

**REPUBLIC OF KENYA**

**MINISTRY OF EDUCATION**

**PRIMARY EDUCATION  
SYLLABUS**

**Volume One**

**SUBJECTS:**

**English, Kiswahili, Mother Tongue,  
Physical Education  
&  
Creative Arts**

**KENYA INSTITUTE OF EDUCATION  
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## INTRODUCTION

This syllabus is an improvement of the existing 8-4-4 education syllabus. It is available in two volumes. Volume one contains English, Kiswahili, Mother Tongue, Physical Education and Creative Arts. Volume two contains Mathematics, Science, Social Studies, Christian Religious Education, Islamic Religious Education and Hindu Religious Education.

In each subject both the general and the specific objectives have been clarified and the content spelt out specifically to give guidance to the users.

The issue of overload in the primary curriculum has been addressed by a reduction in the number of subjects and content in the different subject areas. The reorganization of the syllabuses has been done in such a way that the mastery of the knowledge, skills and attitudes required at the end of the primary cycle is ensured.

The reduction of subjects and content is intended to ensure that the cost of education on both the Government and households is significantly reduced. In each subject area, the resources required for the implementation of the curriculum have been suggested. These resources can either be improvised or obtained from the local environment. Some teaching/learning experiences and assessment methods have also been suggested.

In order to be in line with the changing needs of society, the new primary school curriculum has incorporated vital emerging issues. These include industrial transformation of the country, environmental education, health issues like drug abuse and HIV/AIDS pandemic, gender issues, human rights, child's rights, moral values and social responsibility.

The rationalization of the primary curriculum has resulted in some new learning areas. Music, Art and Craft have been integrated into one study area called **Creative Arts**. This has incorporated aspects of Drama, Home Science, Agriculture and Science have been integrated into one study area called **Science** – which also include aspect of technology and environmental education.

Geography History and Civic (GHC) – a combined course will now be taught as **Social Studies**. This includes environmental education, civic education and aspects of Business Education.

The English syllabus has now adopted a thematic approach to teach the various language skills. The themes are derived from thing and situations that learners are likely to interact with in every day life

**NAOMY W. WANGAI**  
**DIRECTOR OF EDUCATION**

## **NATIONAL GOALS OF EDUCATION**

### **Education in Kenya should:**

#### **1. Foster nationalism, patriotism and promote national unity**

Kenya's people belong to different ethnic groups, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help the youth acquire this sense of nationhood, by removing conflicts and by promoting positive attitudes of mutual respect, which enable them to live together in harmony, and foster patriotism in order to make a positive contribution to the life of the Nation.

#### **2. Promote the social economic, technological and industrial needs for national development**

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

##### **a) Social Needs**

Education in Kenya must prepare children for the changes in attitudes and relationships, which are necessary for the smooth process of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

##### **b) Economic Needs**

Education in Kenya should produce citizens with skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy, which is in need of adequate domestic manpower.

##### **c) Technological and Industrial Needs**

Education in Kenya should provide the learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world.

We can only be part of this development if our education system deliberately focused on knowledge, skills and attitudes that will prepare the youth for these changing global trends.

#### **3. Promote individual development and self-fulfillment**

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential, interests and abilities. A vital aspect of individual development is character building.

**4. Promote sound moral and religious values**

Education should provide for the development of knowledge, skills and attitudes that will enhance acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

**5. Promote social equality and responsibility**

Education should promote social equality and foster a sense of social responsibility within an education system, which provides equal education opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service, irrespective of gender, ability or geographical environment.

**6. Promote respect for and development of Kenya's rich and varied cultures**

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. The children should be able to blend the best of traditional values with the changed requirements that must follow rapid development in order to build a stable and modern society.

**7. Promote International consciousness and foster positive attitude towards other nations**

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should, therefore, lead the youth of the country to accept membership in this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

**8. Promote positive attitude towards good health and environmental protection**

Education should inculcate in the youth the value for good health in order to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth to appreciate the need for a healthy environment.

## OBJECTIVES OF PRIMARY EDUCATION IN KENYA

Primary Education should provide the learner with opportunities to:

1. Acquire literacy, numeracy, creativity and communication skills
2. Enjoy learning and develop desire to continue learning
3. Develop ability for critical thinking and logical judgement
4. Appreciate and respect the dignity of work
5. Develop desirable social standards, moral and religious values
6. Develop into a self-disciplined, physically fit and healthy person
7. Develop aesthetic values and appreciate own and other people's cultures
8. Develop awareness and appreciation of the environment
9. Develop awareness of and appreciation for other nations and international community
10. Instill respect and love for own county and the need for harmonious co-existence
11. Develop individual talents
12. Promote social responsibility and make proper use of leisure time
13. Develop awareness and appreciate of the role of technology in national development

## SUBJECT TIME ALLOCATION

	Classes 1 – 3	Classes 4 – 8
1. English	5	7
2. Kiswahili	5	5
3. Mathematics	5	7
4. Science	2	5
5. Social Studies	2	5
6. Religious Education	2	3
7. Mother Tongue	5	–
8. Creative Arts	3	3
9. Physical Education	5	4
10. Pastoral Programmes	<u>1</u>	<u>1</u>
<b>TOTAL</b>	<b><u>35</u></b>	<b><u>40</u></b>

### Note:

**Lower Primary Classes will have 35 lessons of 30 minutes each.**  
**Upper Primary Classes will have 40 lessons of 35 minutes each.**

## THE KENYA NATIONAL ANTHEM

1. O God of all creation  
Bless this our land and nation  
Justice be our shield and defender  
May we dwell in unity  
Peace and liberty  
Plenty be found with our borders
2. Let one and all arise  
With hearts both strong and true  
Service be our earnest endeavour  
And our homeland of Kenya  
Heritage of splendor  
Firm may we stand to defend
3. Let all with one accord  
In common bond united  
Build this our nation together  
And the glory of Kenya  
The fruit of our labour  
Fill every heart with thanksgiving

## WIMBO WA TAIFA LA KENYA

1. Ee Mungu nguvu yetu  
Ilete Baraka kwetu  
Haki iwe ngao na mlinzi  
Natukae na undugu  
Amani na uhuru  
Raha tupate na ustawi
2. Amkeni ndugu zetu  
Tufanye sote bidii  
Nasi tujitoe kwa nguvu  
Nchi yetu ya Kenya  
Tunayoipenda  
Tuwe tayari kuilinda
3. Natujenge taifa letu  
Ee, Ndio wajibu wetu  
Kenya istahili heshima  
Tuungane mikono  
Pamoja kazini  
Kila siku tuwe na shukrani

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# ENGLISH

## **INTRODUCTION**

English is learnt throughout the Primary school. In Standard one to three, it is taught as a subject, while Mother Tongue is used as the medium of instruction. In standard four to eight it is taught as a subject and used as the medium of instruction in other subjects.

At the end of the Primary English course, all pupils are expected to have acquired a sufficient command of English, in spoken and written forms to enable them to communicate fluently, follow subject courses and textbooks, and read for pleasure and information. This syllabus deals with all the language skills relevant to the attainment of these objectives. It aims at meeting the needs of those pupils who secure admission to secondary level institutions, as well as those who will enter the world of work and get no opportunity for further education.

### **Language Patterns**

The syllabus gives relevant sentence structures with corresponding examples. Teachers are expected to exploit these examples to elicit many more suitable sentences structure to teach the language patterns. Appropriate learning activities are also suggested.

### **Vocabulary**

All new words are derived from themes. The lists of words given are not exhaustive. Teachers will find it useful to keep consulting the dictionary for correct pronunciation, stress and intonation.

### **Learning Experiences**

Learning experiences are suggested for each language skills i.e. listening, speaking, reading and writing. They are given separately so as to allow the teacher and pupils the opportunity to interact meaningfully with the language in a variety of ways.

### **Classroom Talk**

The pupils' ability to speak fluently depends on how exposed they are to the language. Constructive classroom talk, therefore, should be encouraged. Learners should be given ample opportunities to talk about themselves, express their ideas and opinions, tell stories, discuss events and describe experiences.

### **Reflective Teaching**

Language is dynamic and so is the teaching methodology. Through reading teaching keep abreast of new practices and trends, and discard poor ones. The improve on the good points and become effective in their teaching. This in essence is reflective teaching.

### **Collaborative Learning**

Collaborative learning provide the pupils with opportunities for classroom talk. The pupils work in pairs and in groups to share learning experiences.

### **Suggested Assessment Methods**

The teacher should be an agent of change as far as assessment, monitoring and evaluation are concerned. It is recognition of this, that the syllabus presents a variety of assessment methods, aimed at providing a wide range of approaches to continuous assessment tests.

### **Handwriting**

This is an important area in the development of language. How well children write depends wholly on the kind of training they have received. In this syllabus., handwriting lessons are integrated with the rest of the language lessons, so that the learners can practice to write legibly and neatly.

### **Transition**

A considerable number of activities aimed at providing ground for transition from pre-school to Standard One are included in the syllabus. The assumption that all learners in Class one have attended Pre-school should not be made and Pre-reading and Pre-writing activities should be well done, so as to bring all the learners to the same level.

## **GENERAL OBJECTIVES**

### **Lower Primary**

By the end of the first three years, the learner should have acquired a sufficient command of vocabulary and language patterns, to be able to use English as a medium of instruction in upper primary.

Specifically, the learner should acquire:-

- a) Listening skills to be able to listen, understand and respond to information and instructions appropriately;
- b) Speaking skills to be able to use correct pronunciation, stress and intonation to express needs, feelings, convey information and relate experiences;
- c) Reading skills to be able to read and understand instructions, to read for information and for pleasure, and to develop vocabulary and sentence structure;
- d) Writing skills to be able to express own feelings and ideas meaningfully and legibly in correct English structures.

### **Upper Primary**

By the end of the primary course, the learner should be able to communicate fluently, independently and accurately in everyday life.

Specifically, the learner should have acquired:-

- a) Listening skills to be able to listen, understand and respond appropriately to information and instructions;
- b) Speaking skills to be able to use correct pronunciation, stress and intonation so that their speech is understood, to express needs and feelings, convey information and relative experiences;
- c) Reading skills to be able to read and understand instructions, to access information and to read widely for pleasure;
- d) Writing skills to be able to express own ideas meaningfully and legibly in English, to convey information and to communicate effectively.

## STANDARD ONE

### 1.0 THEME AND OBJECTIVE

#### 1.1 GREETINGS AND REQUESTS

To enable the learner acquire basic vocabulary and sentence patterns and use them correctly in greetings and requests.

#### 1.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) recite and recognize the letters of the alphabet
- b) listen and respond appropriately to greetings
- c) use vocabulary and sentence structures to greet and make requests
- d) recite simple rhymes and poems on greetings and requests
- e) draw patterns and write the letters of the alphabet
- f) write legibly and neatly.

#### 1.3 LANGUAGE CONTENT

##### 1.3.1 LANGUAGE PATTERNS

- Greeting and responses  
e.g. Good Morning,  
Hello /Hallo.
- Use of Mr. Miss and Mrs e.g  
Good morning children.  
Good morning Mrs. Etale.  
Good afternoon Mr. Otieno.
- How are you? e.g. How are you children?  
We are very well, thank you. We are fine.
- Please may I ....e.g. Please may I go out. Yes, you may.

### 1.3.2 VOCABULARY

Good morning. Good afternoon, Good evening, please, may, sorry, Excuse me, Mr, Mrs, Miss, yes, good, goodbye, thank you

### 2.0 THEME AND OBJECTIVE

#### 2.1 HOME

To enable the learner name the objects found in the home and use plural forms correctly.

#### 2.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to names of things in the home
- b) talk about things in the home
- c) use vocabulary and sentence structures correctly
- d) use the given structures to ask and answer questions
- e) recite rhymes and play language games relating to the home
- f) draw and name objects in the home
- g) write names of objects found in the home
- h) draw patterns and write the letters of the alphabet
- i) write legibly and neatly.

#### 2.3 LANGUAGE CONTENT

##### 2.3.1 LANGUAGE PATTERNS

- Naming things. What is this/that?  
This/That is ....This is a chair.  
  
That is a chair.
- What are these/those?  
These/those are ..... These are chairs. Those are tables.

- Simple singular and plural forms (regular forms, e.g. cup-cups, clock – clocks, pan – pans, roof – roofs)
- Use of indirect object with imperative e.g. Give it to Mwangi
- Use of indirect object with present continuous e.g. I am showing it to him.

### 2.3.2 VOCABULARY

house, room, chair, table, roof, plate, cup, stool, bed, spoon, clock, glass, sufuria, pan, knife, window, bottle, jug, fence, flower

## 3.0 THEME AND OBJECTIVE

### 3.1 CLASSROOM

To enable the learner acquire vocabulary and sentence structures relating to the classroom and respond to simple classroom instructions

### 3.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- listen and respond to instruction
- use given vocabulary correctly
- give and respond to classroom instructions appropriately
- use the sentence structures appropriately
- name objects in the classroom
- read the names of objects in the classroom
- draw /paint objects in the classroom and in the school
- write neatly and legibly

### 3.3 LANGUAGE CONTENT

#### 3.3.1 LANGUAGE PATTERNS

- What is this? This /That is .....a This is a duster.
- Show me a/the.....This is a .....

- May I ..... May I come in please?
- Simple classroom instructions e.g.
  - Come here.
  - Shut the door.
  - Open the window.
  - Sit down
- Who questions e.g
- Who will open the door?

### 3.3.2 VOCABULARY

teacher, pupil, boy, girl, class, desk, blackboard, table, chair, wall, door, window, class, time-table, ruler, book, duster, roof, floor, register, absent, roof, floor, register, absent, present, come, go, write, jump, read, sit, stand

## 4.0 THEME AND OBJECTIVE

### 4.1 NUMBERS

To enable the learner count up to 99 in English and be able to express things in numbers correctly.

### 4.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- listen and respond to numbers
- state numbers correctly
- count in English up to 99 using appropriate vocabulary
- use sentence structures correctly
- recite rhymes /poems relating to numbers
- play language games on numbers
- match numbers and objects
- write numbers correctly
- write legibly and neatly.

### 4.3 LANGUAGE CONTENT

#### 4.3.1 LANGUAGE PATTERNS

- Questions with How many?  
e.g. How many cups are there?  
There is /are:-  
1 cup  
2 cups  
10 cups
- Express things in numbers e.g.  
one, two, three up to ninety  
nine.
- Count numbers .....
- Show me three girls /pencils etc

#### 4.3.2 VOCABULARY

count, numbers, counting.  
One, two, three ..... up to 99.

### 5.0 THEM AND OBJECTIVE

#### 5.1 FAMILY

To enable the learner acquire  
vocabulary and sentence structures  
relating to family and name the  
people in the family

#### 5.2 SPECIFIC OBJECTIVES

- By the end of the unit, the learner  
should be able to:
- a) use the given vocabulary  
correctly in sentences
  - b) use the sentence structures  
appropriately
  - c) sing/recite rhymes about people  
in the family
  - d) draw their family members and  
write their names
  - e) write the letters of the alphabet
  - f) write patterns clearly and  
correctly
  - g) write legibly and neatly

### 5.3 LANGUAGE CONTENT

#### 5.3.1 LANGUAGE PATTERNS

- What is your /her/his name?  
My name is .....
- My father's name is .....
- How many .....do you have?

I have two brothers /sisters.

- This is my .....  
Her name is .....  
Her name is Tatu.
- Personal pronouns e.g. I, you, we,  
he, they, it.  
- I am a teacher
- Use of who in questions in the  
singular form e.g. Who am  
I/he/she?  
- `
- Use of who in questions in the  
plural form e.g. Who are they/we?

Who are the boys in the picture?  
The boys in the picture are Wafula  
and Kiptoo.

#### 5.3.2 VOCABULARY

mother, father, sister, brother, son,  
daughter, husband, wife,  
grandfather, uncle, aunt, cousin,  
nephew, niece, grandmother,  
grandchild, grandchildren, parent

### 6.0 THEME AND OBJECTIVES

#### 6.1 OUT BODY

- To enable the learner to:
- i) develop vocabulary relating to  
parts of the body.
  - ii) appreciate the need to keep  
our bodies clean.

#### 6.2 SPECIFIC OBJECTIVES

- By the end of the unit, the learner  
should be able to:
- a) use correct vocabulary to name  
parts of the body
  - b) use sentence structures  
appropriately
  - c) recite rhymes /poems on part of  
the body
  - d) state ways of keeping the body  
clean
  - e) write simple sentences to  
describe position/direction.



- f) Read sentences about parts of the boy
- g) Write names of the parts of the body and match them to picture
- h) Form plural words from singular words
- i) Write legibly and neatly

### 6.3 LANGUAGE CONTENT

#### 6.3.1 LANGUAGE PATTERNS

- Naming parts of the body e.g. ear, eye, mouth, ear
- Touch your .....e.g. Touch your head.
- Show me your .....e.g. Show me your hand
- Asking questions using What e.g. What are you doing?
  - I am touching my toes
- Use of these are to indicate plural e.g. These are my eyes. Touch your ears. These are my ears.
- Use of whose in questions e.g. – Whose books are these?

