons from stories they read or hear in Hulimba. Be able to learn that animals as well as human being can be used as characters in story telling in Hulimba.</p>	<p>Teacher uses the story telling method, dramatization, explanation and role play by the pupils either as individual or in groups.</p>	<p>Teacher gives exercises to pupils from passages to test pupils understanding and knowledge gained from the passages in Hulimba.</p>	

<p>Unit Thirty five Revision on short essays</p>	<p>By the end of the unit, pupils should be able to write short essays in Hulimba. Be able to learn the different types of essays such as letter writing and composition and write them in Hulimba correctly. e.g. A letter of request from a parent, guardian or friend. A composition on a trip to the river to swim in Hulimba.</p>	<p>Teacher should explain, narrate and writes short stories and essays for pupils to understand the rules of writing short essays in Hulimba.</p>	<p>Teacher writes short essays and asks questions on them for pupils to respond correctly in Hulimba.</p>	<p>Hulimba source book Premier 3</p>
<p>Unit Thirty six Introduction to short essay writing in Hulimba.</p>	<p><b>CLASS FOUR- TERM ONE</b> By the end of the unit, pupils should be able to read, write and understand the concept of writing long essays. Be able to narrate, describe, explain about events, occasions such as road accidents, football matches, or street fights or events at home in Hulimba. Be able to communicate effectively in Hulimba.</p>	<p>Teacher should use capital letters, comma, and full stop as a rule to enable pupils to follow the rules of punctuation in essays writing in Hulimba.</p>	<p>Oral drills. Pupils should be acting some of the stories in order to aid understanding</p>	<p>Hulimba source book Premier 3</p>
<p>Unit Thirty seven Introduction to storytelling and writing.</p>	<p>By the end of the unit, pupils should be able to classify, identify and sound the various speech sounds of the Hulimba language. e.g 1. Vowel sounds 2. consonant sounds 3. diagraphs 4. diphthongs / glides</p>	<p>Teacher explains and writes the different types of essays such as the narrative, the descriptive types of essays. Teacher should write the examples of the types of essays for pupils to understand the steps in essay.</p>	<p>Teacher asks pupils to write short essays to describe and narrate events in Hulimba. Teacher gives exercises on the different types of essays such as letter writing and composition in Hulimba.</p>	<p>Hulimba source book premier 3</p>
<p>Unit Thirty eight Revision on short essays.</p>	<p>By the end of the unit, pupils should be able to learn the vowel and consonant sounds in Hulimba. Be able to identify, name and sound each of the vowel and consonant sounds and symbols in Hulimba. Be able to differentiate between vowel and consonant sound in Hulimba.</p>	<p>Teacher names the sounds and various sound categories to enable pupils follow suit in Hulimba. Teacher puts letters into various categories. e.g. vowels: ŋa tɔŋaŋaŋatɛ a, e, I, o, u, ɔ, ɛ consonant: ŋa tɔŋaŋa thatɛ b, d, f, h, k, l, m, n, p, t, s, w.</p>	<p>Teacher asks pupils to write long essays in Hulimba through his supervision. Teacher helps or guide pupils to write long essays in Hulimba.</p>	<p>Hulimba source book Premier three</p>

<p>Unit Thirty nine Introduction to long essays in Hulimba.</p>	<p>By the end of the unit, pupils should be able to identify individual sounds that are combined to form a specific word in Hukimba. e.g. identification of the sounds ‘e’ and ‘ɛ’ mɛ + ti = meti – salt ka + ro = karo – dish si + sa = sisa – rice</p>	<p>Teacher uses flashcards to illustrate to pupils the sounds of each vowel and consonant sounds in Hulimba. Teacher uses the sounds of vowels and consonants to form words in Hulimba.</p>	<p>Teacher asks pupils to name and identify sounds of the various speech sounds in Hulimba.</p>	<p>Hulimba source book premier four</p>
<p>Unit Forty Classification of Language sounds in Hulimba.</p>	<p>By the end of the unit, pupils should be able to realize that sounds of words can be pronounced the same but spelt differently and have different meaning in Hulimba. Be able to learn the words that sound the same but are spelt differently and have different meaning in Hulimba. e.g. kumpa – spoon kuumpa – to peel siisa – to bring sisa – food / rice kama – to dance kaama – to give</p>	<p>Teacher uses flash cards to enable him or her use the onset and rime method for pupils to sound each and every word properly in Hulimba.</p>	<p>Teacher asks pupils to identify, name and sound vowel sounds and consonant sounds and their symbols in Hulimba.</p>	<p>Hulimba source book premier four</p>
<p>Unit Forty one Vowel sounds and consonant sounds in Hulimba. ŋatɔŋa ŋaŋatɛiŋ ŋatɔŋa ŋa thathɛ.</p>	<p>By the end of the unit, pupils should be able to blend individual sounds to form words in Hulimba. e.g. s + i = si s + a = sa l + a = la m + a = ma n + a = na sisa, mana, lala, Be able to construct words they form into meaningful sentences in Hulimba. Be able to develop or build vocabulary head words in Hulimba.</p>	<p>Teacher uses flashcard, vanguard to illustrate for pupils to understand the different ways of building words in Hulimba in the concept of words similar in sounds meaning and spelling and the differences in sounds, meaning and spelling</p>	<p>Teacher asks pupils to produce as many words as possible and give the correct sounds of words where they produce words or sounds wrongly</p>	<p>Hulimba source book premier four</p>
<p>Unit Forty two Sound building In Hulimba</p>	<p><b>CLASS FOUR -TERM TWO</b> By the end of the unit, pupils should be able to know that the current orthography is the same as the initial orthography of Hulimba. Be able to differentiate between consonant and vowel sounds in Hulimba.</p>	<p>Teacher uses the onset and rime method of teaching word building with the use of flashcards. Teacher forms two letter words at the beginning and develops on to three, four and five letter words in Hulimba. e.g. k / a = ka – go</p>	<p>Teacher asks pupils to form words and differentiate their sounds, meanings and spellings in Hulimba.</p>	<p>Hulimba source book premier 4</p>