#### 6.3.2 VOCABULARY

eye, ear, mouth, hand, head, face, nose, neck, foot, leg, stomach, toe, chest, finger, thumb, arm, hand, body

### 7.0 THEME AND OBJECTIVE

#### 7.1 DAYS OF THE WEEK AND THE WEATHER

To enable the learner acquire vocabulary an sentences structures relating to the days of the week and the weather and use them appropriately.

#### 7.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use the given vocabulary correctly
- b) use the sentence structures correctly

- c) recite rhymes/poems, and sing songs
- d) state the days of the week
- e) read sentences /texts correctly
- f) draw pictures relating to the weather
- g) write the new words learnt
- h) write legibly and neatly

### 7.3 LANGUAGE CONTENT

#### 7.3.1 LANGUAGE PATTERNS

- What is the weather?  
It is .....
- It is cloudy
- It is sunny
- What day of the week is it?  
It is Friday
- Adverbs of time e.g. yesterday
  - It rained yesterday.
  - It was cloudy in the morning

#### 7.3.2 VOCABULARY

weather, wind, sun, clouds, rain, mud, cold, hot, warm, windy, sunny, cloudy, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, week, yesterday, last night, tomorrow, dusty, rainy

### 8.0 THEME AND OBJECTIVES

#### 8.1 SCHOOL

To enable the learner to:

- i. develop further vocabulary relating to classroom and school and use them appropriately
- ii. appreciate the need to keep the environment clean

## 8.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use the given vocabulary correctly
- b) name and recognize the colours learnt
- c) talk about the school environment
- d) use sentence structures correctly
- e) read about the school.
- f) identify and name different shapes
- g) write simple sentences to describe things in the school
- h) write legibly and neatly

## 8.3 LANGUAGE CONTENT

### 8.3.1 LANGUAGE PATTERNS

- Use of where's e.g. with inside, in, on, under, outside, between, beside, next, to, above, into
- Colours: red, green, blue, orange, white, yellow, black, brown
- Present continuous tense e.g.
  - I am walking
  - She is singing
  - You are cleaning
  - He is playing
- Where questions demanding replies e.g. Where are you going? I am going to school
- Use of present continuous affirmative with adverbials and phrases with prepositions e.g.
  - She is waling to Oketch's desk
  - She is playing in the yard

### 8.3.2 VOCABULARY

school, head teacher, office, store, toilet, library, uniform, pupils, flower beds, bell, rubbish pit,

broom, games, duty teacher, class teacher, square, circle, triangle, oval, rectangle, cut, sweep, wash

## 9.0 THEME AND OBJECTIVE

### 9.1 TIME

To enable the learner acquire vocabulary and sentence structures relating to time and use them appropriately.

### 9.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to the time they do things at home and in school
- b) talk about the time they do some activities at home and in school
- c) use the given vocabulary in sentences
- d) use time phrases correctly in given sentence structures
- e) read time correctly
- f) sing songs/recite rhymes/poems relating to time
- g) draw clock faces showing the hour and half past the hour
- h) write nearly and legibly

### 9.3 LANGUAGE CONTENT

#### 9.3.1 LANGUAGE PATTERS

- Telling time up to half and hour e.g. It is half past eight. It is eight thirty.
- When questions e.g. When did he leave the house?
- What time is it?
  - It is twelve o'clock
  - It is twelve o'clock

Yes, it is .....

- What time do you ...? e.g. What time do you eat your breakfast? At .....At 7 o'clock
- Adverbs of time e.g. yesterday, last night, tomorrow, today, tonight

### 9.3.2 VOCABULARY

morning, afternoon, evening, night, clock face, time yesterday, tomorrow, sunset, sunrise, late, early, tonight, today, now, clock

## 10.0 THEME AND OBJECTIVE

### 10.1 MONTHS OF THE YEAR

To enable the learner to:

- acquire vocabulary relating to the months of the year and use the simple future time correctly
- appreciate the seasons in a year

### 10.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- state the names of the month of the year
- use the sentence structures correctly
- use ordinals correctly
- use the simple past tense correctly
- recite rhymes/poems related to the months of the year
- write the months of the year
- write legibly and neatly

## 10.3 LANGUAGE CONTENT

### 10.3.1 LANGUAGE PATTERNS

- How many .....are there:  
How many months of the year are there?
- Which is the fifth month of the Year?  
  
May is the fifth month of the year
- Simple past e.g. She walked Home
- Simple future times
- -I will go to Std. II next year

### 10.3.2 VOCABULARY

- All the months of the year
- The ordinals from first to the twentieth
- Common verbs, with – ed, d, such as walk, jump, dance, cook, bake, climb, comb, wash
- Verbs ending in – ing e.g. plant, weed, harvest

## 11.0 THEME AND OBJECTIVE

### 11.1 CLOTHES

To enable the learner to acquire vocabulary relating to clothes and use it appropriately

### 11.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- use vocabulary in correctly in sentences
- use the sentence structures appropriately
- play games relating to clothes and colours
- identify different types of clothes

- e) write simple sentences about clothes
- f) match words/sentences and pictures

### 11.3 LANGUAGE CONTENT

#### 11.3.1 LANGUAGE PATTERNS

- What is this/that?  
This /that is a .....
- What is he/she wearing?  
- She /He is wearing a .....
- He is wearing a .....
- I am wearing a.....
- What colour is your .....  
What colour is it?  
It is .....

#### 11.3.2 VOCABULARY

dress, shirt, pair of shorts, sweater, blouse, vest, shoes, belt, socks, neck tie, wear, button, nappy, scarf, handkerchief, buibui, lesa, earrings, button

### 12.0 THEME AND OBJECTIVE

#### 12.1 FARM ANIMALS AND TOOLS IN THE HOME

To enable the learner to develop further vocabulary relating to farm animals and tools found in the home

#### 12.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) name the tools and animals in the home
- b) describe the animals, and tools at home and their use
- c) use the sentence structures correctly
- d) form noun plurals from the singular nouns given

- e) write simple sentences
- f) match words/sentences with pictures
- g) draw some tools/animals found in the home
- h) write legibly and neatly

### 12.3 LANGUAGE CONTENT

#### 12.3.1 LANGUAGE PATTERNS

- Use of and to join sentences  
This is a hoe and this is a panga
- Simple singular and plural forms e.g. cow – cows, animals – animals, hen-hens
- Adverbs with (-y) e.g.  
- The dog is eating quickly  
- The cow is walking slowly
- Plan past with be with suitable adverbials e.g.  
- Where is the cat? It is under the table  
- Where was the bucket?  
It was in the kitchen  
- Were the keys on the floor?  
No, they weren't on the floor. They were on the table

#### 12.3.2 VOCABULARY

tools, hoe, spade, shed, chicken, house, animals, cow, sheep, goat, hen, cock, pig, duck, cat, dog, bird, egg, meat, milk, quickly, slowly, loudly

### 13.0 THEME AND OBJECTIVE

#### 13.1 TRAVEL

To enable the learner acquire vocabulary and sentence structures relating to travel and use them appropriately.

### 13.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use the given vocabulary correctly
- b) use the sentence structures correctly
- c) sing songs/recite rhymes and poems relating to travel
- d) read words/sentences/texts, relating to travel
- e) model /draw /paint things relating to travel
- f) write words /sentences correctly
- g) write legibly and neatly

### 13.3 LANGUAGE CONTENT

#### 13.3.1 LANGUAGE PATTERNS

- What is this/that?  
This /That is a .....
- Simple adjectives e.g.  
small, big, slow, fast, quick
- Is this a .....?  
Is that a .....?  
No, it isn't
- Where is .....?  
It is .....  
Is he sitting down?  
No he isn't
- Asking questions using what?  
e.g. What are you doing? I am crossing the road
  - What is he doing?
  - He is driving a lorry

#### 13.3.2 VOCABULARY

bus, road, car, train, bicycle, path, driver, aeroplane, ticket, lorry, crossing, ride, drive, donkey, left, right, look, fast, slow, big, small

### 14.0 THEME AND OBJECTIVES

#### 14.1 SHOPPING

To enable the learner to:  
acquire vocabulary relating to shopping and money and use it appropriately  
acquire right moral values relating to shopping

#### 14.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use the sentence structures correctly
- b) role play buying /selling in the class shop
- c) identify different denominations of money
- d) read words/sentences /texts relating to shopping
- e) attempt written exercises relating to shopping
- f) form nouns plurals with ....es
- g) state good moral values relating to shopping
- h) write neatly and legibly

#### 14.3 LANGUAGE CONTENT

##### 14.3.1 LANGUAGE PATTERNS

- Some and any with uncountable nouns e.g.
  - There is some flour in the shop.
  - Did you buy any milk?
- There is or isn't + noun + phrase + adverbial e.g.
  - There is some rice in the shop
  - There isn't any money in my pocket
- Please give me .....  
Here you are . Thank you
- Who questions demanding replies e.g.

- Who is going to the shop?
- Who's selling the oranges?
- Mariamu is selling the oranges

### 14.3.2 VOCABULARY

buy, shop, bread, sugar, rise, milk, flour, shopkeeper, counter, money, ten shillings, 100 shilling note, sell, market, orange, mango, tomato, potato, carrot, cabbage, honest, respect

## 15.0 THEME AND OBJECTIVES

### 15.1 WILD ANIMALS

To enable the learner to:

- acquire vocabulary relating to wild animals and use them appropriately
- realize that wild animals are useful to us

### 15.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- name wild animals correctly
- talk about common wild animals
- use the sentence structures appropriately
- identify the sounds made by different animals
- recite poems /rhymes on wild animals
- match names to pictures of animals
- form plural words from singular words
- write legible and neatly

## 15.3 LANGUAGE CONTENT

### 15.3.1 LANGUAGE PATTERN

- Yes and No questions e.g.  
Is this a .....?  
Is this a lion?  
Yes it is  
No, it isn't

- Show me a .....  
Show me a lion
- What is this/that? .....  
This/that is .....
- How many .....are there?  
There is /are .....
- Simple instructions e.g.  
Make the sound of a .....  
Walk like a .....

### 15.3.2 VOCABULARY

snake, elephant, monkey, lion, tortoise, giraffe, zebra, hare, antelope, rhino, leopard, buffalo

## 16.0 THEME AND OBJECTIVE

### 16.1 OCCUPATIONS

To enable learners to acquire vocabulary relating to the jobs people do.

### 16.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- name different types of occupations people engage in
- talk about different occupations that people engage in
- use related sentences structures appropriately
- write simple sentences to describe the jobs people do
- use possessive pronouns correctly
- write legibly and neatly

## 16.3 LANGUAGE CONTENT

### 16.3.1 LANGUAGE PATTERNS

- Use of who is definitions e.g.
  - The person who works in a shop is called a shopkeeper
  - One who makes clothes is called a tailor
- Possessive pronouns e.g. my, your, our, their, mine, our

### 16.3.2 VOCABULARY

shopkeeper, tailor, teacher, people, farmer, fishermen, drive, carpenter, work, mine, theirs, ours, their, your.

## 17.0 THEME AND OBJECTIVES

### 17.1 THE WORLD AROUND US

To enable the learner:

- i. acquire vocabulary relating to their environment
- ii. realize the need to take care of our surroundings

### 17.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) name things in the environment
- b) use sentences structures appropriately
- c) form plural words from singular words
- d) recite short poems/rhymes
- e) read short passages/texts

- f) state why it is important to take care of the environment
- g) draw and name some of the things found in the environment
- h) write legibly and neatly

## 17.3 LANGUAGE CONTENT

### 17.3.1 LANGUAGE PATTERNS

- What is this/that?  
This /That is a .....
- What are these/those?  
- These/those are .....
- Singular and plural forms  
Star – stars  
River – rivers
- Use of present continuous affirmative transitive with introductions of me/her/him/it/you e.g He is sweeping it. She is washing it.

### 17.3.2 VOCABULARY

grass, tree, sun, leaf, branch, moon, star, river, lake, stick, stone, hill, valley, soil, sand, dust, water

## STANDARD TWO

### 1.0 THEME AND OBJECTIVES

#### 1.1 GREETINGS AND POLITE LANGUAGE

To enable the learner to:

- i. develop further vocabulary and sentence structures for establishing and maintaining social relationships
- ii. state the importance of maintaining respect and consideration for others

#### 1.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to greetings
- b) greet each other using appropriate vocabulary and sentence structures
- c) carry out conversational drills
- d) read simple sentences/passages relating to greetings and polite language and answer questions
- e) sing songs /recite poems on greetings
- f) write legibly and neatly

### 1.3 LANGUAGE CONTENT

#### 1.3.1 LANGUAGE PATTERNS

- Good morning  
Good afternoon  
Good evening  
Good night
- How are you?  
I am fine. Thank you.
- What is your name? .....  
What's his/her name?  
Mr/Mrs. Miss.....
- Where do you go to school?  
I go to.....
- How old questions:-  
How old are you? I am eight years old

### 1.3.2 VOCABULARY

greet, friend, village, town, wave, bye, polite, respect, request, thank you, allow, I beg your pardon, pardon me, excuse me, kindly, politely, greetings

### 2.0 THEME AND OBJECTIVES

#### 2.1 ENVIRONMENT

To enable the learner to:

- i. describe things of different colours correct in the environment using correct sentence structures
- ii. appreciate the environment and the need to conserve it

#### 2.2. SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use colour names correctly
- b) name the things in the environment
- c) use sentence structures to describe colours in the environment
- d) recite poems/rhymes on colours
- e) paint/colour drawings
- f) read short/passages on colour
- g) write answers to comprehension questions
- h) state the importance of conserving the environment



## 2.3 LANGUAGE CONTENT

### 2.3.1 LANGUAGE PATTERNS

- Use of That/This e.g. That bottle is blue.
- Use of same and different e.g. This colour is the same as that one. Red is different from blue.
- Use of good at + action word e.g. Onyango is good at painting

### 2.3.2 VOCABULARY

purple, grey, orange, pink, brown, soil, sand, flowers, colourful, branch twigs

## 3.0 THEME AND OBJECTIVES

### 3.1 SCHOOL

To enable the learner acquire vocabulary and sentences structure relating to school and use them appropriately

### 3.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond appropriately
- b) use the given vocabulary correctly
- c) use the sentence structures correctly
- d) read and write simple sentences
- e) form plural words from singular words
- f) use the given action words for school activities
- g) describe school activities appropriately
- h) write short sentences to describe the school
- i) write legibly and neatly

## 3.3 LANGUAGE CONTENT

### 3.3.1 LANGUAGE PATTERNS

- Show me a .....
- This is /These are
  - This is a ruler
  - This is a bird
  - These are desks
- Use of anything, something, nothing, anybody, nobody
  - Is there anybody in the house? No, there's nobody in the house
  - Is there anything in the room? No, there is nothing in the room.
  - Is there something in the box?
  - Yes, there is something in the box
- How questions
  - How old are you?
  - I am eight years old

### 3.3.2 VOCABULARY

sharpener, rubber, ruler, store, a piece of chalk, compound, lesson, noise, play ground, story, poem, lonely, happily, neatly, quickly, field, parade, assembly, clean, sweep, open, shut, drink

## 4.0 THEME AND OBJECTIVES

### 4.1 NUMBERS

To enable the learner count up to 999 and use appropriate sentence structures to express quantity

### 4.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) count up to 999 using appropriate vocabulary
- b) use correct sentence structures to express quantity
- c) recite poems/rhymes and sing song on numbers

- d) play language games relating to numbers
- e) read short sentences /paragraphs on numbers
- f) read and answer oral/written questions
- g) write numbers 1 to 999.

### 4.3 LANGUAGE CONTENT

#### 4.3.1 LANGUAGE PATTERNS

- Use of how many is sentences e.g. How many mangoes are there in the basket? – There are ten mangoes
- Use of more than e.g. – There are more cups in the cupboard than in this one.
- Use of less than e.g. – There are less mangoes than oranges
- Show me ..... e.g.
  - Show me six sticks
  - Show me twenty rabbits

#### 4.3.2 VOCABULARY

All numbers up to 999 in figures and words

### 5.0 THEME AND OBJECTIVES

#### 5.1 TIME

To enable the learner acquire vocabulary and sentence structures relating to time and use them appropriately

#### 5.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use vocabulary accurately
- b) use the sentence structure correctly
- c) use time phrases correctly to tell the time
- d) recite rhymes, poems and sing songs
- e) read short sentences/passages and answer questions
- f) write simple sentences

- g) write legibly and neatly

### 5.3 LANGUAGE CONTENT

#### 5.3.1 LANGUAGE PATTERNS

- Time phrases with quarter to/past e.g. – It is quarter to twelve
- Adverbs to time e.g. afternoon , tomorrow, last night, today, yesterday e.g. – He washed his hair yesterday
- Use of for with time phrases e.g.- They lived in the house for ten years
- Use of contrast of present perfect and plain past e.g. Have you seen Apiyo today? – No, I haven't I saw her yesterday

#### 5.3.2 VOCABULARY

morning, afternoon, evening, night, day, bedtime, wake up, watch, breakfast, lunch, supper, sunrise, month, sunset, dawn early, year, late, all the months of the year, calendar, time quarter to/past, week , meal

### 6.0 THEME AND OBJECTIVE

#### 6.1 POSITION AND DIRECTION

To enable the learner acquire further vocabulary and sentence structure relating to position and direction, and use them appropriately

#### 6.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) describe position using suitable vocabulary
- b) use sentence structures to describe position of various objects
- c) mime and act out positions

- d) play language game relating to position and direction
- e) read short passages/stories/texts describing position and direction
- f) write answers to comprehension questions
- g) write legibly and neatly
- h) write simple sentences to describe position /direction

### 6.3 LANGUAGE CONTENT

#### 6.3.1 LANGUAGE PATTERNS

- Use of where's? e.g.
- Where's the rope? – it is under the table
- Where questions with plain present e.g. – Where does the carpenter keep his saw?
  - The carpenter keeps his saw in the tool box.
- Use of past continuous with question on position e.g.
  - .....where was Musa sitting?
  - Musa was sitting under the tree

#### 6.3.2 VOCABULARY

over, down, past, near, across, behind, beyond, below, outside, inside, after, along, around, at, before, beside, position, direction

### 7.0 THEME AND OBJECTIVE

#### 7.2 HOME AND ACTIVITIES IN THE HOME

To enable the learner to acquire vocabulary and sentence structure that describe common objects at home, and talk about activities in the home appropriately

#### 7.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) talk about home and activities in the home
- b) name common things around the home
- c) use correct sentence structures to describe the objects and activities at home
- d) recite rhymes/poems
- e) read simple texts relating to home and home activities
- f) draw some of the objects and label them
- g) read and write simple sentences using appropriate sentence structures
- h) write legibly and neatly

### 7.3 LANGUAGE CONTENT

#### 7.3.1 LANGUAGE PATTERNS

- Questions with what and for expressing purpose e.g.
  - What's this? – It is a comb.
  - What is it for? It is for combing hair
- Who questions e.g.
  - Who is washing the plates?
  - Who is lighting the fire?
- Use of objectives to describe objects
  - This pan is dirty
  - That door is big

#### 7.3.3 VOCABULARY

spoon, salt, door step, pot, tin, toy, comb, bucket, fire, door, plate, dirty, clean, big, new, heavy, hot, cold, firewood, clothes-line, wet, dry

## **8.0 THEME AND OBJECTIVES**

### **8.1 SHOPPING**

To enable the learner to:

- i. develop further vocabulary relating to shopping and use them appropriately
- ii. state the importance of honesty in business transactions

### **8.2 SPECIFIC OBJECTIVES**

By the end of the unit, the learner should be able to:

- a) name things that are bought in a shop/market correctly
- b) use the given sentence structures correctly
- c) read short passages and answer oral questions
- d) write simple sentences
- e) form plural words from singular words
- f) write legibly and neatly
- g) role play buying and selling

### **8.3 LANGUAGE CONTENT**

#### **8.3.1 LANGUAGE PATTERNS**

- Use or e.g. I can buy an orange or a mango.
- Use of want to e.g. I want to buy vegetables
- Plurals of singular irregular forms, e.g. – sheep, knife, man, woman, ox
- Use of good at – Wakio is good at selling vegetables

#### **8.3.2 VOCABULARY**

carrot, beans, maize, vegetable, tomato, potato, banana, pineapple, sheep, knife, man, woman, ox, fruit, shopping, buy, sell, sugar, flour, salt, rice

## **9.0 THEME AND OBJECTIVE**

### **9.1 PARTS OF THE BODY**

To enable the learner to acquire further vocabulary and sentence structures relating to the parts of appropriately.

### **9.2 SPECIFIC OBJECTIVES**

By the end of the unit, the learner should be able to:

- a) name and point at various body parts
- b) use the given vocabulary correctly
- c) use the sentence structures appropriately
- d) recite poem/rhymes and sing related songs
- e) read a short passage on parts of the body
- f) write simple sentences to describe parts of the body
- g) draw and name parts of the body

### **9.3 LANGUAGE CONTENT**

#### **9.3.1 LANGUAGE PATTERNS**

- Use of This is /These are ...  
This is my toe. These are my toes  
These are my nails
- Show me .....  
Show me your teeth
- Touch your .....  
- Touch your shoulders  
- Touch your neck
- How many ..... e.g. How many toes do you have?

#### **9.3.2 VOCABULARY**

Thumb, nail, thumb nail, toe nail, tongue, chin, arm, tooth, shoulder, stomach, chest, ankle, heel, elbow, lip, hand

## **10.0 THEME AND OBJECTIVE**

### **10.1 HEALTH AND HYGIENE**

To enable the learner acquire vocabulary and sentence structures relating to health and hygiene and use them appropriately

### **10.2 SPECIFIC OBJECTIVES**

By the end of the unit, the learner should be able to

- a) use correct vocabulary to describe health
- b) use the sentence structures correctly
- c) recite poem,/rhymes and sing songs about health and hygiene
- d) read and write words and sentences relating to hygiene
- e) write legibly and neatly
- f) role play a scene on health and hygiene

### **10.3 LANGUAGE CONTENT**

#### **10.3.1 LANGUAGE PATTERNS**

- Why questions and answers with because
  - Why did she wash her hands?
  - She washed them because they were dirty
- Future time with going to e.g.
  - What are you going to do in the after noon?
  - I am going to wash my shirt

#### **10.3.2 VOCABULARY**

soap, water, towel, basin, bath, toothbrush, bathe, clean, dirty, cut, short, trim, toothpaste, brush

## **11.0 THEME AND OBJECTIVE**

### **11.1 TRAVEL**

To enable the learner build up vocabulary and sentence structure relating to travel and use them appropriately.

## **11.2 SPECIFIC OBJECTIVES**

By the end of the unit, the learner should be able to:

- a) talk about travel
- b) use correct vocabulary to describe travel
- c) use the sentence structures appropriately
- d) recite rhymes/poems and sing songs relating to travel
- e) draw/paint pictures relating to travel
- f) read short passages /texts /paragraphs relating to travel
- g) answer simple comprehension questions
- h) write simple sentences relating to travel
- i) write legibly and neatly

## **11.3 LANGUAGE CONTENT**

### **11.3.1 LANGUAGE PATTERNS**

- Show me a/an .....
- Show me an aeroplane
- Show me a camel
- Use of adverbs with (-ly)
- e.g. – A train moves slowly.
- Use of can to indicate ability e.g.
  - Can you ride an ox cart?
  - Can you drive a lorry?
  - Yes, I can.
  - No, I can't

### **11.3.2 VOCABULARY**

aeroplane, wheelbarrow, railway station, bus station, boat, cart, ox, ox-cart, pick-up, lorry, truck, fast, slowly, fare, foot, path, quickly, zebra crossing, road signs, traffic lights traffic, police officer

## **12.0 THEME AND OBJECTIVE**

### **12.1 CLOTHES**

To enable the learner acquire vocabulary and sentences structure relating to clothes and use them appropriately.

## 12.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state the names of clothes people wear
- b) use the sentence structures appropriately
- c) read and write words and sentences
- d) compile reading scrap books
- e) write neatly and legibly

## 12.3 LANGUAGE CONTENT

### 12.3.1 LANGUAGE PATTERNS

- What is he/she wearing today?
  - She /He is wearing a .....
  - She is wearing a skirt.
- Use of adjectives to describe the clothes worn e.g.
  - He is wearing a red T-shirt.
  - Mumbi is wearing a long skirt
- Put on your .....
- Put on your blouse
- Use of present perfect e.g.
  - I've bought a new dress

## 13.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) name the foods that are eaten in their community
- b) use sentence structure correctly
- c) recite poems/rhymes and sing songs relating to the food we eat
- d) read simple stories/passages and answer comprehension questions
- e) draw and name some of the food they eat
- f) write simple guided compositions
- g) write legibly and neatly

## 13.3 LANGUAGE CONTENT

### 13.3.1 LANGUAGE PATTERNS

- Use of can in sentences and questions e.g.
  - What can you see in the picture?
  - I can see a cake .....
  - Can you eat a banana?  
Yes, I can  
No, I can't
- Use of but to show contrast e.g. – Muli likes tea but Chepchirchir likes milk.
- Verbs of sense + adjectives e.g.
  - This porridge tastes sour
  - That sausage smells bad.
- Use of would like e.g. I would like to eat some yams tomorrow
  - I would like to drink some milk

### 13.3.2 VOCABULARY

cake, porridge, bread, sweet, potatoes, yams, arrow roots, meat, cassava, milk, beans, fish, maize, chicken, sorghum, millet, pumpkin

## 14.0 THEME AND OBJECTIVE

### 14.1 WILD ANIMALS

To enable the learner develop further vocabulary and sentence structures relating to wild animals and use them appropriately.

### 14.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use the given vocabulary appropriately
- b) use the sentence structures appropriately

- c) read short passages /texts relating to wild animals and answer comprehension questions
- d) write simple sentences to describe the animals
- e) recite poems /sing songs and play relating language games
- f) write legibly and neatly

### 14.3 LANGUAGE CONTENT

#### 14.3.1 LANGUAGE PATTERNS

- Use of like for comparison e.g.
  - A zebra looks like a donkey
  - Can you run like an antelope?
- Use of or e.g. – Is that a mouse or a rat?
- Comparison of adjectives e.g. big, bigger, biggest, tall, taller, tallest, long, longer, longest

#### 14.3.2 VOCABULARY

zebra, antelope, hippopotamus, crocodile, game park, rat, mouse, tail, fur, skin, neck, ear, bird, feathers, gazelle, stripes, long, big

### 15.0 THEME AND OBJECTIVE

#### 15.1 WEATHER

To enable the learner develop further vocabulary and sentence structure relating to weather and use them appropriately.

#### 15.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use vocabulary in correct sentences
- b) use the sentence structures correctly
- c) read short passages/texts relating to weather
- d) make a weather chart

- e) tell the weather
- f) write simple sentences on weather

### 15.3 LANGUAGE CONTENT

#### 15.3.1 LANGUAGE PATTERNS

- What is the weather today?  
It is cold  
It is hot
- Use of it in sentences e.g.  
It is raining. It is hot
- Use of will to express future events e.g. It will rain next week
- Use of infinitive of purpose to answer questions e.g. Why did you remove the mat? To clean it.

#### 15.3.2 VOCABULARY

Wet, rainy, blow, blowing rain, shine, cloudy, drizzle, shown, rainbow, drizzling, heavy

### 16.0 THEME AND OBJECTIVE

#### 16.1 THE FARM

To enable the learner acquire suitable vocabulary and sentence structure relating to the farm and use them appropriately.

#### 16.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use vocabulary correctly
- b) use sentence structures to describe things in the shamba
- c) recite poems/rhyme and sing songs relating to activities and things in the shamba
- d) read short passages and answer oral questions
- e) write answers to comprehension questions
- f) write simple guided compositions

g) write legible and neatly

### 16.3 LANGUAGE CONTENT

#### 16.3.1 LANGUAGE PATTERNS

- Use of or in sentences questions e.g.
  - I can plant carrots or tomatoes
  - Is this a hoe or a panga?
- Use of how much in questions
  - How much milk is in the jug?
  - How much water is in the basin?
- Formation of plural with – es  
...e.g. potato – potatoes
- Use keep + action word e.g  
We must keep weeding the flowers

#### 16.3.2 VOCABULARY

tractor, vegetable, cabbage, plant, water, dig, weed, carrot, beans, tomato, potato, seed, seedling, rows, soil, wet, dry, rabbits, bull, chicken, cock, fence, hedge

### 17.0 THEME AND OBJECTIVE

#### 17.1 HOME EQUIPMENT

To enable the learner acquire vocabulary and sentence structures relating to equipment in the home and use them appropriately.

#### 17.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use the given vocabulary correctly
- b) describe home equipment appropriately
- c) read short paragraphs/passages on home equipment
- d) answer simple comprehension questions

- e) write simple sentences to describe things in the home
- f) draw and name things in the home
- g) write neatly and legibly

### 17.3 LANGUAGE CONTENT

#### 17.3.1 LANGUAGE PATTERNS

- What's this/that?  
This /That .....
- What are these /those?  
These are kettles.
- Use of very + adjectives e.g.
  - This radio is very small
  - This window is very dirty
- Use of shall and let's in invitation e.g.
  - Shall we listen to the radio?
  - Let's listen to the radio

#### 17.3.2 VOCABULARY

kettle, switch, tank, water tank, television, radio, video, fridge, carpet, mat, brush, bed, mattress, pillow, pillow-case, flask, gourd, jiko, stool, calabash



## STANDARD THREE

### 1.0 THEME AND OBJECTIVES

#### 1.1 SCHOOL AND SCHOOL ACTIVITIES

To enable the learner to:

- i. develop further vocabulary and sentence structures relating to school and school activities and use them appropriately
- ii. state the importance of performing daily activities at school

#### 1.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use suitable vocabulary to describe activities at school
- b) use sentence structures correctly
- c) read short passages and answer oral questions
- d) recite poems/rhymes on school and school activities
- e) write answers to comprehension questions
- f) write simple guided compositions based on school activities
- g) write legibly and neatly.

### 1.3 LANGUAGE CONTENT

#### 1.3.1 LANGUAGE PATTERNS

- Past continuous tense e.g.
  - As I was cleaning the compound, I saw a snake
  - As we were playing we heard the whistle
- Present continuous tense e.g.
  - What are you doing?
  - I am reading a book

- Use of will/shall for invitation e.g.
  - Will you play football with us?
  - Yes, I will
  - No, I won't
  - Shall I walk to the library with you?
- Present simple tense e.g.
  - What time do you go for prayers
  - I go for prayers at five o'clock

#### 1.3.2 VOCABULARY

library, time-table, lesson, subject, games, assembly, neat row, uniform, notice, notice board, present, ruler, spelling, tick, cross, mark, whisper, draw, flag, handwriting, shelf, drawer, break

### 2.0 THEME AND OBJECTIVE

#### 2.1 HEALTH AND HYGIENE

To enable the learner acquire vocabulary and sufficient sentence structure relating to basic health care, and use them appropriately.

#### 2.2 SPECIFIC OBJECTIVES

By the end of the unit the learner should be able to:

- a) use vocabulary in sentences appropriately
- b) use the sentence structures correctly
- c) recite poems/rhymes on health and hygiene
- d) read passages/texts on health and hygiene
- e) write answers to comprehension questions
- f) state ways in which to take care of oneself

- g) write simple guided compositions on health and hygiene

## **2.3 LANGUAGE CONTENT**

### **2.3.1 LANGUAGE PATTERNS**

- Use of when and as as conjunctions in sentences e.g.
  - When I wake up in the morning, I wash my face.
  - As I walk to school, I sing my favourite song
- Use of have/had to e.g.
  - We have to take good care our bodies.
  - We had to trim our nails

### **2.3.2 VOCABULARY**

hospital, nurse, ambulance, ward, syringe, injury, needle, blood, health, centre, patient, breath, cut, dust bin, handkerchief, sick, ill, bather, nails, trim, bandage, cure, treat, inject

## **3.0 THEME AND OBJECTIVE**

### **3.1 CHILD LABOUR**

To enable the learner acquire vocabulary and sentence structures relating to child labour and child rights

### **3.2 SPECIFIC OBJECTIVES**

By the end of the unit, the learner should be able to:

- a) describe activities they do everyday using appropriate vocabulary
- b) tell between responsibilities and child labour
- c) use sentence structures correctly
- d) read passage/recite poems and sing songs relating to daily activities
- e) write short sentences describing activities of daily life

- f) write legibly and neatly

## **3.3 LANGUAGE CONTENT**

### **3.3.1 LANGUAGE PATTERNS**

- Use the present continuous tense in sentences e.g.
  - What are you doing?
  - I am reading a book
  - What's he /she doing
  - He/she is trimming the fence
- Rejoinder beginning with So... e.g. – Oketch likes sleeping. So do I.

### **3.3.2 VOCABULARY**

work, labour, responsibility, put, throw, try, beg, beat, bite, fight, wash, sing, run, walk, pray, play, swim, sweep, jump, skip, comb.

## **4.0 THEME AND OBJECTIVES**

### **4.1 HOME AND FAMILY**

To enable the learner:

- i. develop further vocabulary and sentence structures relating to the home and use them appropriately
- ii. realize the importance of sharing responsibilities in the family

### **4.2 SPECIFIC OBJECTIVES**

By the end of the unit, the learner should be able to:

- a) use the given vocabulary correctly
- b) use sentence structure correctly
- c) read short passages and answer simple oral questions
- d) state ways of sharing responsibilities in the family
- e) write answers to exercises
- f) write simple guided compositions on family responsibilities
- g) write legibly and neatly

### 4.3 LANGUAGE CONTENT

#### 4.3.1 LANGUAGE PATTERNS

- Sentences containing may or perhaps e.g.
  - The cup may be in the cupboard
  - Perhaps the key is in your bag
- Show + adjectives e.g.
  - Show me a big table
  - Show me a small chair
- Use the apostrophe to indicate possessions e.g.
  - Mutua's father took his car to the garage
  - Asha's aunt drives a lorry
- Questions with do e.g. – do you have a key?