<p>Unit Forty three Word building in Hulimba. e.g. Homophones and Idiophones in Hulimba.</p>	<p>By the end of the unit, pupils should be able to match the sounds of the language with the corresponding symbols. Be able to articulate the various speech sounds of the language. e.g. b, d, t, ɛ, ɔ, ɪ e, f</p>	<p>m / b / ɛ = mbɛ – what t/a/k/a = taka – sheep</p> <p>Teacher adopts oral activities and illustrations of the orthography. Teacher uses flashcards, vanguarders to illustrate the Hulimba orthography.</p>	<p>Teacher gives exercises in class to enable pupils build their vocabulary in Hulimba.</p>	<p>Hulimba source book premier 4</p>
<p>Unit Forty four Revision on Word building</p>	<p>By the end of the unit, pupils should be able to sound words, form words and construct them into meaningful sentences in Hulimba. Be able to form two, three, four or five syllable words independently. e.g. s + a + a = saa – come m + ɛ + t + i = meti - village</p>	<p>Teacher uses flashcards to pronounce discrete sounds of the language and match them with the corresponding symbols. To enable the teacher achieve this, he or she should use the alphabet strip, chart and drawings of the orthography.</p>	<p>Teacher asks pupils to form two, three or four letter words in Hulimba. Teacher asks pupils to form and construct new words in Hulimba.</p>	<p>Hulimba source book premier four</p>
<p>Unit Forty six</p>	<p>By the end of the unit, pupils should be able to form new words out of those words they already know by substituting the letters. e.g. biya piya niya kiya</p>	<p>Teachers use flash cards and employ the onset rime method of teaching. Individual and group work should be given to pupils as drills, games etc. to sound words and construct them into sentences in Hulimba.</p>	<p>Teacher asks pupils to use formed words into sentences in Hulimba.</p>	
<b>CLASS FOUR- TERM THREE</b>				
<p>Unit Forty five The history of the development of the orthography of the Hulimba.</p>	<p>By the end of the unit, pupils should be able to segment words into syllables in Hulimba. Be able to segment four, five and six letter words on their own to help them pronounce correctly in Hulimba. e.g. ma + na = mana yi + ba = yiba ra + ka = raka etc.</p>	<p>Teacher uses flash cards, onset and rime method to generate new words for pupils to know and use them in correct sentences in Hulimba.</p>	<p>Teacher asks pupils to pronounce and match the sounds of the language to the corresponding symbols of the Hulimba language sounds and letters.</p>	<p>Hulimba source book premier 4</p>
<p>Unit Forty nine</p>	<p>By the end of the unit, pupils should be able to form more new words and substitute them with those they already know in Hulimba.</p>	<p>Teacher uses flashcards to illustrate how words are segmented into syllables.</p>	<p>Teacher gives oral drills to pupils.</p>	<p>Hulimba source book premier 4</p>



Revision of the language orthography.				
Unit Fifty Unit Fifty one Revision on words and sound building in Hulimba.	By the end of the unit, pupils should be able to segment words into syllables to ease pronunciation in Hulimba. Be able to segment six, seven and eight letter words on their own in Hulimba.	Teacher does several activities using onset and rime for pupils to understand how words are segmented into syllables in Hulimba. Teacher asks pupils to pronounce words by unit or segment.	Teacher asks pupils to form words and sounds the letters correctly.	Hulimba source book Premier four
Fifty Two Unit Fifty three Substitution of sounds to form new words in Hulimba	By the end of the unit, pupils should be able to construct simple sentences correctly in Hulimba on their own. Be able to form new words into sentences of their own in Hulimba. Be able to form new words, write and read them independently.	Teacher uses flashcards and drills to enable pupils to form words they can use in sentences of their own in Hulimba.	Written and oral drills for pupils to build their vocabulary in Hulimba.	Hulimba source book Premier four
<b>CLASS FIVE- TERM ONE</b>				
Unit Fifty four Segmentation of words into syllables in Hulimba.	By the end of the unit, pupils should be able to learn how to write letters in Hulimba as a means of communication Be able to know the different types of letters in Hulimba. Learn the steps in writing letters in Hulimba. Be able to communicate to friends and relatives through letter writing in Hulimba.	Teacher uses flashcards to illustrate how words are segmented in Hulimba.	Oral drills and exercises by demonstrating that words can be segmented to aid pronunciation of words in Hulimba.	Hulimba source book Premier four
Unit Fifty five Revision on substitution of sounds to form new words.	By the end of the unit, pupils should be able to form new words and construct them into simple sentences of their own. Be able to read and understand sentences written by the teacher in Hulimba. Be able to explain the meaning of sentences they read, write and or written by the teacher.	Teacher forms new words and segment them for pupils to understand and pronounce them correctly in Hulimba.	Teacher gives constant drills both written and oral.	Hulimba source book four. Flash cards and vanguards.
Unit Fifty six Revision and segmentation of	By the end of the unit, pupils should be able to greet in the morning, afternoon and the evening	Teacher asks pupils to read, write and explain simple sentences they write in Hulimba on their own.	Oral drills and exercises to demonstrate that	Hulimba Source book four.

<p>words into syllables.</p>	<p>both individual people and a group of people in Hulimba.          Be able to greet friends and their families Hulimba.          e.g.          hEribahure- good morning          hEribal]gi]e- good afternoon          namagbel] bal]- good evening.</p>		<p>words can be segmented to aid understanding and pronunciation.</p>	
<p>Unit Fifty seven Sentence construction in Hulimba.</p>	<p>By the end of the unit, pupils should be able to learn about the local calendar in Hulimba.          Be able to know the importance of the local calendar in Hulimba as an aspect of telling time.          Be able to know the seasons for brushing of farms, burning of farms, and the sowing of seeds.          Be able to know when the months of Ramadan and Christmas in the local calendar.          Be able to know that the days of the weeks and the months of the year are interrelated.</p>	<p>Teacher explains about the different types of letters and the six steps in writing letters. Teacher explains to enable pupils know and follow the steps correctly in writing letters in Hulimba.          Teacher demonstrates by writing letters for pupils to learn how to write letters in Hulimba.          e.g.          Formal letters and          Informal letters.</p>	<p>Teacher instructs pupils to form words and uses them in simple sentences in Hulimba.</p>	<p>Hulimba source book premier four</p>
<p>Unit Fifty eight Introduction to letter writing in Hulimba.</p>	<p><b>CLASS FIVE- TERM TWO</b>          By the end of the unit, pupils should be able to tell time in Hulimba.          Be able to know the short hand, long hand, second hand and how to tell time in Hulimba.</p>	<p>Teacher writes words which he or she uses to construct simple sentences in Hulimba.          Teacher reads simple sentences he constructs in Hulimba.</p>	<p>Teacher asks pupils to construct simple sentences on their own.</p>	<p>Hulimba source book premier five</p>
<p>Unit Fifty nine Revision on sentence construction.</p>	<p>By the end of the unit, pupils should be able to form singular words and use them in sentences correctly in Hulimba.          Be able to know the meaning of singular objects or subjects in Hulimba.          Be able to identify singular nouns in sentences in Hulimba.</p>	<p>Teacher explains the meaning of sentences he or she writes in Hulimba to the pupils.</p>	<p>Teacher asks pupils to write letters to their friends and relatives in Hulimba.</p>	<p>Hulimba source book premier five</p>