#### 4.3.2 VOCABULARY

home, grown, ups, parents, elders, lid, wash, estate, plot, village, padlock, gate, door, handle, key hole, knife, water tap, tank, share, responsible, remember, help, remind

### 5.0 THEME AND OBJECTIVE

#### 5.1 POSITION AND DIRECTIONS

To enable the learner to acquire vocabulary and sentences structure relating to positions and directions.

#### 5.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to description of position and direction
- b) construct meaningful sentences to describe position and direction
- c) use the given sentences structures correctly

- d) recite poems/sing songs relating to position/direction
- e) role play giving directions
- f) write answers to comprehension questions
- g) write legibly and neatly

### 5.3 LANGUAGE CONTENT

#### 5.3.1 LANGUAGE PATTERNS

- Use of questions with where e.g. Where's the ball?
  - It is under the table
- Use of imperatives with put...
  - Put the milk in the bottle
  - Put the bag in the wardrobe

#### 5.3.2 VOCABULARY

direction, position, right, left, right hand side, left hand side, turn, turn left, turn right, walk along, beyond, behind, across, near, opposite, out of, inside of, outside of, down, against, up

### 6.0 THEME AND OBJECTIVES

#### 6.1 PLAY THINGS

To enable the learner

- i. practice vocabulary and sentence structures relating to making play things
- ii. appreciate the importance of using leisure time profitably

#### 6.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use the given vocabulary correctly
- b) use sentences structures to describe processes correctly
- c) talk about the things they do during leisure time
- d) describe a play thing and how to make it
- e) read and follow instructions

- f) read passages and answer oral questions
- g) write answer to comprehensive questions
- h) write legibly and neatly

## 6.3 LANGUAGE CONTENT

### 6.3.1 LANGUAGE PATTERNS

- Question such as
  - What are you doing?  
I am playing
  - What are you making?  
I am making a toy car
- Negative questions e.g.
  - Don't you have a penknife?  
Yes, I do  
  
No, I don't
  - Haven't you finished your work?  
Yes, I have  
  
No, I haven't
- Reflexive pronouns following direct object e.g.
  - She painted the picture herself.
  - He made the toy himself
- Use of how many e.g. How many of you have finished their work?

### 6.3.2 VOCABULARY

toy, plaything, cart, wheel, handle, cut, wood paint, colour, carry, ride, measure, sides, length, width, dolls, make

## 7.0 THEME AND OBJECTIVES

### 7.1 TRANSPORT

To enable the learner to:

- i. develop further vocabulary and sentence structures relating to

transport and travel and use them appropriately

- ii. realize the importance of courtesy and honesty in relation to travel

## 7.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use vocabulary relating to transport in correct sentences
- b) identify road signs
- c) use the sentence structures correctly
- d) read short passages /texts and answer comprehension questions
- e) recite poems/rhymes and act simple drama on transport
- f) write answers to comprehension questions
- g) write simple guided compositions on transport/travel
- h) state ways of showing courtesy and honesty when travelling

## 7.3 LANGUAGE CONTENT

### 7.3.1 LANGUAGE PATTERNS

- Use of past continuous tense e.g.
  - As I was getting off the bus, I saw a police officer.
- Noun clause after where e.g.
  - This is where we get off the bus.
  - Do you know where the next bus stage is?

### 7.3.2 VOCABULARY

passenger, bus ticket, railway line, rail, railway, engine, train, coach, suitable, conductor, driver, pilot, fare, railing, seat, comfortable, get in, get off, traffic, traffic, lights, vehicle, pedestrian, bus stage

## 8.0 THEME AND OBJECTIVES

### 8.1 ENVIRONMENT

To enable the learner to:

- i. develop further vocabulary and sentence structures relating to our environment and use them appropriately
- ii. appreciate the importance of conserving and caring for the environment

### 8.2 SPECIFIC OBJECTIVES

By the end of this unit, the learner should be able to:

- a) use vocabulary correctly in sentences
- b) use the sentences structures correctly
- c) recite poems/rhymes on the environment
- d) read passages/texts on the environment
- e) answer oral questions
- f) write answers to comprehension questions
- g) write simple guided compositions
- h) draw things in their environment
- i) state ways of caring and conserving the environment

### 8.3 LANGUAGE CONTENT

#### 8.3.1 LANGUAGE PATTERNS

- Use of have to /had to e.g.
  - We have to keep our environment clean.
  - We had to weed the flowers.
- Noun clauses with which/that e.g.
  - We watered the flowers which were planted last week
  - He opened the drain that was blocked.
- Reflexive pronouns following direct object e.g

She jumped across the ditch herself.

- He swept the compound himself.

#### 8.3.2 VOCABULARY

air, countryside, environment, place, drain, dust, dustbin, shade, tree shade, shadow, moon, light, moonlight, mountain, clean, valley, forests, cave, ditch, earth, hillside, lake, deep, shallow, narrow, wide, community, conserve, water

## 9.0 THEME AND OBJECTIVE

### 9.1 DISEASES

To enable the learner acquire sufficient vocabulary and sentence structures relating to diseases and use them appropriately.

### 9.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to talks and messages relating to disease
- b) talk about diseases that they know
- c) recite verses and rhymes
- d) participate in conversations
- e) read poem /passages relating to diseases
- f) read short passages on common diseases
- g) answer oral and written questions
- h) write short guided compositions on experiences with diseases
- i) write legibly and neatly

### 9.3 LANGUAGE CONTENT

#### 9.3.1 LANGUAGE PATTERNS

- Use of when as a conjunction  
e.g. ....
  - When we eat good food, we become healthy and strong.
  - The patient got better when she took the medicine
- Questions with known how e.g.  
Do you know how to clean a wound?
- Imperatives with direct object + how + infinitive e.g. Show me how to brush my teeth

#### 9.3.2 VOCABULARY

malaria, typhoid, fever, medicine, disease, cough, cold, headache, vomit, stomach ache, tooth ache, wound, AID, boil, clean, wash, brush, soap, nurse, admit, dirt, mosquito

### 10.0 THEME AND OBJECTIVE

#### 10.1 ACCIDENTS AND ROAD SAFETY

To enable the learner acquire vocabulary and sentence structures relating to accidents and road safety and use them appropriately

#### 10.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use appropriate vocabulary to describe accidents and road safety
- b) use sentences structures correctly
- c) recite poems /rhymes
- d) tell stories on accidents
- e) read passages and answer comprehension questions
- f) role play road safety rules
- g) draw and describe some road signs
- h) write guided compositions

### 10.3 LANGUAGE CONTENT

#### 10.3.1 LANGUAGE PATTERNS

- Use of What's the matter with your /her/him/them?
  - I cut my finger
  - He broke his hand
- Use of conjunction although  
e.g.
  - Although he hurt his leg he continued running.
  - He rode the bicycle although the tyre was flat

#### 10.3.2 VOCABULARY

knock down, fall down, bruise, hurt, injury, bleed, break, wound, cover, pain, snake bite, plaster, sling, scratch, antiseptic warm, cloth, road safety, zebra crossing, left, right, cross (the road), road safety rules

### 11.0 THEME AND OBJECTIVE

#### 11.1 EVERYDAY ACTIVITIES

To enable the learner acquire vocabulary and sentence structures to describe daily activities.

#### 11.2 SPECIFIC OBJECTIVES

By the end of the topic, the learner should be able to:

- a) use appropriate vocabulary and sentence structures correctly
- b) read passages and answer oral questions
- c) recite poems/rhymes and sing songs related to everyday activities
- d) read short stories and retell them in class
- e) write answers to comprehension questions
- f) write simple guided compositions

### 11.3 LANGUAGE CONTENT

#### 11.3.1 LANGUAGE PATTERNS

- Use of the present continuous e.g.
  - I am cleaning my bedroom
  - What are you doing?
- Revision of sentences with like + verb (ing) e.g.
  - I like washing the house
  - I like playing
- Questions with rejoinder beginning with So e.g.
  - Mate likes swimming.  
So do I.
- Questions with know how e.g.
  - Do you know how to clean a window?
- Use of imperative + indirect object + how + infinitive
  - Show me how to cook *chapati*
  - He taught me how to swim

#### 11.3.2 VOCABULARY

clear, set (the table), throw, drink, eat, ordinals (numbers) from first to twentieth then 21<sup>st</sup> – 100<sup>th</sup>

### 12.0 THEME AND OBJECTIVES

#### 12.1 OCCUPATIONS

To enable the learner to:

- i. develop further vocabulary and sentence structures relating to different occupations and use them appropriately
- ii. realize positive moral values relating to work

#### 12.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) describe jobs that people do using appropriate vocabulary
- b) use the sentence structures correctly

- c) read short passages and answer oral questions
- d) recite poems/rhymes on the work that people do
- e) write answers to comprehension questions
- f) write simple guided compositions
- g) write legibly and neatly

### 12.3 LANGUAGE CONTENT

#### 12.3.1 LANGUAGE PATTERNS

- Relative clauses with who e.g.
  - A person who repairs engines is called a mechanic
  - One who looks after our teeth is called a dentist
- The use of the apostrophe to indicate possession e.g. The teacher's purse. The mechanic's spanner

#### 12.3.2 VOCABULARY

police officer, baker, bakery, grocer, grocery, painter, fishermen, fishmonger, salon, hairdresser, barber, secretary, police station, dentist, plumber, watchman, forester, game warden, conductor, butcher

### 13.0 THEME AND OBJECTIVE

#### 13.1 COMMUNICATION

To enable the learner acquire vocabulary and sentence structures relating to the post office and use them appropriately

#### 13.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond appropriately to talks and poems relating to communication
- b) talk clearly about communication in the office

- using correct vocabulary and sentence structures
- c) read sentences, paragraphs, short passages and poems relating to communication
- d) write meaningful sentences and paragraphs in clear and legible handwriting
- e) write sentences using correct sentence structures
- f) write guided compositions neatly and legibly.

### 13.3 LANGUAGE CONTENT

#### 13.3.1 LANGUAGE PATTERNS

- Reflexive pronouns following direct objects in singular or plural forms e.g.
  - I made the post card myself
- Present perfect continuous
  - What have you been doing?
  - I have been writing a letter.
- Sentences with be able to e.g.
  - Will you be able to carry the parcels from the post office?
  - Yes, I will
  - No, I won't

#### 13.3.2 VOCABULARY

message, letter, envelope, stamps, air mail, address, post card, parcel, send, receive, counter, post, letter box, telephone booth, dial, call e-mail

### 14.0 THEME AND OBJECTIVES

#### 14.1 SPORTS

- To enable the learner to:
- i. acquire vocabulary and sentence structures relating to sports and use them appropriately
  - ii. realize the value of fair play in sports

### 14.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to instructions appropriately
- b) use vocabulary and language structures correctly
- c) recite poems/rhymes
- d) read short passages
- e) answer oral and written comprehension questions
- f) state ways of expressing good behavior and fairness in sports
- g) write simple guided compositions
- h) write guided compositions neatly and legibly

### 15.3 LANGUAGE CONTENT

#### 15.3.1 LANGUAGE PATTERNS

- Sentences containing either .... or e.g.
  - I can have either a mobile phone or a calculator
- Sentences containing may (probability) and perhaps e.g.
  - The phone card may be in the cupboard.
  - Perhaps the scratch card is in your bag.

#### 15.3.2 VOCABULARY

calculator, button, press, screen, mobile phone, charger, tone, internet, receive, card, operator, batteries, keys, scratch card

### 16.0 THEME AND OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to vocabulary and sentence structures correctly
- b) use vocabulary and sentence structures appropriately
- c) read passages on animals and answer oral and written questions
- d) read for pleasure



- e) writer guided compositions
- f) draw and colour animals

### 16.3 LANGUAGE CONTENT

#### 16.3.1 LANGUAGE PATTERNS

- Use of could in sentences e.g.
  - Said could hear a lion roar in the forest.
  - Kiage could hear a hyena laugh near the river
- Use of too + to ..... e.g.
  - Karimi is too tired to clean the cowshed.

#### 16.3.2 VOCABULARY

chatter, laugh, hiss, roar, trumpet, thorn, forest, bush, thick, thicket, bark, moo, bray, neigh, chirp, scatter, frighten, scare, sound, bleat

### 17.0 THEME AND OBJECTIVE

#### 17.1 CLIMATE AND DISASTERS

To enable the learner acquire vocabulary and sentence structures relating to disasters.

#### 17.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to vocabulary and sentence structures relating to climate and disaster
- b) use vocabulary and sentence structures correctly
- c) read texts/passages based on climate and disasters and answer oral and written comprehension questions
- d) read for pleasure
- e) write guided compositions based on climate and disasters.

### 17.3 LANGUAGE CONTENT

#### 17.3.1 LANGUAGE PATTERNS

- Use of conjunctions because and as e.g.
  - Makanu drowned because the river was flooded
  - The bridge collapsed as it was weak
- Conditional clause if + simple present
  - If it rains heavily, the river will overflow

#### 17.3.2 VOCABULARY

season, long rains, short rains, thunderstorms, thunder, hailstorm, hail stones, floods, rainfall, drought, famine, mud, disaster, landslide, riverbank, overflow, dam, rescue, First Aid, downpour, drown, flash, inadequate, relief, fog

## **LEARNING EXPERIENCES FOR STANDARD ONE, TWO AND THREE**

The following are suggested learning experiences to make learning more child-centered and activity based.

### **Listening and speaking**

- Listening and responding to:
  - Talks
  - Oral comprehensions
  - Greetings
  - Requests
  - Questions
  - Verses
  - Riddles
  - Songs
  - Commands
  - Speeches
  - Stories
- Oral practice of language patterns
- Oral practice of vocabulary items
- Talking about activities/experiences relating to the theme
- Naming activities relating to the themes
- Reciting rhymes and poems
- Interacting with audio/visual materials
- Participating in simple conversations /miming and dramatization /role play
- Telling riddles/time /proverbs/stories
- Participating in simple dialogues
- Reciting tongue twisters
- Playing language games
- Singing songs
- Practicing oral compositions
- Answering oral comprehension questions
- Telling news/experiences

## **READING**

**Pre-reading skills should be covered in Std One.**

- Reading word/sentences /short paragraphs
- Reading sentenced from substitution tables
- Reading short passages /stories /poems
- Reading texts /supplementary readers/library books
- Compiling a pictorial dictionary
- Compiling a simple number dictionary
- Matching words with pictures
- Compiling reading scrap books

## **WRITING**

**Pre-writing skills should be covered in Std one**

- Writing words /sentences from the chalkboard
- Filling in gaps
- Answering written comprehension questions
- Writing guided compositions
- Drawing pictures and naming /numbering them
- Forming plurals
- Writing sentences from substitution tables
- Completing crossword/word puzzles
- Completing jigsaw puzzles

## **HANDWRITING**

Drawing patterns and practicing handwriting

Copying neatly and legibly from the blackboard and work-cards

## ASSESSMENT METHODS FOR STD 1-3

- This list of assessment activities is not exhaustive and teachers are expected to generate many more, with a view to enhancing continuous assessment in class
- Filling in gaps in words and sentences
- Relating experiences
- Rearranging mixed words/sentences
- Matching words and sentences
- Describing pictures /objects
- Reading words and short passages aloud and silently
- Reciting rhymes/poems
- Answering comprehension questions
- Copying words/letters/sentences
- Spelling games
- Completing letter/word puzzles
- Listening to instructions and responding by drawing writing and miming
- Matching numbers to objects
- Counting
- Delayed copying of numbers/simple words/sentences
- Telling /listening to stories
- Talking about activities relating to the themes
- Repeating spoken sentences
- Completing sentences
- Modeling
- Painting
- Matching words/sentences to pictures
- Matching questions and answers
- Participating in conversations
- Singing songs
- Reciting poems/rhymes
- Drawing and labeling
- Reading library/supplementary books
- Sorting and matching according to colours /shape/sizes
- Writing sentences/short paragraphs
- Miming /dramatization activities
- Role play

## LEARNING RESOURCES

The following list of learning aids will serve as a useful reminder of the teacher that the English lessons can only be effectively taught with appropriate aids

- Real objects
- Teacher/pupil demonstration
- Blackboard
- Flash cards
- Charts
- Audio visual aids
- Supplementary /graded readers
- Library books
- Cutting /articles/from magazines/calenders /newspapers
- Pictures and photographs
- Models
- Illustrations
- Field trips
- Word trees
- Centres of interest
- Class projects
- Plasticine /clay

## STANDARD FOUR

### 1.0 THEME AND OBJECTIVE

### 1.1 MEASUREMENT

To enable the learner acquire vocabulary and sentence structures relating to measurement and use them appropriately

### 1.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to instructions and sentences appropriately
- b) use vocabulary and sentences structures correctly
- c) read instructions /texts relating to measurement and answer oral questions
- d) answer questions on comprehension passages
- e) describe objects in relation to size

### 1.3 LANGUAGE CONTENT

#### 1.3.1 LANGUAGE PATTERNS

- Use of same + nominal + as e.g.
  - My pen is the same length as yours
  - That tank is the same height as this one.
- Use of more or less than e.g.
  - There are more sacks of maize than potatoes in the store
- Simple past passive e.g.
  - The water was treated
- How much + comparative ending in-er e.g. How much longer is it?