<p>Unit Sixty Revision on greetings in Hulimba.</p>	<p>By the end of the unit, pupils should be able to form plural words and use them correctly in sentences in Hulimba. Be able to know the meaning of plural subjects and plural objects in Hulimba. Be able to identify and underline plural nouns in sentences in Hulimba.</p>	<p>Teacher demonstrates by greeting differently in the morning, afternoon and in the evening in Hulimba.</p>	<p>Teacher gives pupils exercises to write the different types of letters while he or she makes necessary corrections.</p>	<p>Hulimba source book premier five</p>
<p>Unit Sixty one Introduction to the use of the local calendar in Hulimba.</p>	<p>By the end of the unit, pupils should be able to name the days of the week in Hulimba. Be able to know that there are seven days in a week. Be able to know the days they go to school and weekends in Hulimba.</p>	<p>Teacher explains to pupils about the use of the local calendar in Hulimba. Teacher makes it clear to the pupils that time is of importance in the use of the local calendar in Hulimba both the dry and rainy seasons.</p>	<p>Teacher instructs pupils to write and read simple sentences in their own in Hulimba.</p>	<p>Hulimba source book premier five</p>
<p>Unit Sixty two Revision telling on time in Hulimba.</p>	<p><b>CLASS FIVE- TERM THREE</b> By the end of the unit, pupils should be able to learn the different ways of counting in Hulimba. - Ordinal counting - Ordinary counting - Counting of object Be able to count from 1-100 in Hulimba correctly. e.g Hanthe – one (1) Kaye – two (2) Katati – three (3) Kanan – four (4) kasOhi – five (5) etc. Be able to count in two's. e.g. 2, 4, 6, 8, 10, Five's 5, 10, 15, 20 and in ten's 10, 20, 30, 40, 50 in Hulimba.</p>	<p>Teacher displays clock or draws a clock for pupils to see how the clock works in telling time in Hulimba. Teacher asks pupils to draw the clock, to illustrate how it works that is, A.m and P.m hours.</p>	<p>Teacher asks pupils to greet their teacher and friends in class differently in Hulimba.</p>	<p>Hulimba source book premier five</p>
<p>Unit Sixty three Formation of singular words in Hulimba.</p>	<p>By the end of the unit, pupils should be able to write several compositions on their own in Hulimba. Be able to describe, narrate or explain processes, events, objects, people and places in Hulimba.</p>	<p>Teacher explains what singular means to pupils and gives many examples in Hulimba. Teacher writes many words in the plural form and teacher and pupils change them into singular forms in Hulimba.</p>	<p>Teacher asks questions about the season and the time events occur in the local calendar in Hulimba.</p>	<p>Hulimba source book premier five</p>

<p>Unit Sixty four Formation of plural words in Hulimba. Revision on the days of the week in Hulimba.</p>	<p>Be able to read compositions, written by the teacher and by themselves in Hulimba.</p> <p>By the end of the unit, pupils should be able to write the formal and informal types of letters and follow the correct steps in writing letters in Hulimba. e.g. address, date, salutation or greetings, body of the letter and conclusion. Be able to communicate to friends and relatives through letters in Hulimba. Be able to read letters in Hulimba on their own.</p>	<p>Teacher writes sentences for pupils to underline the singular words in those sentences in Hulimba.</p> <p>Teacher explains what plural means to pupils and gives many examples as possible. Teacher writes many sentences using plural nouns where plural objects and subjects are included and underline the plural nouns.</p>	<p>e.g. the time each and every pupil was born.</p> <p>Teacher asks pupils to tell the time in Hulimba in the morning, afternoon, and in the evening hours.</p>	<p>Hulimba source book premier five</p> <p>Hulimba source book premier five.</p> <p>Text book</p>
<p>Unit Sixty five Logic of counting in Hulimba.</p>	<p>By the end of the unit, pupils should be able to recite poems and sing songs in Hulimba. Be able to appreciate and identify figures of speech and idiomatic expressions used in the poems and songs in Hulimba. Be able to learn about proverbs in Hulimba. Be able to learn moral lessons taught in the poems and songs in Hulimba.</p>	<p>Teacher writes and reads the days of the week in Hulimba and pupils learn to name the days of the week in Hulimba.</p>	<p>Teacher gives plural words to be changed by pupils into singular words in Hulimba.</p>	<p>Hulimba source book premier five</p>
<p>Unit Sixty six Revision on composition writing in Hulimba.</p>	<p>By the end of the unit, pupils should be able to name, define and identify parts of speech in sentences in Hulimba. Be able to know the type of each part of speech correctly. e.g. proper noun, common noun etc. Be able to use parts of speech in sentences correctly in Hulimba.</p>	<p>Teacher writes numbers on the board and asks pupils to read after him and then the pupils read independently. Teacher presents numbers on flashcards and asks pupils to identify and spell numbers correctly in Hulimba.</p>	<p>Teacher writes sentences in the singular form for pupils to underline the singular words in Hulimba.</p>	<p>Hulimba source book premier five.</p>
<p>Unit Sixty seven Revision on letter writing in Hulimba.</p>	<p><b>CLASS SIX - TERM ONE</b></p> <p>By the end of the unit, pupils should be able to name, write and discuss events that happened during the course of the year based on the months of the year in Hulimba. e.g. farming season, Ramadan, Christmas etc.</p>	<p>Teacher writes and reads compositions to pupils in Hulimba. Teacher explains the meaning of what is written on compositions in Hulimba.</p>	<p>Teacher writes sentences for pupils to underline the plurals in them. Teacher asks pupils to give the plurals of</p>	<p>Hulimba source book premier five</p>

<p>Unit Sixty eight Revision on poetry and songs.</p>	<p>Be able to know the seasons of the year based on the twelve months of the year. e.g. harmattan, dry and rainy seasons etc.</p> <p>By the end of the unit, pupils should be able to form words and segment those words into syllables in Hulimba. Be able to divide a word into syllables to help pupils pronounce words correctly in Hulimba.</p>	<p>Teacher writes and reads the formal and informal types of letters in Hulimba for pupils to learn how to write letters in Hulimba. Teacher asks pupils to write letters in Hulimba.</p>	<p>singular words in Hulimba</p> <p>Teacher asks pupils to name the days of the week either individually or in groups in Hulimba.</p>	<p>Hulimba source book premier five</p>
<p>Unit Sixty nine Revision on the parts of speech in Hulimba.</p>	<p>By the end of the unit, pupils should be able to construct short and long sentences that are meaningful in Hulimba. Be able to correctly reads, understand and interpret the meaning of sentences constructed in Hulimba. Be able to know the parts of sentences e.g. subject, verb and object (svo)</p>	<p>Teacher explains, demonstrates, and illustrates in class how to recite poems and songs in Hulimba. Teacher actively engages pupils in class to sing and recite poems in Hulimba. Teacher explains the meaning of poems, proverbs and idiomatic expressions in Hulimba.</p>	<p>Teacher asks pupils to count individually and in groups in Hulimba.</p>	<p>Hulimba source book premier five</p>
<p>Unit Seventy Revision on the months of the year in Hulimba.</p>	<p>By the end of the unit, pupils should be able to write and read compositions and letters on their own in Hulimba. Be able to communicate through letters and compositions correctly in Hulimba. Know the different types of letters and compositions in Hulimba.</p>	<p>Teacher names and defines each part of speech and the types each has in Hulimba. Teacher uses parts of speech in sentences in Hulimba and underlines each for pupils to understand.</p>	<p>Teacher asks pupils to write, read and explain what they write about the topics given to them by the teacher to write in Hulimba.</p>	<p>Hulimba source book premier six</p>
<b>CLASS SIX- TERM TWO</b>				
<p>Unit 71 Segmentation of words into syllables in Hulimba.</p>	<p>By the end of the unit, pupils should be able to translate words and sentences from Hulimba into English correctly.</p>	<p>Teacher uses flashcards, vanguards to illustrate the twelve months of the year in Hulimba. Teacher writes and reads alone the twelve months of the year for pupils to repeat after him or her in Hulimba.</p>	<p>Teacher gives the different types of letters to pupils to write in Hulimba.</p>	<p>Hulimba source book premier six</p>
<p>Sentence construction in Hulimba. Short and long sentences.</p>	<p>Be able to know the meaning of words and sentences translated.</p>	<p>Teacher segments or divides words by unit or segment. Teacher asks pupils to pronounce words into unit or segment. e.g.</p>	<p>Teacher sees what pupils are writing and makes necessary corrections in Hulimba.</p>	<p>Hulimba source book premier six</p>

<p>Revision on composition and letter writing in Hulimba.</p>	<p>By the end of the unit, pupils should be able to translate words and sentences from English into Hulimba correctly.</p>	<p>na + na = nana Gba + Ku = gbaku Ka + ro = Karoetc.</p> <p>Teacher writes and discusses with pupils the sentences written in Hulimba. Group and individual reading and exercises and story telling method.</p>	<p>Teacher asks pupils to recite poems and sing songs in Hulimba.</p>	<p>Hulimba source book premier Six</p>
<p>Introduction to translations from Hulimba into English</p>	<p>Be able to know the meaning of words and sentences translated from English into Hulimba</p>	<p>Teacher ensures pupils construct and read meaningful sentences in Hulimba.</p>	<p>Teacher asks pupils to write short songs and poems on their own in Hulimba and make corrections.</p>	<p>Hulimba source book premier Six</p>
<p>Translations from English into Hulimba</p>	<p>Be able to know that there are borrowed words from other languages and mostly don't change when translating them from Hulimba into English. e.g. phone – foni School –sukulu Computer – kompitawoŋ etc.</p>	<p>Teacher writes compositions and letters for pupils to understand how compositions and letters are written in Hulimba.</p>	<p>Teacher asks pupils to name, define, and underline parts of speech in sentences in Hulimba.</p>	<p>Hulimba source book premier Six</p>
<p>Revision on sentence construction in Hulimba. Long sentences</p>	<p>By the end of the unit, pupils should be able to write long sentences and understand the meaning of sentences constructed correctly in Hulimba.</p>	<p>Teacher explains the importance of letters and compositions in Hulimba.</p>	<p>Teacher asks pupils to read and write the months of the year in Hulimba.</p>	<p>Hulimba source book premier Six</p>
<p>Interpretations from English into Hulimba and from hulimba into English</p>	<p>Be able to read long sentences constructed in Hulimba by the teacher or by themselves correctly. e.g. yankiŋ bathomakErEyankayiŋ kObiribaboya mu yanthooŋ. I want to eat but I don't have money to buy food.etc.</p>	<p>Teacher writes Hulimba words and sentences and translates them to pupils in English. e.g. kama-dance bakoo-monkey yiba-vulture etc. kamayi key? Where are you going? mbEkeinnda? What is your name? etc.</p>	<p>Oral drills to enable pupils pronounce, divide or segment words into syllables in Hulimba on their own.</p>	<p>Hulimba source book premier Six. Text book.</p>

Revision on sentence construction in Hulimba. Long sentences	By the end of the unit, pupils should be able to interpret words and sentences from English into Hulimba and from Hulimba into English. Be able to know the meaning of words and sentences interpreted correctly. Be able to know that not all words can be interpreted exactly rather, they substitute or describe the meanings for better understanding especially those from borrowed languages.	Teacher writes English words and sentences and asks pupils to translate them into Hulimba e.g. sleep – nine Talk- gbokiya. etc. My name is Abu Yama dOma Abu. The bird is flying Bɛtiwoŋkeiŋe etc. Teacher writes long sentences and reads them for pupils to repeat after him or her. Teacher allows pupils to read long sentences written by him or her in Hulimba.	Teacher gives numerous exercises to pupils to write sentences that are correct in Hulimba. Teacher reads and pupils repeat after the teacher.	Hulimba source book premier five
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## HULIMBA SYLLABUSES FOR JSS 1-3

### JSS1 SYLLABUSE

Suggested Topic	Specific Learning Outcome	Recommended Teaching Style	Assessment Method	Suggested Teaching and Learning Resource
<b>1. Greetings and simple conversation.</b>	By the end of this unit, pupils should be able to: 1. Greet appropriately at various times of the day and under various circumstances. 2. Make simple conversations with their friends, relatives and well wishers.	Teacher introduces this topic by asking the pupils to name the various time in the day and ask them how to greet in those hours of the day in English. E.g. greetings in the morning, afternoon and in the evening. -He tells them that all conversations have a starting point and the key to conversation is greeting and it should be appropriate in Hulimba. ŋsɛ! Good morning (singular) ŋsɛbena! Good morning (plural)	Teacher asks pupils to converse with each other, pointing out clearly the hours of the day.E.g. Morning Afternoon Evening  Classroom demonstration oral greetings	Hulimba Source book.  Text book.

<p><b>2. The historical background of the Hulimbalanguage and the people</b></p>	<p>By the end of the unit, pupils should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the history of the Limba people and their Language.</li> <li>2. Name the Original settlement of the Limba people.</li> <li>3. Realize that the Limba people are Original settlers in Sierra Leone.</li> <li>4. Name some of the dialect in Hulimba</li> </ol>	<p>Teacher uses the story telling method to explain the brief history of the Limba people and their Origin. Teacher makes statement about his own ethnic group. Teacher allows pupils to ask questions in class.</p>	<p>Teacher asks pupils to explain about the history and origin of the Limba people.</p>	<p>Hulimba Textbook</p>
<p><b>3. Dialects of the Limba language</b></p>	<p>In completing this unit, children should be able to: Learn the dialectical variances of the Hulimba language.</p> <ul style="list-style-type: none"> <li>-Know the particular areas, or communities or groups where these dialects are spoken.</li> <li>-Know the minor differences in vocabulary, style, spelling and pronunciation.</li> </ul>	<p>Teacher introduces the topic by asking the pupils to show their various regions they come from or the dialect they belong to. Then display a map of Sierra Leone showing the regions of the various limba people or communities. Example. The BirewaLimba. The waraLimba The safrokoLimba The TonkoLimba etc...</p> <ul style="list-style-type: none"> <li>-The teacher presents object(s) which he thinks there should be variation in pronouncing them.</li> <li>-Teacher teaches about the culture and customs of the Limba people</li> <li>-Teacher allows pupils to converse in their language.</li> </ul>	<p>Group discussion about where they come from and their dialects</p>	<p>Map of Sierra Leone showing the areas where each dialect is spoken.</p>
<p><b>4. The historical development of the orthography</b></p>	<p>By the end of the unit, pupils should be able to: Identify the stages of the development of the language orthography from the initial to the current orthography</p>	<p>Group discussion and teacher informs pupils that the Hulimba orthography has since not changed. Therefore the old orthography is still in use to date.</p>	<p>Teacher asks children to name the various stages of the development of the orthography</p>	<p>Hulimba textbook JSS1</p>
<p><b>5. Classification of the orthography</b></p>	<p>By the end of the unit, children should be able to: Identify and differentiate between consonant and vowels sounds. Consonant: b,d,f,h l ,m n, y etc.</p> <p>Vowels: a,e, i ,o,u, ε, ɔ .</p>	<p>Teacher uses chart of vowels and consonants. Teacher sounds correctly the vowel and consonant sounds and symbols. Group work and discussions. Illustrations using flashcards and the onset and rime method.</p>	<p>Teacher asks pupils to distinguish vowels from consonant sounds and symbols. Teacher states the different classes. Teacher asks pupils to match sounds of letters to theresymbols. Teacher dramatizes</p>	<p>Chart or Flashcards containing the sounds and symbols of letters.</p>