#### 1.3.2 VOCABULARY

long, length, size, short, height, high, low, deep, depth, shallow, narrow, tank, metre, broad, litre, kilogram, measure, measurement

#### 1.3.3 GRAMMAR

- Nouns as naming words
- Punctuation marks-full stop, comma, question mark

### 2.0 THEME AND OBJECTIVE

#### 2.1 CHILD RIGHTS AND RESPONSIBILITIES

To enable the learner to:

- i. acquire and use vocabulary and sentence structures relating to child rights and responsibilities
- ii. appreciate that all children have rights and responsibilities

#### 2.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) talk about own experiences using appropriate vocabulary and sentences structures
- b) describe experiences /events
- c) tell stories
- d) read passages /texts relating to child right and responsibilities
- e) answer oral and written comprehension questions
- f) write sentences from substitution tables
- g) write guided compositions
- h) write legibly and neatly

## 2.3 LANGUAGE CONTENT

### 2.3.1 LANGUAGE PATTERNS

- Use of enough + nominal + infinitive  
e.g. Children should have enough food to eat.
- When clauses with present tense showing future intentions e.g. –  
When I grow up, I will become a children's officer.
- Conditions + would /could e.g.  
If all people practiced children's rights there would be no children in the streets

### 2.3.2 VOCABULARY

child, adult, human beings, child right, education, food, clothing, housing, moral upbringing, look after, affection, right to, handicapped, special treatment, protection from, kind, cruel, neglect, cruelty, abuse of, misuse, children on the streets, obedience, respect, honesty, loving, hardworking, personal, hygiene, care of personal items, care of others, fear of arrest, serve, service

### 2.3.3 GRAMMAR

- Adjectives – words that describe nouns
- Collective nouns

## 3.0 THEME AND OBJECTIVE

### 3.1 TRANSPORT

To enable the learner use vocabulary and sentence structures relating to transport correctly.

### 3.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to vocabulary and sentences structures related to transport
- b) use vocabulary and sentence structures correctly

- c) read texts relating to transport and answering oral questions
- d) read for pleasure
- e) answer written comprehension questions based on the texts read
- f) write a guided friendly letter
- g) compile an experience book/personal diary

## 3.3 LANGUAGE CONTENT

### 3.3.1 LANGUAGE PATTERNS

- Use of nominal + verb + adverbs
  - The train leaves the station at six o'clock
  - Mwikali cleans the house at seven o'clock
  - The mechanic opens the garage early in the morning
- Use of nearer /farther away than e.g.
  - Kisumu is farther away from Nairobi than Nakuru is.
  - Mombasa is nearer Malindi than Lamu is.
- Present passive e.g.
  - The ticket is bought in the office
- Past perfect tense + when clauses
  - When Naseian got to the Bus stop, the bus had left

### 3.3.2 VOCABULARY

leave, transport kilometer, safari, puncture, tyre burst, wheel, train, vehicle, ticket, journey, trip, petrol, bicycle, tube, conductor, arrive, start, courteous, respectful, concern for, depart

### 3.3.3 GRAMMAR

- Proper nouns
- Use of capital letters at the beginning of sentences and for names of people
- Abstract nouns

## 4.0 THEME AND OBJECTIVES

### 4.1 OCCUPATIONS

To enable the learner to:

- acquire vocabulary and sentence structures relating to various occupations and use them appropriately
- realize positive moral values relating to work

### 4.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to vocabulary items and sentence structure relating to various occupations
- b) make correct sentences using vocabulary based on various occupations
- c) read text relating to various occupations
- d) read for pleasure
- e) write a guided composition
- f) complete an experience book /personal diary

## 4.3 LANGUAGE CONENT

### 4.3.1 LANGUAGE PATTERNS

- Pretend to be + nominal
  - Odera is pretending to be a judge
  - Asha is pretending to be a driver
- When clauses + present tense showing future intentions e.g.
  - When I grow up, I will become an engineer.
- Would like + infinitive e.g. Wafula would like to be a doctor
- Built of /made of e.g. The carpenter's house is built of stone

### 4.3.2 VOCABULARY

job, count, engineer, pilot, electrician, technician, wires, cement, sand, brick, doctor, pretend, cement, sand

### 4.3.3 GRAMMAR

- Use of the apostrophe in contracted forms
- Compound words with some, any, no, every

## 5.0 THEME AND OBJECTIVES

### 5.1 THE FARM

To enable the learner to:

- i. acquire and use vocabulary and language structures relating to the farm
- ii. appreciate the dignity of work

## 5.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to vocabulary items and sentence structures relating to the local environment
- b) describe experiences, places and objects
- c) use the given vocabulary and language structures in correct sentences
- d) read texts and passages on the farm and answer oral questions
- e) read for pleasure
- f) write answers to comprehension questions
- g) write guided compositions.

## 5.3 LANGUAGE CONTENT

### 5.3.1 LANGUAGE PATTERNS

- Use of very + but
  - The farmer was very tired but he continued working
- Use of possessive pronouns e.g.
  - This farm is ours
  - This bucket is his
  - That tractor is mine
- Use of belong to, to indicate possession e.g.
  - This house belongs to Wekesa
- Already with past perfect e.g.
  - When the rains, came the farmer had already planted

### 5.3.2 VOCABULARY

tired, work, tractor, hoe, bucket, soil, wheelbarrow, cow, goat, donkey, chicken, dung, fence, hedge, dignity, manure, seed, plough

## 5.3.3 GRAMMAR

- Use of many and much
- Use of apostrophe to show possession

## 6.0 THEME AND OBJECTIVES

### 6.1 HEALTH

To enable the learner to:

- i. acquire vocabulary and sentence structures related to health
- ii. state ways in which diseases get into our bodies

### 6.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to vocabulary items and sentences appropriately
- b) make correct sentences based on vocabulary and sentences structures relating to health
- c) describe experiences /events
- d) read texts based on health and answer oral questions
- e) read for pleasure
- f) write answer to comprehension questions
- g) write guided composition based on health
- h) write informal letters (guided)
- i) state ways in which diseases get into our bodies

## 6.3 LANGUAGE CONTENT

### 6.3.1 LANGUAGE PATTERNS

- Pretend + infinitive + nominal
  - Kiki is only pretending to have a headache
- Superlative with most e.g.
  - It is the expensive
- How many questions + present perfect
  - How many tablets has the patient taken?
- Pretend to have + nominal e.g.
  - She is pretending to have a cough
- Use of prepositions e.g. above, below, by, with, into, over, through, e.g. the AIDS virus can get into our bodies through open wounds.
- Comparatives with more + adjective + than e.g.
  - Malaria is more dangerous than a cold

### 6.3.2 VOCABULARY

dispensary, hospital, disease, nurse, malaria, typhoid, diarrhea, vomit, virus, HIV/AIDS, blood test, tablets, patient, take medicine, clinic, wounds, pills, pierce, infect, infection

### 6.3.3 GRAMMAR

- Introducing an adverb
- Use of a lot and a lot of

## 7.0 THEME AND OBJECTIVE

### 7.1 CELEBRATIONS

To enable learners acquire vocabulary and sentences structures relating to celebrations and use them appropriately

### 7.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- listen and respond to vocabulary items and sentences structures appropriately
- use correct vocabulary and sentence structures
- read texts relating to celebrations and answer comprehension questions
- read for pleasure
- write answers to comprehension questions
- write informal letters
- compile and experience book/personal diary
- describe experiences /events

### 7.3 LANGUAGE CONTENT

#### 7.3.1 LANGUAGE PATTERNS

- Conditionals + will + simple present tense party if you invite me.....
  - I will come to your
  - I will teach you the song if you like
- Verb + noun gerund e.g.
  - They like dancing
- Use of for/since in sentences e.g.
  - They have been dancing since the bride arrived
  - They have been waiting for the guests for two hours
- Use of too + adjective e.g. –
  - That dance is too slow
- Use of just + verb e.g.
  - She has just put the flowers in the vase



- Use of there are more + adjective + nominal + than + adjective + ones  
e.g. –  
- There are more big jerry can than small ones

### 7.3.2 VOCABULARY

celebrate, invitation, party, ceremony, wedding, prize, birthday, speech, goods, enjoy, excitement, dance, bake, invite, gift, present, guests, attend

### 7.3.3 GRAMMER

- Writing dates
- Adverbs of manner
- Punctuation marks

## 8.0 THEME AND OBJECTIVES

### 8.1 ENVIRONMENT

To enable the learner to:

- acquire vocabulary and sentence structures relating to their environment
- realize the need to conserve the environment

### 8.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- talk about the environment
- state ways of conserving the environment
- use correct sentence structures
- read passages/texts on the environment
- record information
- answer comprehension questions
- write guided compositions

## 8.3 LANGUAGE CONTENT

### 8.3.1 LANGUAGE PATTERNS

- Look/feel/sound + like + nominal e.g.  
- This tree looks like an umbrella  
- That sounds like a snake
- Use of next to/opposite/across e.g.  
- They live across the river.
- The use of as . . . . . as e.g.  
- Manga is as tall as his father  
- A fly is not as fast as a bee
- Verb + noun gerund e.g Naliaka likes watering the seedbed
- Would like + infinitive e.g. Wanga would like to be a game ranger
- Need + nominal + infinitive e.g. I need a panga to cut the bush

### 8.3.2 VOCABULARY

hills, valleys, rivers, lakes, sea, bush, compound, umbrella, snake, bridge, fast, fly, bee, tree, conserve, record, information, protect, care for.

### 8.3.3 GRAMMAR

- The verb

## 9.0 THEME AND OBJECTIVES

### 9.1 PEOPLE IN THE COMMUNITY

To enable the learner to:

- acquire vocabulary and sentence structures used to refer to people and use them appropriately
- realize the importance of respecting other people

## 9.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to vocabulary and sentence structure that relate to people
- b) use vocabulary and sentence structures correctly
- c) read texts/passages correctly on people answer oral comprehension questions
- d) read for pleasure
- e) answer written comprehension questions
- f) write compositions from pictures
- g) write informal letters
- h) describe events /people /places

## 9.3 LANGUAGE CONTENT

### 9.3.1 LANGUAGE PATTERNS

- Use of like for comparison e.g.
  - A good neighbor is like a relative
- The use of very + but /and e.g.
  - The people were very poor but they lived together happily
  - The day was very clear and the children went out to play
- Nominal + qualifier + is called e.g.
  - A person who lives next to you is called a neighbor

### 9.3.2 VOCABULARY

community, neighbor, human being, relative, clan, boundary, border, child, province, district

### 9.3.3 GRAMMAR

- Use of the apostrophe with
  - singular
  - nouns
- Adverbs of reasons e.g. for, as because

## 10.0 THEME AND OBJECTIVE

### 10.1 POLITE LANGUAGE

To enable the learner to acquire vocabulary and sentence structures to enable them to communicate politely.

### 10.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to instructions and requests using polite language
- b) use polite language in sentences appropriately
- c) read passages relating to the use of polite language and answer oral questions
- d) read for pleasure
- e) role play situations /experiences
- f) write guided compositions

## 10.3 LANGUAGE CONTENT

### 10.3.1 LANGUAGE PATTERNS

- Use of May and Can I to make requests.  
e.g. May I use your pen.  
Yes, you may.  
No, you can't
- Conditionals with could and would  
e.g. If I had a lot of food, I could give some to the poor

### 10.3.2 VOCABULARY

sorry, excuse me, thank you, welcome, please, may I, polite, politeness, can I

## 11.0 THEME AND OBJECTIVE

### 11.1 WORKSHOP

To enable the learner acquire vocabulary and sentence structures relating to a workshop and use them appropriately

### 11.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to instructions relating to the workshop appropriately
- b) use vocabulary and sentence structures correctly
- c) read instructions and passages based on the workshop and answer oral questions
- d) read for pleasure
- e) write answers to comprehensive questions
- f) write guided compositions
- g) describe objects /processes

### 11.3 LANGUAGE CONTENT

#### 11.3.1 LANGUAGE PATTERNS

- Remember + where /what /who  
e.g.
  - The carpenter remembered where she kept the hammer.
  - He couldn't remember what the doctor said
- Use of called and used for
  - This is called a wheel spanner
  - It is used for tightening nuts
- Comparative with more + adverb + them e.g. Nyongesa worked more quickly than Amo
- Present tense clause with unless  
e.g. I cannot make a bench unless I have wool

#### 11.3.2 VOCABULARY

workers, tools, workshop, drill, metal, carving bolt, spanner, nut, bench, saw, screwdriver, sharpener

## 12.0 THEME AND OBJECTIVE

### 12.1 ADMINISTRATION

To enable the learner acquire vocabulary and sentence structures relating to the Local Administration in their area and use them appropriately

### 12.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to vocabulary items and sentence structures correctly
- b) use vocabulary and sentence structures correctly
- c) read instructions/ text/passages and answer oral questions
- d) read for pleasure
- e) write answers to comprehension questions
- f) write guided compositions
- g) describe places /give directions in role play

### 12.3 LANGUAGE CONTENT

#### 12.3.1 LANGUAGE PATTERNS

- Use of for/since + present perfect tense
  - This officer has worked here for four years
  - She has been an Education Officer since last year.
  - She has lived here since she was born
- Use of know/show/tell/remember + how + infinitive e.g.
  - I know how to use a computer.
  - He could not remember how to get to the police station
  - Show me how to use a telephone
- What else questions e.g. What else does a secretary do?

### 12.3.2 VOCABULARY

education officer, medical officer, office meetings, police station, administration, officer, secretary, computer, telephone, head teacher, senior teacher, deputy head teacher, duty teachers, class teachers, games master/mistress, chief, assistance district officer, provincial commissioner

### 12.3.3 GRAMMAR

- Adverbs of time
- Collective nouns

## 13.0 THEME AND OBJECTIVES

### 13.1 SHOPPING

To enable the learner to:

- acquire vocabulary and sentence structures relating to shopping
- appreciate the need to be courteous and honest

### 13.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:-

- listen and respond to vocabulary and sentence structures relating to shopping
- use vocabulary and sentence structures correctly
- read passages and answer oral /written comprehension questions
- read for pleasure
- write guided compositions
- state ways of expressing honesty and courtesy when shopping
- describe experiences /places
- compile an experience book/personal diary
- role play a shopping experience

## 13.3 LANGUAGE CONTENT

### 13.3.1 LANGUAGE PATTERNS

- Use of how much/many + more
  - How much more sugar do we need to buy?
  - How many more packets of milk shall I give you?
- Is there any rice in your shop?
  - Yes, there is some.
  - No, there isn't any
- Conditionals with present tense in both clauses e.g.
  - If I have money I can buy mangoes
- Use of a pair /pairs of e.g.
  - She bought two pairs of socks
  - Please give me a pair of scissors

### 13.3.2 VOCABULARY

shopping, expensive, counter, cheap, price, change, cashier, trolley, basket, shelf, price list, shopping list, pocket money, flour, calculate, balance, queue, packet, wrap, customer, canteen, supermarket

### 13.3.3 GRAMMER

Plural of nouns ending in – s, - ss, - ch, -x, and sh

## 14.0 THEME AND OBJECTIVE

### 14.1 SCHOOL AND HOME

To enable the learner use vocabulary and sentence structures commonly used in school and home

## 14.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to vocabulary items and sentence structures appropriately
- b) use vocabulary and sentence structures correctly
- c) read passages relating to school and home and answer or questions
- d) read for pleasure
- e) describe places/experiences /objects
- f) write guided compositions
- g) write sentences from substitution table.

## 14.3 LANGUAGE CONTENT

### 14.3.1 LANGUAGE PATTERNS

- Use of pretend to be + nominal e.g.
  - Turn is pretending to be a teacher
- Prepositions e.g. on under, in front, of, behind e.g.
  - The bag is on the desk
- Comparative adjectives + than
  - This house is bigger than ours
  - Your box is smaller than mine
- Nearer/father away ... than e.g. The school is further away from my home than your home is

### 14.3.2 VOCABULARY

blankets, bedroom,, kitchen, wheelbarrow, uniform, instruction, term, year, holiday, subtract, add, multiply, divide, compound, verandah, corridor, channel, ceiling

### 14.3.3 GRAMMAR

- Nouns ending in -f, -ef -fe.
- The pronoun

## 15.0 THEME AND OBJECTIVES

### 15.1 THE OFFICE

To enable the learner to:-

- i. acquire further vocabulary and sentence structures related to the office
- ii. realize the importance of behaving appropriately in public places

### 15.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen to instructions and respond appropriately
- b) use vocabulary and sentence structures correctly
- c) read texts /passages and answer oral questions
- d) read for pleasure
- e) answer comprehension questions
- f) describe places/experiences
- g) state ways of expressing desirable behavior in public places
- h) role play relating experiences

### 15.3 LANGUAGE CONTENT

#### 15.3.1 LANGUAGE PATTERNS

- Use of prepositional phrases e.g. up the hill, under the bed, inside the room, on top of the cupboard.
  - The messenger went up the hill
  - The paper punch was on the table.
  - The meeting was held outside the office
  - The file is on top of the table
  - There was a long queue outside the office
- Use of very contrasted with but e.g. The staff room is very dirty but we can hold the meeting there

- Comparatives of adverbs with –er + them e.g. The messenger arrived earlier than the head teacher.