	Diagraphs Diphthongs/ Glides	Repetitions, drills and alphabet strip should be used to introduce the topic.		
<b>6. Word formation process</b>	By the end of the unit, pupils should be able to: -Know the consonant sound -Vowel sound -Diagraphs -Combine consonant and vowel sounds to form words: - use double articulated sound e.g. gb ,mb, th .	Teacher shows chart of vowel and consonant sounds vowels= a ,e, i ,o ,u ,ε ,ɔ Consonant= gb, d, f, h, k ,l ,m, n ,p, r ,s, t ,etc.  Teacher sounds them all while pupils listen. Examples. b+e=be d+ɔ=dɔ k+o=ko p+ε=pε f+u=fu bin+dε bin+dε=binde fo+ma=foma ta+ti=tati	Group work in class. Present the orthography chart and ask them to distinguish between vowels and consonants. Ask pupils to form two , three and four letter words.	Hulimba text book
<b>7. Translations</b>	By the end of the unit, pupils should be able to: -Translate from Hulimba to English -Translate from English to Hulimba. E.g. Banka – house Chair - gbɔɔ	Teacher introduces the topic by asking pupils to translate simple limba words to English. Banka (house) <u>Hulimba</u> Yando key <u>English</u> I am going <u>Hulimba</u> Langbawobukuyehuyaha <u>English</u> A man with a big head <u>Hulimba</u> Min do basakathaniyaHuyimba <u>English</u> We want to come and learn limba	Teacher writes short sentences in Hulimba to be translated into English.  And some English sentences to be translated into Hulimba Note their various dialects.	Hulimba text book.

<p><b>8. syllables in Hulimba</b></p>	<p>By the end of this unit pupils should be able to:          -identify and segment words into syllables.          Eg: ႁႃႏႃ=ႁႃ-ႏႃ          (road)- ႁႃ-ႏႃ-tha=ႁႃႏႃ (take)</p> <p>( SOUNDS)          Words that can stand on its own          After completing their unit, pupils should be able to:          Spell words by syllables, identify syllables in words. Non syllabic words.</p>	<p>Teacher uses the oral presentation method by asking pupils to segment some words written on the chalkboard into syllables          Eg: ႁႃႏႃ,ႁႃႏႃ          ႁႃ-ႏႃ=ႁႃႏႃ          ႁႃ-ႏႃ-tha=ႁႃႏႃ          Ban-ka=Banka (House)          Teacher gets/ has enough discussion with the pupils the skills surrounding the identification of syllables          Example: ndo (yes)</p>	<p>Assignments and group work in the classroom that require pupils to segment words into syllables</p>	<p>Hulimba Textbook Jss1</p>
<p><b>9.word boundary</b></p>	<p>By the end of this unit pupils will be able to:          -Delimit boundaries between words.</p>	<p>Teacher introduces topic by demonstrating word boundaries such as ;            Eyiႏႃႏႃ ? would be written as:          E yiႏႃႏႃ ? (Have you eaten?)          Yaႏ dose: written as yaႏ do se ( I am coming)</p>	<p>Teacher asks pupils to now delimit words put together.          Teacher discusses how important delimitations in deriving in meanings from sentences.</p> <p>Encourage pupils to make their own speeches on familiar topics.          Observe whether pupils are able to pick out the main points in the speeches.</p> <p>Teacher writes sentences for pupils to underline the nouns, verbs, etc. in Hulimba</p>	<p>Hulimba textbook</p>

<p><b>10. The eight parts of speech.</b></p>	<p>By the end of the unit, pupils should be able to:</p> <ul style="list-style-type: none"> <li>-Name the eight parts of speech</li> <li>-spell and define them correctly.</li> <li>-Give examples of each word class and</li> <li>-where necessary state the different types of each word class .e.g.</li> </ul> <p>Types of Nouns</p> <ul style="list-style-type: none"> <li>-Proper Nouns</li> <li>-Common Noun</li> <li>-Abstract Noun</li> <li>-Collective Noun</li> </ul> <p>VERBS: TENSES</p> <ul style="list-style-type: none"> <li>-present</li> <li>-past</li> <li>-future</li> </ul>	<p>Teacher introduces this unit by using a wall chart showing the different word classes</p> <p>Teacher uses questioning, asking pupils to study the chart, discusses and explain</p> <p>Teacher observes and explains further.</p> <p>Examples.</p> <p>Noun - ḡakeḡ</p> <p>Verb - mani</p> <p>Adverb – adintimani</p>	<p>Teacher gives exercises and or classroom based activities</p> <p>-Through questioning teacher asks pupils to identify and form a pool of sentences. Eg. Simple, compound and complex sentences in Hulimba</p>	<p>Hulimba textbook</p>												
<p><b>11.The moths of the year</b></p>	<p>By the end of the lesson pupils should be able to:</p> <p>Write simple composition like first day in school in Hulimba, my pet.</p> <p>Write simple narrative and descriptive essays</p>	<p>Teacher introduces this topic by asking the pupils to read the months of the year in English ie</p> <p>January-----December correctly</p> <p>Teacher then introduces a chart having the months of the year in Hulimba. He reads them out to the pupils and they listen. Then pupils then read.</p> <p>Example</p> <p>Teacher then matches the Hulimba months of the year to that of the English month of the year</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Hulimba</td> <td style="width: 50%;">English</td> </tr> <tr> <td>p̄li-----</td> <td>January</td> </tr> <tr> <td>Bankile-----</td> <td>February</td> </tr> <tr> <td>Woyereme</td> <td></td> </tr> <tr> <td>Bankilewowe---</td> <td>march</td> </tr> <tr> <td>Bahu-----</td> <td>April</td> </tr> </table>	Hulimba	English	p̄li-----	January	Bankile-----	February	Woyereme		Bankilewowe---	march	Bahu-----	April	<p>Present pictures and questions for pupils to describe</p> <p>Ask pupils to write briefly about themselves</p>	<p>Hulimba text book</p>
Hulimba	English															
p̄li-----	January															
Bankile-----	February															
Woyereme																
Bankilewowe---	march															
Bahu-----	April															
<p><b>12. Sentences based on structure.</b></p>	<p>By the end of the unit, pupils should be able to:</p> <ul style="list-style-type: none"> <li>-Define a sentence and state the different types of sentences example</li> <li>-Declarative sentences</li> </ul>	<ul style="list-style-type: none"> <li>-Individual reading exercises.</li> <li>-Group reading.</li> </ul>	<p>Oral presentations by pupils to state</p> <ul style="list-style-type: none"> <li>-a simple sentence</li> <li>- a compound sentence</li> <li>-complex sentence</li> </ul> <p>inHulimba.</p>	<p>Hulimba module four in- service Teacher training program.</p>												