### 15.3.2 VOCABULARY

drawer, table, chain, equipment, form, fill in, fees, receipt, receive, clerk, file, pins, paper punch, message, messenger, officer, manager, telephone, typewriter, computer, photocopier, stapler, secretary waiting room.

### 15.3.3 GRAMMAR

- Introduce the world “preposition”
- Adverbs of place

## 16.0 THEME AND OBJECTIVES

### 16.1 ATHLETICS

To enable the learner to:-

- acquire the vocabulary and structure relating to athletics and use them appropriately
- appreciate the athletics can be a source of livelihood as well as a means of keeping healthy

### 16.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- use the given vocabulary correctly
- use the sentence structure correctly
- read the texts relating to athletics and answer oral comprehension questions
- answer written comprehension questions
- do written exercises on vocabulary, sentence structures and punctuation marks
- state the importance of athletics
- describe experiences and places
- compile an experience book/personal diary
- keep records

## 16.3 LANGUAGE CONTENT

### 16.3.1 LANGUAGE PATTERNS

- Comparatives of adverbs with –er + than e.g. Kurgat ran faster than Wambeti
- Use of very with but e.g. He was very tired but he continued to run
- Use of have to and had to e.g.
  - Everyone has to finish the race to get a prize
  - Komu had to run to support the team

### 16.3.2 VOCABULARY

field events, track events, athlete, athletics, compete, competition, sprints, long distance, start, starter, coach, relay, baton, pant (v). race. Olympics steeplechase, hurdles, high jump, long jump.

### 16.3.3 GRAMMER

- Adverbs of time
- Adverbs of manner

## **LEARNING EXPERIENCES**

### **LISTENING**

- Listening to instructions, explanations, descriptions, audio-visual materials and announcements
- Listening to rhymes and poems
- Playing language games
- Listening to stories and short passages
- Contributing to debates
- Listening to riddles/proverbs/tongue twisters
- Acting simple plays
- Participating in role play
- Listening and responding to oral comprehensions

### **SPEAKING**

- Giving instructions, explanations, directions and descriptions
- Reciting poems and rhymes
- Participating in oral practice of vocabulary items and sentences patterns
- Participating in language games
- Reciting rhymes and poems
- Participating in role play
- Talking about themselves /others etc
- Telling stories
- Contributing to debates

### **READING**

- Reading words/phrases/sentences from flash cards, blackboard and chart/lists
- Reading and responding to poems
- Reading comprehension passages and texts
- Reading brochures, booklets, news paper /magazine, articles and reports
- Reading and responding to instructions, explanations and descriptions
- Reading aloud
- Speed – reading
- Comprehension reading
- Reading recipes

### **WRITING**

- Filling in gaps
- Completing sentences /paragraphs
- Spelling games such as anagrams
- Working through work cards
- Answering written comprehension questions
- Writing informal letters
- Writing pictorial compositions
- Keeping records
- Compiling an experience book /diary
- Writing sentences from substitution tables

### **LEARNING RESOURCES**

- Real objects
- Flash cards
- Charts
- Audio-visual material
- Supplementary books
- Blackboard
- Pictures
- Photographs
- Work cards
- Field visits
- Maps/atlasses
- Library books
- Class projects
- HIV/AIDS materials
- Cuttings from newspapers and magazines
- Teachers/pupil demonstration
- Workshop visits

## STANDARD FIVE

### 1.0 THEME AND OBJECTIVES

#### 1.1 SCHOOL

To enable the learner to:

- i. develop further language structures and vocabulary relating to the school
- ii. appreciate the value of going to school and remaining in school

#### 1.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use vocabulary correctly
- b) use the sentence structures appropriately
- c) read text/poems/dialogues on school
- d) write guided compositions
- e) write exercises with correct punctuation marks
- f) form past tense verbs ending in -y
- g) form past tense and present participle of words by doubling consonants after short vowels
- h) name some punctuation marks and use them correctly

#### 1.3 LANGUAGE CONTENT

##### 1.3.1 LANGUAGE PATTERNS

- Use of forget/learn/remember/try (not) have/got/start/used/need/want + infinitive e.g.
  - She forgot to carry her book
  - He remembered to bring his racket
  - The pupil tried not to make his book dirty
- Use of wait for + nominal + infinitive
  - They were waiting for the bell to ring

- They are waiting for the examination to begin
- Use of auxiliaries + adverbs of frequency e.g.
  - Kazungu has always done his work neatly
- Participle e.g.
  - travelled
  - clapped
  - stopping
  -

##### 1.3.2 VOCABULARY

advise, certificate, anthem, greetings, mathematics, social studies, punctuation marks, full stop, question mark, capital letters, monitor, prefect, homework, always, wait for, hardly, classmates

##### 1.3.3 GRAMMAR

- Past tense of verbs ending with -y-
- Doubling of consonants after short vowels in past tense and present

### 2.0 THEME AND OBJECTIVE

#### 2.1 HOME

To enable the learner acquire vocabulary and sentence structures relating to home and use them appropriately

#### 2.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use the vocabulary correctly in sentences
- b) use the sentence structures appropriately
- c) read texts on the home and answer questions
- d) write guided compositions



- e) use double consonants after short vowels in past and present participle
- f) identify words with /a/and/a:/ and pronounce them correctly.

## 2.3 LANGUAGE CONTENT

### 2.3.1 LANGUAGE PATTERNS

- Use of almost + adjective e.g. Halima's cup of tea is almost empty
- Use of ask/tell/help/teach + nominal
  - Tell the children to polish their shoes
  - Help the children to complete their home work
- Use of the double imperatives e.g.
  - Light the stove and make tea
  - Fill the can and water the flowers

### 2.3.2 VOCABULARY

compound, furniture, flame, cooker, neighbours, veranda, switch, bulk, container, bowl, flower garden, vegetable garden, path, bathroom, lamp, lantern, fireplace, shower

### 2.3.3. GRAMMAR

- Use double consonants after short vowels and present participle
- Pronounce words with /a/and /a:/ad in bath and birth
- Countable nouns

## 3.0 THEME AND OBJECTIVE

### 3.1 FAMILY

To enable the learner develop further sentence structures and vocabulary relating to the family and use them appropriately

## 3.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use new words correctly in sentences and name their family members
- b) use sentence structures correctly
- c) read passages/texts/poems relating to family
- d) answer oral and written comprehension questions correctly
- e) write simple letters to family members
- f) use the commas in lists
- g) form past tense and present participle by omitting –e- in verbs ending in –e.

## 3.3 LANGUAGE CONTENT

### 3.3.1 LANGUAGE PATTERNS

- The use of one of your/my/his/her..... e.g.
  - Matayo is one of his relatives
  - One of her uncles came to the wedding
- The .....of my ....is my ....e.g.
  - The daughter of my aunt is my cousin
  - The mother of her husband is her mother in law
- Use of How many + nominal e.g. How many brothers do you have?

### 3.3.2 VOCABULARY

family member, nephew, niece, cousin, mother-in-law, father-in-law, brother, sister-in-law, step mother, daughter-in-law, son-in-law, home relations, first born, last born

### 3.3.3 GRAMMAR

- Use of commas in a apposition and in lists
- Forming past tense and present participle by omitting –e in verbs ending in –e

## 4.0 THEME AND OBJECTIVE

### 4.1 GEOGRAPHICAL FEATURES

To enable the learner acquire further language structures and vocabulary relating to geographical features.

### 4.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) name features of the landscape and use the vocabulary appropriately
- b) use the given sentence structures correctly
- c) read passages/ texts/stories about geographical features
- d) answer oral and written questions on geographical features
- e) write guided compositions
- f) use the exclamation marks for interjection
- g) form plurals of words ending in –oes

## 4.3 LANGUAGE CONTENT

### 4.3.1 LANGUAGE PATTERNS

- Use of exciting /thrilling/interesting + infinities  
It was exciting to climb Mt. Kenya
- Use of adverbs of frequency  
It hardly /scarcely /rarely rains in the desert

### 4.3.2 VOCABULARY

mountain, peak, swamp, lowlands, slope, desert, vegetation, plains, forests, rocky, conservation, stream, landscape, feature terrace, erosion, view, scenic gabion

### 4.3.3 GRAMMAR

- Use of the exclamation mark for interjections
- Plurals of words ending in –o
- Uncountable nouns

## 5.0 THEME AND OBJECTIVES

### 5.1 TRAVEL

To enable the learner to:

- develop further vocabulary and sentence structures relating to travel by a bicycle
- realize the need for polite language and courtesy in relation to travel

### 5.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use vocabulary correctly in sentences
- b) use the language patterns appropriately
- c) read texts/passages describing travel and answer oral and written comprehension questions
- d) write guided compositions
- e) form plurals of word ending in –ie –es and –en
- f) use words with silent w –es in –wr

## 5.3 LANGUAGE CONTENT

### 5.3.1 LANGUAGE PATTERNS

- Use of easy/hard/dangerous/impossible + infinitive
  - It was easy to ride up the hill
  - It was hard to make the dress
  - It was dangerous to ride the bicycle without brakes
- Transformation of the above pattern e.g.
  - That was an exciting match to watch
  - That was an interesting bicycle race
- Use of polite language

### 5.3.2 VOCABULARY

brakes, route, ride, motorcycle, bicycle, cycle, handlebar, pedal, saddle, pump, road map, travelling bag, pack, parking, bicycle pump, spokes, considerate, wheel, honesty, cyclists, pedestrian, mud guard

### 5.3.3 GRAMMAR

- Form plurals of words ending in –ies, –es and –en
- Use words with silent –w as in –wr-
- Adverbs of manner (-ly)

## 6.0 THEME AND OBJECTIVE

### 6.1 TECHNOLOGY

To enable the learner develop further vocabulary relating to technology and use them appropriately

### 6.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) state the name of machines in offices
- b) use the given sentences structures correctly

- c) answer oral and written comprehension questions on passage/texts relating to machines in offices
- d) write guided compositions
- e) pronouns words with –s as in sea and –sh as in she correctly

## 6.3 LANGUAGE CONTENT

### 6.3.1 LANGUAGE PATTERNS

- Use of did/look/watch/see/hear/find catch + someone doing something e.g.
  - Did you watch the girl sending a fax?
  - I found my father working on the photocopier
- Use of may in requests e.g. May I have two copies of this page?

### 6.3.2 VOCABULARY

machine, fax (v), fax machine, photocopy, photocopier, seal, sealing machines, mobile phones

### 6.3.3 GRAMMAR

Pronunciation –s ad –sh as in sea an she.

## 7.0 THEME AND OBJECTIVES

### 7.1 SOCIAL ACTIVITIES

To enable the learner to:

- i. acquire adequate vocabulary and sentence structures to describe social activities
- ii. appreciate the importance of social activities

## 7.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use vocabulary in correct sentences
- b) use the given sentence structures correctly
- c) read passages/texts/poems/about social events and answer oral and written comprehension questions
- d) write simple guided personal diary/letters of condolence
- e) use words with silent b as in numb
- f) use words with /i/ and /i:/ sound as in sit and seat.

## 7.3 LANGUAGE CONTENT

### 7.3.1 LANGUAGE PATTERNS

- Use of almost + verb e.g. Kurgat almost missed the funeral.
- Use of too....to e.g. The patient was too ill to recover
- Use of look/feel/seem + very + adjective e.g.
  - The singers seemed very sad
  - The relatives looked very unhappy

### 7.3.2 VOCABULARY

funeral, burial, coffin, mourn, mourners, grave, sad, service, pray, prayer, procession, songs, patient, hearse, grave, yard, eulogy, committee, sympathy, condolence

### 7.3.3 GRAMMAR

- Use words with silent b as in – numb
- Use word with /i/ and /i:/ sound as in sit and seat.
- Adjectives

## 8.0 THEME AND OBJECTIVE

### 8.1 HEALTH AND HYGIENE

To enable the learner develop further vocabulary and sentence structures relating to health and hygiene

### 8.2 SPECIFIC OBJECTIVES

By the end of the unit the learner should be able to:

- a) use vocabulary in correct sentences
- b) use the sentence structures correctly
- c) read passages /texts on health and hygiene
- d) answer oral and written comprehension questions
- e) visit a nearby health facility
- f) group words according to meaning
- g) write guided compositions
- h) pronounce words with silent e after vowels a and i correctly.

## 8.2 LANGUAGE CONTENT

### 8.3.1 LANGUAGE PATTERNS

- Use of almost + adjective e.g.
  - My bottle of medicine is almost empty
- Use of make/see/feel/hear/watch e.g.
  - The nurse made me take the bitter medicine
  - I felt the doctor touch my forehead
- Use of adverbs of frequency + auxiliaries e.g.
  - I have always brushed my teeth after meals
  - Some people never remember to wash their hands after visiting the latrine

### 8.3.2 VOCABULARY

sickness, illness, health, ill, sick, thermometer, temperature, cough, headache, toothache, stomachache, fever, ward, in-patient, out-patient, HIV and AIDS related vocabulary, e.g. sweating, thin, fat, slim, silence, brush, tooth – brush, toothpaste, body, skin, injection, injury, immunize, immunization, sores

### 8.3.3 GRAMMAR

- Present perfect tense
- Pronunciation of silent e after vowels a and i
- Order of adjectives

## 9.0 THEME AND OBJECTIVES

### 9.1 FARM

To enable the learner to:

- i. develop further language structures and vocabulary relating to the farm
- ii. appreciate the importance of farming

### 9.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:-

- a) use the related vocabulary in correct sentences
- b) use the sentence structures correctly
- c) read passages/texts poems/adverbs/brochures on farming and answer oral and written comprehensions
- d) write simple guided compositions on farming
- e) debate on the importance of farming in the country
- f) use words with silent vowels –e after the vowels –o and –u
- g) use words with the silent –l as in –lk –lm –ld

## 9.3 LANGUAGE CONTENT

### 9.3.1 LANGUAGE PATTERNS

- The use of yet/still/ already + past perfect e.g.
  - The rains had already started
  - The farmers were still preparing the farms
  - They had not planted yet
- What ...has/have + pronoun + planted + adverbial e.g.
  - What has she planted in the shamba?
  - What have they planted in the seedbed?

### 9.3.2 VOCABULARY

bull, ox (en), heifer, calf, trough, tank, water tank onion, piglet, kitten, pet kid, lamb, ram, nursery, muddy, huge, seed, seedbed, seedlings, fertilizer, pesticide, prepare, topsoil

### 9.3.3 GRAMMAR

- Use words with silent –e after the vowels –o and –u
- Use words with the silent –l as in –lk –lb
- Abstract nouns

## 10.0 THEME AND OBJECTIVES

### 10.1 OCCUPATIONS

To enable the learner acquire further vocabulary and sentence structures relating to occupations

### 10.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) name occupations they know
- b) use the sentence structures correctly
- c) read passages/texts and answer oral and written comprehension questions
- d) write simple compositions on occupations

- e) use words with –r and –l
- f) use speech marks correctly
- g) role play some familiar occupations

### 10.3 LANGUAGE CONTENT

#### 10.3.1 LANGUAGE PATTERNS

- Use of can't help/couldn't help/keep on/practices doing something e.g.
  - The reporter couldn't help writing the story
  - The editor kept on shortening the story
- Use of would like + to + be + nominal
  - I would like to be a writer
  - My brother would like to be a journalist

#### 10.3.2 VOCABULARY

fireman, fire-fighter, captain, editor, writer, newsmen, journalist, newspaper, news, reader, page, back page, front page, headline, sailor, inverted commas, sportsmen, report, advertisement

#### 10.3.3 GRAMMAR

- Use words with –r and –l
- Use speech marks correctly in direct speech

### 11.0 THEME AND OBJECTIVE

#### 11.1 THE SEA

To enable the learner acquire vocabulary and sentence structures relating to the sea and use them correctly.

### 11.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to vocabulary items and sentence structures based on the sea
- b) use vocabulary and sentence structures correctly
- c) read texts /passages/poems to the sea and answer oral and written comprehension questions
- d) read for pleasure
- e) use the dash correctly in writing
- f) identify conjunctions in sentences
- g) write guided compositions

### 11.3 LANGUAGE CONTENT

#### 11.3.1 LANGUAGE PATTERNS

- Use of nominal + look/watch/see/hear/catch/leave /doing/someone
  - Did you see the people swimming
- Use of can/have + ever in the interrogative.
  - Have you ever seen a ship?
- Use of nominal + verb + nominal + infinitive e.g.
  - He helped me into the boat.

#### 11.3.2 VOCABULARY

sea, ocean, beach, shore, lake, high tide, low tide, tide, waves, coral, coral reef, shells, sea weeds, sea shells, palm trees, marine life, horizon, cliff, motor boat, mast draft

#### 11.3.3 GRAMMAR

- Use of the dash in writing
- Conjunctions in sentences
- Interjections
- Pronouns

## 12.0 THEME AND OBJECTIVE

### 12.1 INDUSTRY

To enable the learner acquire vocabulary and sentence structures relating to industry and use them appropriately

### 12.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use the given vocabulary correctly
- b) use the given sentences structures correctly
- c) read passages /texts and answer oral and written comprehension questions
- d) write guided compositions
- e) use full stops in abbreviations appropriately

## 12.3 LANGUAGE CONTENT

### 12.3.1 LANGUAGE PATTERNS

- Use of relative clauses – who, which, where e.g.
  - It is a factory which makes juice.
  - He is the man who sells cars
- Use of both
  - Both Nyabuto and Osewe supply milk to the factory
  - Both of us operate machines
- Use of question tags
  - You don't work on Sundays, do you?
  - The company imported used cars, didn't it?