	<p>-Interrogative sentences -Exclamatory sentences Examples. Yaŋ do bakaraŋ ( I am a student) -kamayikey ? ( where are you going ? ) Simple sentences Compound sentences and Complex sentences</p> <p>In completing this unit, pupils should be able to; -Read the days of the week in Hulimba -Write the days of the week in Hulimba -They can match with the English days of the week -The pupils can then recognize and call them in order.</p>	<p>Vanguards showing the examples of the types of sentences used to introduce the topic.</p> <p>Teacher asks pupils to observe, discuss and give their views about the chart.</p> <p>Teacher observes and guides pupils as they make their own sentences in Hulimba.</p>	<p>Write the English days of the week in disorder and ask pupils to put them in order</p> <p>Do likewise with the Hulimba days of the week and ask them to put them in order.</p> <p>Teacher asks the pupils to match the Hulimba days of the week to that of the English days of the week correctly.</p>	Published by the ministry.
<b>13.The days of the week</b>	<p>By the end of the lesson, children should be able to name and spell the months of the year in Hulimba They should be able to write the months of the year to match them with the English months of the year.</p>	<p>Teacher introduces this topic with the English days of the week on a chart <b>HULIMBA ENGLISH</b> Kathi-----Sunday Thene-----Monday Thalata-----Tuesday Yaraba-----Wednesday Yalamusa-----Thursday Yarime-----Friday Simithi-----Saturday Teacher asks children to read them aloud. Teacher then writes the days of the week in Hulimba and read them to the children, whiles they listen. Teacher matches the Hulimba days of the week to that of the English Example:</p>	<p>Teacher asks the pupils to name the various month of the year in Hulimba in their correct order/ sequence.</p> <p>-Pupils to match them to that of the English months of the year correctly -Oral exercise -Group work -Focus on discusses</p>	Same Hulimba text book
<b>14. Counting numbers</b>	<p>By the end of the unit/ lesson, the pupils should be able to: -Count in the language</p>	<p>Teacher introduces this topic by asking the pupils to count in English</p>	<p>-Oral exercise -Group work -Focus on discussion</p>	Same Hulimba text book

	-Know the spelling and pronunciation in Hulimba correctly	-Counting in Hulimba written on a chart will then be displayed to the class -He reads then out to the pupils from 1-10 initially -Makes sure that the children digest it. Example Hanthe-----one Kaye-----two Katati-----three Kanaḡ-----four kasohi-----five		
<b>15. Essay and letter writing</b>	By the end of the unit/ lesson, the pupils should be able to: -Count in the language -Know the spelling and pronunciation in Hulimba correctly	Teacher talks about herself orally in Hulimba introducing the topic  She presents pictures for discussing and description.	-Oral exercise -Group work -Focus on discussion	Same Hulimba text book
<b>16. Reading, listening and Writing</b>	By the end of this unit topic, pupils should be able to: Read listen and understand Hulimba passages. -speak and write standard Hulimba. -Writing upper and lower case letters correctly	Teacher uses stories, poems and rhymes to encourage pupils develop, reading, listening speaking and writing skills. Teacher narrate stories for pupils to listen and later explain what they understood	Teacher plays an audio passage/ story for pupils to listen and explain context.	Hulimba Textbook
<b>17. Comprehension passages</b>	After teaching this unit, pupils should now be able to read simple comprehensions and answer question on it -Listen to narratives, news on the radio speech and analyze it	Teacher uses story telling method to introduce the topic. -Allows pupils to discuss the story/ passage and explain it.	Give passage for pupils to read and answer question  -Oral presentation on by asking pupils to read and explain the passage	Hulimba text
<b>18. LITERATURE</b>	By the end of this unit, the pupils should be able to: -Narrate simple stories -Read and explain simple stories and appreciate poems in Hulimba -Name the source of literature	Dramatizations rhymes were used to introduce the unit. -Group work and observation use to enhance learners understanding oral presentation and by narrating and then asking pupils to narrate a stor	Teacher asks oral questions, multiple choice question and class based activities. <b>HOME WORK</b>	Hulimba text
<b>19 .CULTURE</b>	By the end of the lesson children should be able to: Explain certain aspect of their culture	-Oral exercise -Dramatization -Group discussion about their culture	Teacher asks short -Oral questions -Multiple choice question to be answered by the pupils.	Hulimba text

	Example: forming, dress code, palm wine tapping -Demonstrate aspects of culture			
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## HULIMBA SYLLABUSES JSS 2

Suggested Topic	Specific Learning Outcome	Recommended Teaching Style	Assessment Method	Suggested Teaching and Learning Resource
<b>1. Classification of Hulimba sounds</b>	By the end of the unit children should be able to: Identify and differentiate between consonant, vowels etc. sounds. Consonant: b l m n g j y ....  Vowels: a i u ε ɔ o e Digraphs Diphthongs/ Glides	Teacher uses chart of vowels and consonants Teacher sounds correctly the vowels and consonants Group work Rhyme, repetition drills and alphabet songs were used to introduce the topic.	Teacher asks pupils to distinguish vowels from consonant Teacher states the different classes. Pupils to match sound to their right classes. Teacher Dramatize	Chart Flashcards containing the sounds
<b>2. Word building</b>	By the end of the unit, pupils should be able to: -Know the consonant sound -Vowel sound -Diagraphs -Combine consonant and vowel sounds to form words: - use double articulated sound e.g. gbth	Teacher shows chart of vowels and consonant vowels and consonant vowels= a e I o u ε ɔ Consonant= g b d f h j k l m n p r s t etc...  Teacher sounds them all while pupils listen flash cards drills on sounds Group consonants and vowels to form words/ syllables Examples b+e=be d+ɔ=dɔ k+o=ko p+ε=pε f+u=fu bin+dε bin+dε=binde	Group works in class. Present the orthography chart and ask them to distinguish between vowels and consonants Ask pupils to form two letter words	Hulimba text

<p><b>3. syllable structure</b></p>	<p>By the end of this unit pupils should be able to:          -identify and segment words into syllables.          Eg: gbɔŋɔ=gbɔ-ŋɔ          (road)- sɛ-ki-tha=sɛkitha (take)</p> <p>( SOUNDS)          Words that can stand on its own</p>	<p>fo+ma=foma          ta+ti=tati</p> <p>Teacher uses the oral presentation method by asking pupils to segment some words written on the chalkboard into syllable          Eg: Gbɔŋɔ,sɛkitha          Gbɔ-ŋɔ=gbɔŋɔ          Sɛ-ki-tha=sɛkitha          Ban-ka=Banka (House)</p> <p>Teacher gets/ has enough discussion with the pupils the skills surrounding the identification of syllables          Example: ndo (yes)</p>	<p>Assignments and group work in the classroom that require pupils to segment words into syllables</p>	<p>Hulimba Textbook</p>
<p><b>4. Parts of speech.</b></p>	<p>After completing their unit, pupils should be able to:          Spell words by syllables, identify syllables in words. Non syllabic words.</p> <p>By the end of the this lesson, pupils should be able to:          -Name the eight part of speech          -spell and define them correctly.          -Give examples of each word class and          -where necessary state the different types of each word class example</p> <p>Types of Nouns          -Proper Nouns          -Common Noun          -Abstract Noun          -Collective Noun</p> <p>VERBS: TENSES          -present          -past          -future</p>	<p>Teacher introduces this unit by using a wall chart showing the different word classes</p> <p>Teacher uses questioning, asking pupils to study the chart, discuss and explain</p> <p>Teacher observes and explain further          Examples          Noun ŋakumpa (spoons)          (ŋakeŋ)</p> <p>Verb (mani)</p> <p>Teacher explains the variation in the different dialects</p>	<p>Teacher asks question and pupils do oral presentations</p> <p>Teacher gives work and classroom based activities</p>	<p>Hulimba text</p>