### 12.3.2 VOCABULARY

factory, process, export, import, by product, goods, manager, operations, company, package, safety measures

## 12.3.3 GRAMMAR

- Punctuation marks e.g. comma, full-stops, question marks
- Use of full stops in abbreviations
- Present continuous tense

## 13.0 THEME AND OBJECTIVES

### 13.1 CLOTHING

To enable the learner to:

- i. acquire vocabulary and sentence structures relating to clothing and use them appropriately
- ii. develop positive moral values relating to clothing

### 13.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use vocabulary and correct sentences
- b) answer oral comprehension question relating to clothing
- c) write answers to comprehension questions relating to clothing
- d) read for pleasure
- e) write guided compositions
- f) use capital letters in names of people, places, days, months, and institutions correctly

## 13.3 LANGUAGE CONTENT

### 13.3.1 LANGUAGE PATTERNS

- Double imperative e.g.  
Come here and bring your headgear  
Rinse the clothes and hang them on the line
- Almost followed by adjective or verb e.g. Mariamu's wardrobe is almost full of clothes.  
The clothes are almost dry

- Nominal + look  
at/watch/see/hear/find/catch/leave  
e + someone doing  
something. e.g.
  - Did you watch the fashion show last night?
  - Yes, we watched the fashion show. It was very interesting

### 13.3.2 VOCABULARY

boutique, lady, show, competitions, styles, fashion show, judges, stroll (v), kitenge, necklace, bracelets, catwalk, earrings, bangles, swing, elegant, posture, veil, head gear, head scarf, clothes, spectators

### 13.3.3 GRAMMAR

- Punctuation marks
- Direct speech
- Capitalization of names of people, places, days and months, names of institutions

## 14.0 THEME AND OBJECTIVE

### 14.1 TRANSPORT

To enable the learner to acquire further vocabulary and sentence structures relating to transport

### 14.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- listen and respond to instructions and sentences appropriately
- use vocabulary and sentence structures correctly
- read texts/poems and passages relating to transport
- write simple guided compositions
- pronounce words with silent -k as in -kn correctly

## 14.3 LANGUAGE CONTENT

### 14.3.1 LANGUAGE PATTERNS

- Use of tired/afraid of e.g. – I'm afraid of loading the donkey.
  - Wainaina is tired of ploughing with the oxen
- Use of else + present continuous e.g.
  - Who else is riding on a cart?
- Use of indirect object as subject of the passive e.g.
  - What was the driver given?
    - Where were the boxes kept?
- Use of just + verb in the present perfect e.g.
  - Kiragu has just taken the horse to the vet.

### 14.3.2 VOCABULARY

ride, camel, donkey, cart, speed, oxen, caravan, ferry, ship, train, desert, oasis, paddle

### 14.3.3 GRAMMAR

- Silent -k as in -kn
- Direct speech
- Adverbs

## 15.0 THEME AND OBJECTIVE

### 15.1 ENVIRONMENT

To enable the learner to:

- acquire further vocabulary and sentence structures relating to environment
- realize the importance of conserving the environment

### 15.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- use the given vocabulary in correct sentences
- use the sentence structure correctly
- read passages /texts relating to the environment



- d) answer oral and written comprehension questions
- e) write and read sentences with words containing silent –h as in –wh correctly
- f) write sentences with correct use of order of adjectives
- g) write compositions on environment conservation
- h) write and read words with silent initial –h as in honest correctly

### 15.3 LANGUAGE CONTENT

#### 15.3.1 LANGUAGE PATTERNS

- Order of adjectives e.g.
  - Omwenga bought his daughter a small, wooden jembe.
  - Jane gave her brother three ripe, yellow bananas
- Use of words with silent –h e.g.
  - We shall be in the garden for an hour

#### 15.3.2 VOCABULARY

terraces, altitude, soil erosion, canopy, surface, flow, splash, trenches, down pour, top soil, deposit, rich, fertile, farming, wash away

#### 15.3.3 GRAMMAR

- Words containing silent –h as in –wh
- Silent initial –h
- Prepositions
- Direct speech

### 16.0 THEME AND OBJECTIVE

#### 16.1 TOURISM

To enable the learner acquire vocabulary and sentence structures relating to tourism and use them appropriately

### 16.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to vocabulary and sentence structures relating to tourism
- b) use sentence structure correctly
- c) read texts/passages on tourism and answer oral and written questions
- d) write guided compositions
- e) read for pleasure
- f) read words with /l/ and /r/ as in load and road correctly

### 16.3 LANGUAGE CONTENT

#### 16.3.1 LANGUAGE PATTERNS

- Use of next to/across/opposite e.g.
  - The tourist hotel is opposite our school
  - The game ranger lives across the valley
  - The poachers were arrested next to the forest
- Use of auxiliaries + adverbs of frequency e.g. The tourist has always visited Mombasa

#### 16.3.2 VOCABULARY

tourist, tourism, trade, foreign exchange, game forest, safari, National park, game, game reserve park, view, culture, art, landscape, hills, mountain

#### 16.3.3 GRAMMAR

- Read words with /l/and /r/ as in load and road
- Time phrases – yesterday, last (Monday), morning/afternoon/evening /, last night
- Post continuous tense

## LEARNING EXPERIENCES

### LISTENING

(a) Listening and Responding to:-

- commands
- instructions
- directions
- requests
- announcements
- poems
- audio/visual materials
- debates
- stories
- oral comprehension
- questions
- riddle and puzzles
- short passages
- plays
- idioms and proverbs
- sound of objects

(b) **SPEAKING**

- oral practice of language patterns & vocabulary
- reciting poems
- playing language games
- participating in discussions
- telling stories
- describing objects, events and experiences
- giving directions and instructions
- participating in debates
- participating in interview
- answering oral comprehension questions
- asking questions

(c) **READING**

- Instructions and directions
- Labels
- Captions
- Signs
- Notices
- Posters and advertisements
- Teachers correction symbols and comments
- Informal and formal letters

- Menu/Recipes
- Pricelists
- Simple poems and plays
- Questions

(d) **WRITING**

- Dictate passages
- Writing sentences pattern using substitution tables
- Matching words, phrases and parts of sentences
- Filling in blanks
- Writing compositions on given topics
- Guided note-making /note taking
- Filling in forms
- Writing answers in comprehension questions
- Writing formal and informal letters
- Writing speeches, minutes, dialogues
- Compiling school magazines, wall magazines, wall newspapers
- Keeping a diary

### LEARNING RESOURCES

- Real objects
- Charts
- Pictures/photographs
- Teacher/pupil demonstration
- Word cards
- Flash cards
- Chalk board
- Field visits
- Supplementary books
- Newspapers and magazines
- Cutting from newspapers/magazines
- Library books
- Colouring materials
- Sentence cards
- Brochures
- Adverts
- Posters
- Audio-visual materials

## STANDARD SIX

### 1.0 THEME AND OBJECTIV

#### 1.1 HEALTH AND HYGIENE

To enable the learner develop further vocabulary and sentence structures relating to health and hygiene and use them appropriately

#### 1.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to oral comprehensions
- b) use the sentence structures and vocabulary correctly
- c) read passages, poems and dialogues relating to health and hygiene
- d) answer comprehension questions
- e) write guided compositions
- f) use the comma in lists correctly

### 1.3 LANGUAGE CONTENT

#### 1.3.1 LANGUAGE PATTERNS

- Use of too + adjective + for + nominal
  - The milk is too hot for the patient to drink
- Use of conditional sentences involving impossible conditions, affirmatives and negatives
  - If he had listened to the doctor, he would have lived longer.
  - If she had not been rained on, she would not have fallen sick.
- Use of adjective + noun: noun groups e.g. a five year course

#### 1.3.2 VOCABULARY

specimen, ambulance, vaccination, HIV/AIDS, tuberculosis (TB), pneumonia virus, germ(s), persist, persistence, cough, lose weight, lose appetite, suffering from, died of, test results, symptoms

#### 1.3.3 GRAMMAR

- Punctuation marks
- Use of the comma in lists with phrases in apposition
- Adjectives as complements of be, become, get

### 2.0 THEME AND OBJECTIVES

#### 2.1 SHOPPING

To enable the learner to:

- i. develop further vocabulary and sentence structures relating to shopping experiences
- ii. realize the importance of courtesy, honesty and respect

#### 2.2. SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use the vocabulary correctly
- b) use the given sentence structures correctly
- c) read texts/passages/poems and answer oral and written comprehension questions
- d) write guided compositions
- e) form plurals of nouns ending in -y
- f) role play a shopping experiences
- g) practice writing advertisements

## 2.3 LANGUAGE CONTENT

### 2.3.1 LANGUAGE PATTERNS

- The use of too many + nominal + for + nominal + to + verb
  - These are too many parcels for Nyandiga to carry
- The use of compound nouns + possessive e.g.
  - The shopkeeper's keys got lost
- The use of compound + noun groups
  - The customer gave a thousand shilling not to the cashier

### 2.3.2 VOCABULARY

short-change, window shopping, shop-lifting, shop manager, shop attendant, entrance, exit, left luggage, price tag, number tag, green grocery, carrier bag, shopping basket, customer, a kilo of, cashier, tills, queue

### 2.3.3 GRAMMAR

- For plural of nouns ending in -y
- Adjectives coming before nouns
- Use of apostrophe to show possession

## 3.0 THEME AND OBJECTIVES

### 3.1 CELEBRATIONS

To enable the learner to:

- develop further vocabulary and sentence structures relating to celebrations and use them appropriately
- appreciate the value of celebrations in the community

## 3.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- listen and respond to oral comprehensions
- use vocabulary relating to celebrations correctly
- use relating sentence structures correctly
- read passages/poems/texts and answer oral and written comprehension questions
- write guided compositions
- double consonants in past tense and present participle correctly
- write invitation letters
- practice making posters

## 3.3 LANGUAGE CONTENT

### 3.3.1 LANGUAGE PATTERNS

- The use of indirect objects as subjects of the passive with give/send/show/offer/promise etc
  - The couple was given many presents
  - The guests were shown some films
  - They were sent invitation cards
- The use of suppose/be/afraid/know + clause e.g.
  - I suppose the wedding cake is ready.
  - I am afraid the food is not ready
- The use of past continuous passive e.g.
  - The hall was being decorated

### 3.3.2 VOCABULARY

celebration, celebrate, master, master/mistress of ceremonies, bride, bride groom, brides-maids, wedding gown, best man, reception, bouquet of flowers, procession, feast, couple, hall, cards, decorate, balloons, ushers, flowers, girls, name tags, invitation cards

### 3.3.3 GRAMMAR

- Double consonants in past tense and present participle as in trap – trapped, trapping slap – slapped, slapping
- Proper nouns

## 4.0 THEME AND OBJECTIVES

### 4.1 DRUGS

To enable the learner to:

- i. develop further vocabulary and sentence structures relating to drugs and use them appropriately
- ii. develop awareness of and effect change of behavior and attitude towards drugs

### 4.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to oral comprehensions
- b) use vocabulary and sentence structures correctly
- c) read texts  
/passages/poems/news-paper cuttings and answer oral and written comprehension questions
- d) write guided compositions and letters
- e) practice the use of full stops in abbreviations
- f) debate on drugs and substance abuse
- g) role play a scene on drugs

- h) listen and react to talks by resource persons

## 4.3 LANGUAGE CONTENT

### 4.3.1 LANGUAGE PATTERNS

- The use of hear/see/want/have/get/would/like + noun + past participle e.g.
  - He wants the drug addict talked to
  - Many people would like smoking in public stopped
- Use of the relative clause introduced by who e.g.
  - The woman who sells alcohol to pupils has been arrested
- The use of wonder how,
  - He wondered how he would stop the misuse of drugs
- The use of understand/see + where/what/why/how.
  - I cannot understand how some young people get into drugs

### 4.3.2 VOCABULARY

drugs, medicinal drugs, dose, dosage, overdose, under-dose, painkiller, herbal drugs, harmful, tobacco, alcohol, bhang, glue, effect of, negative effects, misuse of, addict, addicted

### 4.3.3 GRAMMAR

- The use of full stops in abbreviations
- Use of commas in apposition

## 5.0 THEME AND OBJECTIVE

### 5.1 DIRECTION

To enable the learner develop further vocabulary and sentence structures relating to giving directions and use them appropriately

## 5.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use the sentence structures and vocabulary
- b) read texts, passages and poems relating to the topic and answer oral and written comprehension questions
- c) write simple guided compositions
- d) pronounce /a/and/^/and also – **sh** and **ch** correctly
- e) mime/dramatize giving directions /interpret/interpreting directions.

## 5.3 LANGUAGE CONTENT

### 5.3.1 LANGUAGE PATTERNS

- The use of clauses joined with although e.g.
  - We kept on walking although we did not know where the police station was
- The use of further/shorter/longer/nearer + than e.g.
  - Ruiru is nearer Nairobi than Nyeri
- Contrastive use of hope/be/afraid/think/suppose in the affirmative and negative e.g.
  - I am afraid I cannot go with you
  - We don't think he can come

### 5.3.2 VOCABULARY

cardinal points of the compass, North, South, East, West, right, straight on, far, near, far away, next to, turn, left/right, sign post, roundabout, route, map, guide, beside, opposite, by the crossroads, junction, lane, farther than, nearer than

## 5.3.3 GRAMMAR

- Pronunciation
  - /a/and/^/ad in cat and cut
  - -sh and ch as in wash and watch
- Adjectives coming before nouns

## 6.0 THEME AND OBJECTIVE

### 6.1 THE HOME

To enable the learner develop further vocabulary and sentence structures relating to activities in and around the home

### 6.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use vocabulary and sentence structures correctly
- b) read texts/passages and instructions relating to the home environment and answer oral and written comprehension questions
- c) read for pleasure
- d) write guided compositions with correct punctuations
- e) use whatever as a conjunction in correct sentence

## 6.3 LANGUAGE CONTENT

### 6.3.1 LANGUAGE PATTERNS

- The use of present continuous passive
  - The baby is being fed
  - The cows are being milked
- The use of compound adjectives formed with noun + ed
  - The old man sat on a three legged stool
- Punctuation: use of the apostrophe to show possession
  - Kamau's home is full of flowers

### 6.3.2 VOCABULARY

chore(s), wash, clean, milk, cook, mend, wipe, mop, brush, polish, split, curtains, draw the curtain, paint, repair, slash, now, neighborhood, to fence, gate, homestead, hosepipe

### 6.3.3 GRAMMAR

- Use of whatever as a conjunction
- Passive in the simple present tense
- Direct speech

## 7.0 THEME AND OBJECTIVES

### 7.1 ACCIDENTS

To enable the learner to:

- i. develop further vocabulary and sentence structures relating to accidents and use them appropriately
- ii. appreciate the importance of road courtesy

### 7.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use vocabulary and sentence structures correctly
- b) read texts, passages and poems and answer oral and written comprehension questions
- c) write guided formal letters
- d) use adjectives and adverbs of manner with and without -ly
- e) use adverbs of place and time, nouns, personal and possessive pronouns correctly
- f) role play road courtesy
- g) tell stories, relate experiences/events

## 7.3 LANGUAGE CONTENT

### 7.3.1 LANGUAGE PATTERNS

- Use of show + nominal + how /where/what to
  - Will you show me how to tie the bandage?
  - The policeman showed me where to report the accident
- The use of certain /likely/lucky/unlucky + clause
  - She was lucky to come out of the accident unhurt
- The use of interrogatives with what/who e.g.
  - What happened to the person lying on the road?
  - What caused the accident?
  - Who saw the motorist stop?

### 7.3.2 VOCABULARY

accident, traffic, traffic lights, zebra-crossing, pedestrian, road safety, side-walk, yellow line, bend, speed-limit, traffic rules, traffic police, accident victims, stretcher, ambulance, First Aid, fracture, bleeding, injury, bruise, bandage, plaster, wound, pus, injection, occur, speeding, head on collision

### 7.3.3 GRAMMAR

- Adjectives
- Adverbs of manner with and without -ly
- Adverbs of place /time
- Proper nouns
- Pronouns
  - personal
  - possessive

## 8.0 THEME AND OBJECTIVE

### 8.1 TRAVEL

To enable the learner to acquire vocabulary and sentence structures relating to travel and use them correctly

### 8.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to oral comprehension
- b) use sentence structures and vocabulary correctly
- c) read texts/passages/poems and answer oral questions
- d) write answers to comprehension questions
- e) write guided compositions
- f) pronounce –s and –sh in words correctly
- g) use apostrophes with plurals without –s and for contracted forms correctly
- h) use apostrophes to show possession correctly
- i) construct correct sentences using –either ....or .....