<p><b>5. Direct &amp; indirect speech</b></p>	<p>By the end of this unit pupils should be able to</p> <ul style="list-style-type: none"> <li>-Change statements from direct to indirect speech in Hulimba.</li> <li>-Recognize both direct and indirect statement</li> <li>-The rules involve in changing direct statements to indirect statement</li> <li>-Know the definition of direct and indirect speech</li> </ul>	<p>Teacher introduces this topic by uttering statements in English Example “ I gave you an assignment yesterday” Teacher asks pupils to report his statement to the class. Teacher then call their attention to Hulimba and tell them they have similar structure in hulimba</p>	<p>Teachers do oral statements and ask pupils to change them to indirect speech. He asks them write the rules governing when changing from direct to indirect speech. Group discussion</p>	<p>Hulimba text book</p>
<p><b>6. Tones</b></p>	<p>By the end of the topic the pupils should be able to:</p> <ul style="list-style-type: none"> <li>-Identify words with rising and falling tones</li> <li>-Use these words in simple sentences</li> <li>-Give correct meaning of these words according to the sentences formed.</li> </ul> <p>Examples Huyε – iron Huuyε – night</p> <p><b><u>Rising tone</u></b> Ɔatɔŋaŋa+ε</p> <p><b><u>Falling tone</u></b> Ɔatɔŋathathe</p>	<p>Teacher gives similar statement in Hulimba example : Ya ma biyεmanaŋwoŋ (direct) Indirect- ma katoloŋ Teacher gives the equivalent in Hulimba Direct speech - macabɔkɔyi Makatoloŋ Teacher defines and gives rules governing this topic.</p>	<p>Group discussion classroom based activities. Write words with such characters and ask pupils to identify or differentiate between rising and falling tones.</p>	<p>Hulimba textbook</p>
<p><b>7. punctuation marks</b></p>	<p>By the end of this unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>-make correct use of capital/ small letters</li> <li>-Administer punctuation marks correctly in sentences e.g. Full stop</li> </ul>	<p>Teacher introduces these topics with chart containing words with falling tones and words with rising tone. Pupils listen to the sounds of the words with high and low tones Example: sisa- bring Siisa-----cooked rice Wali-----work Waali-----devil Hera-----winnow Hεera-----chance</p>	<p>Through discussion pupils did oral presentations.  Teacher uses correction and grade individual</p>	<p>Chart</p>



<p><b>8. The eight parts of speech.</b></p>	<p>By the end of the this lesson, pupils should be able to:</p> <ul style="list-style-type: none"> <li>-Name the eight part of speech</li> <li>-spell and define them correctly.</li> <li>-Give examples of each word class and</li> <li>-where necessary state the different types of each word class example</li> </ul> <p>Types of Nouns</p> <ul style="list-style-type: none"> <li>-Proper Nouns</li> <li>-Common Noun</li> <li>-Abstract Noun</li> <li>-Collective Noun</li> </ul> <p>VERBS: TENSES</p> <ul style="list-style-type: none"> <li>-present</li> <li>-past</li> <li>-future</li> </ul>	<p>Sentences with high and low tones in the same words Example Sisasiisabaŋ ( bring the rice)</p> <p>Teacher uses dramatization, rhymes to introduce this unit by illustrating the types of sentences</p> <ul style="list-style-type: none"> <li>-she uses chart to present the topic by giving differences between each type of sentences.</li> <li>-she asks questions to related topic to involve and arouse their interest</li> </ul>	<p>Teacher asks question and pupils do oral presentations</p> <p>Teacher gives work and classroom based activities</p>	<p>Hulimba textbook</p> <p>Hulimba textbook</p>
<p><b>9. Types of sentences based on function</b></p>	<p>By the end of this unit, pupils should be able to:</p> <ul style="list-style-type: none"> <li>-Define a sentence and state the different types of sentences example</li> <li>-Declarative sentences</li> <li>-Interrogative sentences</li> <li>-Exclamatory sentences</li> </ul> <p>Examples yaŋ do bakaraŋ ( I am a student)</p> <ul style="list-style-type: none"> <li>-kameyike ? ( where are you going)</li> </ul> <p>Simple sentences Compound sentences Complex</p>	<p>Teacher introduces this unit by using a wall chart showing the different word classes</p> <p>Teacher use questioning, asking pupils to study the chart, discusses and explain</p> <p>Teacher observes and explain further</p> <p>Examples Noun ŋakumpa (spoons) (ŋakeŋ)</p> <p>Verb (mani)</p>	<p>-Through questioning teacher asks pupils to identify form a pool of sentences : Simple, compound and complex sentence</p> <p>Oral presentation of pupils to state</p> <ul style="list-style-type: none"> <li>-a simple sentence</li> <li>- a compound sentence</li> <li>-complex sentence</li> </ul>	<p>Chart</p>

<p><b>10. Construction of sentences</b></p>	<p>By the end of this unit pupils should be able to: Construct sentences based on their functions in the Hulimba such as : Declarative sentences. -Interrogative sentences -Imperative sentences -Exclamatory sentences Example: yaṅdobakaraṅ ( I am a student) They should be able to discuss those sentences and the punctuation marks to follow</p> <p>After teaching this unit, pupils should now be able to: -Translate Hulimba to English -Translate English to Hulimba</p>	<p>Teacher explains the variation in the different dialects</p> <p>-individual reading exercise -Group reading Story</p>	<p>Assess pupils by use of oral responses to teacher’s questions</p> <p>Award marks for pupils’ performances -Divide the class into groups to compete in answering the questions</p>	<p>Hulimba Text book</p>
<p><b>11. Translations ( SENTENCES)</b></p>	<p>In completing this unit, pupils should be able to: -Write narrative and descriptive essay -Write letters correctly.</p>	<p>Vanguard showing the examples of the types of sentences used to introduce the topic</p> <p>Teacher asks pupils to observe, discuss and give their views about the chart</p>	<p>Teacher asks pupils translate some hulimba words or sentences to English Assess pupils by oral responses on questions given</p>	<p>Hulimba Text book</p>
<p><b>12. Essay writing (composition)</b></p>	<p>In completing this unit, pupils should be able to: -Write narrative and descriptive essay -Write letters correctly.</p>	<p>Teacher observes and guides pupils as they make their points</p>	<p>Pupils asked to describe an object or a friend or pet -Grouped the pupils to discuss matters on the topic -Teacher observes the dramatization of the topic</p>	<p>Hulimba Text book</p>
<p><b>13. Essay writing (Letter writing)</b></p>	<p>By the end of this unit, pupils should be able to:</p>	<p>Teacher uses dramatization, rhymes to introduce this unit by illustrating the types of sentences -she uses chart to present the topic by giving differences between each type of sentences. -she asks questions to related topic to involve and arouse their interest</p>	<p>Pupils asked to describe an object or a friend or pet -Grouped the pupils to discuss matters on the topic -Teacher observes</p>	<p>Hulimba Text book</p>

<p><b>14. Listening and Reading comprehension</b></p>	<p>-Listen to speeches radio broad cast and interpret it -Read short comprehension passages</p> <p>By the end of this unit, the pupils should be able to:</p> <p>-Narrate simple stories -Read and explain simple stories and appreciate poems in Hulimba -Name the source of literature</p>	<p>Teacher introduces the topic by asking pupils to translate simple Limba words to English and from English to Hulimba. Example Banka (House)</p>	<p>Ask questions for pupils to respond/ answer Example TRUE or FALSE question on the passage -Multiple choice questions on a passage</p>	<p>Hulimba Text book</p>
<p><b>15.LITERATURE</b></p>	<p>By the end of the lesson children should be able to:</p> <p>Explain certain aspect of their culture Example: forming, dress code, palm wine tapping -Demonstrate aspects of culture</p>	<p>Teacher discusses the basic steps in writing essays/letters -Introduces the types of letters and essays. -Explains the appropriate use of punctuation marks</p>	<p>Teacher asks oral questions, multiple choice question and class based activities.</p> <p><b>HOME WORK</b></p>	<p>Hulimba Text book</p>
<p><b>16 .CULTURE</b></p>	<p>Teacher discusses the basic steps in writing essays/letters -Introduces the types of letters and essays. -Explains the appropriate use of punctuation marks</p>	<p>Teacher asks short -Oral questions -Multiple choice question to be answered by the pupils.</p>	<p>Hulimba Text book</p>	<p>Hulimba Text book</p>
<p><b>HULIMBA SYLLABUSES</b></p>				
<p><b>1. The eight parts of speech.</b></p>	<p>By the end of the this lesson, pupils should be able to:</p> <p>-Name the eight part of speech -spell and define them correctly. -Give examples of each word class and -where necessary state the different types of each word class example Types of Nouns -Proper Nouns -Common Noun -Abstract Noun -Collective Noun</p> <p>VERBS: TENSES</p>	<p><b>JSS 3</b></p> <p>Story telling would be appropriate in introducing this topic -Also asks pupils to listen to a speech (audio) and answer questions on it -Read and discuss a comprehension passage bring out the theme</p> <p>Dramatizations rhymes were used to introduce the unit. -Group work and observation use to enhance learners understanding oral presentation and by narrating and then asking pupils to narrate a story</p>	<p>Teacher asks question and pupils do oral presentations</p> <p>Teacher gives work and classroom based activities</p>	<p>Hulimba Text book</p>

<p><b>2. punctuation marks</b></p>	<p>-present -past -future</p> <p>By the end of this unit pupils will be able to:</p> <p>-make correct use of capital/ small letters -Administer punctuation marks correctly in sentences e.g. Full stop</p>	<p>-Oral exercise -Dramatization -Group discussion about their culture</p>	<p>Through discussion pupils did oral presentations.</p> <p>Teacher uses correction and grade individual</p>	<p>Hulimba Text book</p>
<p><b>3. Essay writing (composition)</b></p>	<p>In completing this unit, pupils should be able to:</p> <p>-Write narrative and descriptive essay -Write letters correctly.</p>	<p>Teacher introduces this unit by using a wall chart showing the different word classes</p>	<p>Pupils asked to describe an object or a friend or pet -Grouped the pupils to discuss matters on the topic</p>	<p>Hulimba Text book</p>
<p><b>4. Essay writing (Letter writing)</b></p>	<p>In completing this unit, pupils should be able to:</p> <p>-Write narrative and descriptive essay -Write letters correctly</p>	<p>Teacher use questioning, asking pupils to study the chart, discuss and explain Teacher observes and explain further Examples Noun <i>ɲakumpa</i> (spoons) (<i>ɲakeɲ</i>) Verb (<i>mani</i>)</p>	<p>-Teacher observes the dramatization of the topic</p>	<p>Hulimba Text book</p>
<p><b>5. Translations ( SENTENCE PASSAGE)</b></p>	<p>After teaching this unit, pupils should now be able to:</p> <p>-Translate Hulimba to English -Translate English to Hulimba</p>	<p>Teacher explains the variation in the different dialects</p>	<p>Pupils asked to describe an object or a friend or pet -Grouped the pupils to discuss matters on the topic -Teacher observes</p>	<p>Hulimba Text book</p>
<p><b>6. Comprehension passages</b></p>	<p>After teaching this unit, pupils should now be able to read simple comprehensions and answer question on it -Listen to narratives, news on the radio speech and analyze it</p>	<p>Teacher uses dramatization, rhymes to introduce this unit by illustrating the types of sentences -she uses chart to present the topic by giving differences between each type of sentences. -she asks questions to related topic to involve and arouse their interest</p>	<p>Teacher asks pupils translate some hulimba words or sentences to English Assess pupils by oral responses on questions given</p>	<p>Hulimba Text book</p>
<p><b>7.LITERATURE</b></p>		<p>Teacher discusses the basic steps in writing essays/letters -Introduces the types of letters and essays.</p>	<p>Give passage for pupils to read and answer question</p>	<p>Hulimba Text book</p>

<p><b>8.CULTURE</b></p>	<p>By the end of this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> <li>-Narrate simple stories</li> <li>-Read and explain simple stories and appreciate poems in Hulimba</li> <li>-Name the source of literature</li> </ul> <p>By the end of the lesson children should be able to:</p> <p>Explain certain aspect of their culture Example: forming, dress code, palm wine tapping</p> <ul style="list-style-type: none"> <li>-Demonstrate aspects of culture</li> </ul>	<p>-Explains the appropriate use of punctuation marks</p> <p>Teacher discusses the basic steps in writing essays/letters</p> <ul style="list-style-type: none"> <li>-Introduces the types of letters and essays.</li> <li>-Explains the appropriate use of punctuation marks</li> </ul> <p>Teacher introduces the topic by asking pupils to translate simple Limba words to English and from English to Hulimba. Example Banka (House)</p> <p>Teacher uses story telling method to introduce the topic.</p> <ul style="list-style-type: none"> <li>-Allows pupils to discuss the story/ passage and explain it.</li> </ul> <p>Dramatizations rhymes were used to introduce the unit.</p> <ul style="list-style-type: none"> <li>-Group work and observation use to enhance learners understanding oral presentation and by narrating and then asking pupils to narrate a story</li> </ul>	<p>-Oral presentation on by asking pupils to read and explain the passage</p> <p>Teacher asks oral questions, multiple choice question and class based activities.</p> <p><b>HOME WORK</b></p> <p>Teacher asks short</p> <ul style="list-style-type: none"> <li>-Oral questions</li> <li>-Multiple choice question to be answered by the pupils.</li> </ul> <p>Oral exercise</p> <ul style="list-style-type: none"> <li>-Dramatization</li> <li>-Group discussion about their culture</li> </ul>	<p>Hulimba Text book</p> <p>Hulimba Text book</p>