## 8.3 LANGUAGE CONTENT

### 8.3.1 LANGUAGE PATTERNS

- Use of present continuous passive e.g.
  - The car is being sprayed with paint
- Use of past continuous tense e.g.
  - The car was being services
- Really /quite/rather + adjective e.g.
  - It's really fast
- Use of either + or e.g.
  - You can either have tea or coffee

## 8.3.2 VOCABULARY

windscreen, wipers, dash board, speedometer, safety belt, oil gauge, bonnet, mudguard, brake, pedal, clutch, acceleration, front wheel, rear wheel, head lights, rear lights, boot, first aid kit, jack, wheel spanner, steering wheel, mend, puncture, change wheel, engine, repair

### 8.3.3 GRAMMAR

- -s and sh as in see and she
- Use of apostrophes in plurals without s and for contracted forms correctly
- Reflexive pronouns
- Apostrophes with plurals
  - Without –s and for contracted forms

## 9.0 THEME AND OBJECTIVE

### 9.1 VIRTUES

To enable the learner develop further vocabulary and sentence structures relating to moral virtues and social responsibility and use them appropriately

### 9.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) talk about some moral virtues that they know
- b) use the sentence structures and vocabulary and vocabulary correctly
- c) read texts and passages and answer comprehension questions
- d) read for pleasure
- e) write guided compositions
- f) use direct speech in single sentences with a final reporting verb correctly



## 9.3 LANGUAGE CONTENT

### 9.3.1 LANGUAGE PATTERNS

- The use of get/remind/allow/encourage + nominal + infinitive e.g.
  - He reminded the children to tell the truth all the time
  - The teacher encouraged the pupils to visit the sick old lady
- The use of question tags with present continuous, present simple, past and future tense
  - It is always good to be obedient to our elders, isn't it?
  - Next year we will take part in the clean up exercise, won't we?

### 9.3.2 VOCABULARY

virtue(s), responsibility, generosity, obedience, honesty, honest, hardworking, generous, obedient, responsible, kind, kindness, kindly, fair, trustworthy, trust, trustworthiness

### 9.3.3 GRAMMAR

- Punctuation
- Direct speech: single sentences with final reporting verb
  - Questions with a final reporting verb
  - Exclamation with a final reporting verb
- Speeches containing more than one sentence
- Use of exclamation marks

## 10.0 THEME AND OBJECTIVE

### 10.1 CRAFT

To enable the learners develop vocabulary and sentence structures relating to craft and use them appropriately.

## 10.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to sentence structures correctly
- b) use vocabulary and sentence structures correctly
- c) discuss items that are made during craft lessons
- d) write guided compositions
- e) describe how to make some craft items
- f) read texts/passages and answer oral and written comprehension questions
- g) use adjectives as complements of be, become and get correctly

## 10.3 LANGUAGE CONTENT

### 10.3.1 LANGUAGE PATTERNS

- The use of compound noun + noun group e.g.
  - He paid for the carving with a five hundred shillings
  - It is really a beautiful basket
- The contrastive use of keep and put e.g.
  - The painter always keeps the paint in the store but this morning he put it in the verandah
- The use of clauses as noun qualifiers e.g.
  - The mat you made looks beautiful

### 10.3.2 VOCABULARY

weave, carve, dye, process, materials, skills, stone, tending, pattern, florist, wood, flower, setting, fibre, needle, model, papyrus, design, sew, paint, thread, palatte, wall hangings, sticker, keep, put

### 10.3.3 GRAMMAR

- Grammatical terms
- Adjectives as complements of be, become, get etc

### 11.0 THEME AND OBJECTIVE

#### 11.1 WEATHER AND CLIMATE

To enable the learner develop further vocabulary and sentence structures relating to weather and climate and use them appropriately

#### 11.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use sentences structures and vocabulary appropriately
- b) read texts, passages and poems and answer comprehension questions
- c) write guided compositions
- d) pronounce words containing silent consonants (l, b, w, h, k, gh)
- e) make descriptions of the weather /climatic condition

### 11.3 LANGUAGE CONTENT

#### 11.3.1 LANGUAGE PATTERNS

- The use of really/quite/rather with adjective e.g. It was quite wet this morning
- The use of likely/certainly/unlikely/unlucky/lucky
  - It is unlikely to rain this afternoon
  - He was lucky to be in the house during the heavy storm

### 11.3.2 VOCABULARY

Weather, climate, storm, temperature, thunder, lightning, clouds, cloudy, wind, windy, must, misty, fog, foggy, rainbow, showers, colours of the rainbow, rain, gauge, wind, vane, wind sock, cyclone, hurricane, floods, flash, barometer, pressure, rain gauge, wind vane

#### 11.3.3 GRAMMAR

- Words containing silent consonants (l, b, w, h, k, gh),e.g write
  - bomb
- words contain –gh with the sound /f/e.g
  - photograph
  - graph

### 12.0 THEME AND OBJECTIVE

#### 12.1 ENVIRONMENT

To enable the learner develop further vocabulary and sentence structures relating to the environment and use them appropriately

#### 12.2 SPECIFIC OBJECTIVES

- By the end of the unit, the learner should be able to:
- a) use vocabulary and sentence structures correctly
  - b) read texts, passages, poems and answer oral and written comprehension questions
  - c) read for pleasure
  - d) write guided compositions and formal letters
  - e) change and pronounce words by omission of silent –e before –ed and –in, -ie to y before –ing and –y to –ie before –ed.

## 12.3 LANGUAGE CONTENT

### 12.3.1 LANGUAGE PATTERNS

- Use of the compound adjectives formed with noun + ed
  - Some white feathered birds were flying by
  - The flat-footed animals walked on the forest path
- Use of really/quite/rather with adjective + noun e.g.  
That blue gum tree is really tall

### 12.3.2 VOCABULARY

trees, importance, humus, moisture, undergrowth, branches, twigs, adapt, tree-trunk, cactus, cacti, acacia, cypress, gum tree, hardwood, softwood, conservation, conditions, weather, climate, clearing, soil erosion, favourable

### 12.3.3 GRAMMAR

- Omission of silent –e before –ed and –ing e.g. –cope, -coped, -coping, -hope, -hoped, -hoping

## 13.0 THEME AND OBJECTIVE

### 13.1 ATHLETICS

To enable the learner acquire further vocabulary and sentence structures relating to athletics and use them appropriately

### 13.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use vocabulary and sentence structures correctly
- b) read passages/poems/plays and answer comprehension questions
- c) write personal letters, guided compositions and dialogues to describe an athletics meeting event

- d) construct sentences using simple forms of the verb be
- e) use the auxiliaries be, have, will may and can with verbs correctly

## 13.3 LANGUAGE CONTENT

### 13.3.1 LANGUAGE PATTERNS

- Use of whose as a relative pronoun e.g.
  - The boy whose leg was hurt in the field was given first aid
- Contrastive use of think and hope e.g.
  - I hope she will win the race but I don't think she will.
- Use of conditional sentences involving impossible conditions e.g.
  - If I had some money, I would buy that house

### 13.3.2 VOCABULARY

athletics, practice, track, track event, field, field event, long jump, high jump, short put, javelin, high jump, short put, javelin, discus, judge, hurdles relay, lane, triple jump, winner, steeplechase, marathon, cross country, race, compete, award, finish line, trophy, spectator, tracksuit, riots

### 13.3.3 GRAMMAR

- Verbs
  - Simple forms including the parts of the verb be
  - Verbs with auxiliaries be, have, will, may and can

## 14.0 THEME AND OBJECTIVE

### 14.1 CHILD LABOUR

To enable the learner acquire vocabulary and sentence structures relating to child labour and use them appropriately

### 14.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to child labour messages
- b) listen and respond to oral comprehensions
- c) discuss/debate child labour issue
- d) read texts/poem, passages and answer oral and written comprehension questions
- e) read for pleasure
- f) write guided compositions
- g) use words containing ph with the sound /f/

## 14.3 LANGUAGE CONTENT

### 14.3.1 LANGUAGE PATTERNS

- Use of make someone do something in the present and past simple passive e.g. – The small boy was made to carry the bricks
  - The little girls was made to dig the shamba the whole day
- Use of understand/see/where/what/why/ho + clause e.g.
  - I cannot understand why the children are being mistreated
- Passive formed with get + present perfect e.g.
  - They have got rehabilitated
- Past simple tense e.g.
  - Did they get arrested?

## 14.3.2 VOCABULARY

Campaign, globe, programme, labour, income, generating, slavery, prostitution, cultural, moral values, debt, bondage, hazardous work, drug trafficking, eliminate, chores, drug trafficker

### 14.3.3 GRAMMAR

- Words with –ph with the sound /f/
- Comparative and superlative adjectives
- Order of adjectives

## 15.0 THEME AND OBJECTIVE

### 15.1 GAMES

To enable the learner acquire vocabulary and sentence structures relating to games and describe the activities appropriately

### 15.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to instructions
- b) use vocabulary and sentence structures correctly
- c) read passages, poems, and texts and answers oral and written comprehension questions
- d) write guided compositions
- e) identify and use full stops, question marks and capital letters in sentence division correctly
- f) pronounce words that are commonly confused such as tied/tired correctly
- g) identify and use vowels and consonants correctly

## 15.3 LANGUAGE CONTENT

### 15.3.1 LANGUAGE PATTERNS

- Use of conditionals with could and would e.g.
  - The setter would not spike
- Use of get/remind/allow + nominal + infinitive e.g.
  - The coach reminded the team to practice their skills
- Use of conditional sentences involving impossible conditions affirmative/negative
  - If it had not rained, we would have done enough practice.

### 15.3.2 VOCABULARY

compete, umpire, whistle, scorer, finishing line, table tennis, indoor, scoreboard, outdoor, service, cheer, defeat, accept, coach, captain, beat, fair play, spike, receive, defend, exhausted, game ball, net, poles, rejoice

### 15.3.3 GRAMMAR

- Use of full stops, question marks and capital letters for sentence divisions
- Some commonly confused word e.g. – tied/tired, - quit/quite
- Introduction of the terms vowel and consonants

## 16.0 THEME AND OBJECTIVE

### 16.1 ART

To enable the learner acquire vocabulary and sentence structures relating to art and use them appropriately

## 16.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to instructions and oral comprehensions
- b) use vocabulary and sentence structures correctly
- c) read texts and passages and answer comprehension questions
- d) describe objects
- e) make/draw an article and write a composition on it
- f) write sentences from substitution tables.

## 16.3 LANGUAGE CONTENT

### 16.3.1 LANGUAGE PATTERNS

- Use of present continuous passive e.g.
  - The material is being printed
- The use of continuous as in such sequences as: What would you do if you wanted to make a squeegee?

### 16.3.2 VOCABULARY

fabric, decorations, dye, paint, resist, jaunting tools, screen, material, pins, squeegee, plain, printed, designs, bleach, transfer, batik, starch

### 16.3.3 GRAMMAR

Spelling rules

- The –I before –e rule e.g. receive, deceive, thief, sieve
- Words ending with –tion e.g. create, creation, change of –ay to –ai in past tense of some verbs e.g. say said

## **LEARNING EXPERIENCES**

### **Listening**

Listening and responding to:

- commands
- instructions
- directions
- requests
- announcements
- poems
- audio-visual materials
- debates
- stories
- oral comprehension questions
- riddles and puzzles
- short passages
- plays
- idioms and proverbs
- sounds of objects

### **Speaking**

Speaking task such as:

- oral practice of language patterns and vocabulary
- reciting poems
- playing language games
- participating in discussions
- telling stories
- describing objects, events and experiences
- giving reports and messages
- making announcements
- giving directions and instructions
- participating in debates
- participating in interviews
- answering comprehension questions

### **Reading**

Reading tasks such as:-

- instructions and directions
- labels
- captions
- signs
- notices
- posters and advertisements
- informal and formal letters
- menus/recipes
- pricelists
- simple poems and plays

- reading games and word puzzles
- dictionaries /encyclopedias
- comprehension passages
- supplementary and library books
- children's magazines and newspapers
- content pages, indices and chapter headings

### **Writing**

Writing tasks such as:

- writing dictated passages
- writing sentences patterns using substitution tables
- matching words, phrases and parts of sentences
- filling in blanks
- writing compositions on given topics
- guided note – making /note taking
- developing paragraphs on given topics
- filing in forms
- writing answers to comprehension questions
- writing formal and informal letters
- writing speeches, minutes and dialogues, recipes
- compiling school magazines, wall magazines, wall newspapers
- keeping a diary
- writing articles for the class/school magazine

## **LEARNING RESOURCES**

- Real objects
- Charts
- Pictures/photographs
- Teacher/pupil demonstration
- Word cards
- Flash cards
- Chalk board
- Field visits
- Supplementary books
- Newspapers and magazines
- Cuttings from newspapers/magazines
- Library books /Audio-visual materials
- Colouring materials
- Sentence cards
- Brochures
- Adverts
- Posters

## STANDARD SEVEN

### 1.0 THEME AND OBJECTIVE

#### 1.1 DESERTS

To enable the learner acquire vocabulary and sentence structures relating to the desert environment and use them appropriately

#### 1.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to words and sentences relating to the desert environment
- b) use vocabulary and sentence structures based on the desert environment
- c) read texts and passages based on the desert environment and answer oral and written questions
- d) form past tense and past participles of verbs with 'i'
- e) pronounce words that have c but sound as s
- f) write guided compositions
- g) read for pleasure

### 1.3 LANGUAGE CONTENT

#### 1.3.1 LANGUAGE PATTERNS

- Use of verbs which take two prepositions – look forward to/get on with e.g.
  - We look forward to some rain next year
  - Orina could not get on well with rowdy mob
- Order of adjectives – white cotton shirts e.g . They put on big, white, cotton shirts because of the heat

### 1.3.2 VOCABULARY

arid, semi-arid, nomad, pastoral, millet, irrigation, camel, manyatta, initiate, ochre, herd of cattle, cultivate, climate, hot, sand dune, caravan, dry, adapt, sandy, resistant, hoof, hide, manure, desert, four-wheel, drive, acacia, cactus, oasis, nomadic, nomadism, pastoralist

### 1.3.3 GRAMMAR

- Change of -i to -a in past tense and to -u in participle e.g drink, drank, drunk
- Phrasal verbs

### 2.0 THEME AND OBJECTIVE

#### 2.1 GAMES

To enable the learner acquire vocabulary and sentence structures relating to games and use them correctly

#### 2.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to oral comprehensions
- b) use vocabulary and sentence structures correctly
- c) read passages/texts relating to various games and answer oral questions
- d) write a report on a games meeting
- e) write sentences from a substitution table
- f) hold a debate on games
- g) make posters to advertise a games meeting
- h) write minutes of a games meeting

## 2.3 LANGUAGE CONTENT

### 2.3.1 LANGUAGE PATTERNS

- Use of expansion of nominal group by the addition of complement/infinitive e.g.
  - The team in the blue uniform was the first to score
- Contrast of 'very' with positive association and 'too' with negative association e.g.
  - The time was very short, but the team prepared well before the tournament
  - The car was too damaged for him to repair
- Order of adjectives e.g. beautiful,, baggy, brown, leather jacket

### 2.3.2 VOCABULARY

referee, goal post, linesman, lane, official, pitch, football field, first half, second half, extra time, dribble, pass, dodge, penalty, penalty kick, handball, injury time, mark, result, trophy, free kick, kick-off, middle field, fixture, final, tournament, fans, clubs, win, opponents, coach

### 2.3.3 GRAMMAR

- Use of full stops in abbreviations e.g P.O
- Adverbs of manner with and without -ly
- Order of adjectives

## 3.0 THEME AND OBJECTIVE

### 3.1 POLICE STATION

To enable the learner to:

- acquire vocabulary and sentence structures relating to police activities and use them correctly
- appreciate the importance of maintain law and order

## 3.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- listen and respond to talks, instructions and oral comprehensions and questions
- use related vocabulary and language structures correctly
- read text/passages and answer comprehension questions
- read for pleasure
- write guided compositions and formal letters
- identify the adverbs of time, place and manner

## 3.3 LANGUAGE CONTENT

### 3.3.1 LANGUAGE PATTERNS

- Use of phrasal verbs that take an objects e.g.
  - The policeman went after him
- Question tags with present perfect and past perfect tense e.g. has gone to the police station, hasn't she?
  - She hadn't gone, had she?
- Present participle + complement e.g. The officer doesn't like getting dirty

### 3.3.2 VOCABULARY

arrest, statement, cells, occurrence book, custody, officer on duty, constable, officer on duty, constable, officer, commanding station, beat, suspects, felony, charge sheet, traffic police, criminal, investigation officer, patrol, corruption, anti-corruption, police unit, transparency, accountability, corporal, sergeant, police inspector security detail, petty, crime, report, complaint, police hotline, emergency call, bribery, embezzle, fraud, record, thugs, gang



### 3.3.3 GRAMMAR

- Adverbs of manner, time and place
  - Oluoch read the story slowly
  - Kamau reported here yesterday
  - Musa arrived at the meeting late
- Direct speech

## 4.0 THEME AND OBJECTIVE

### 4.1 FESTIVALS

To enable the learner acquire vocabulary and sentence structures associated with festivals and use them appropriately

### 4.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to talks appropriately
- b) use vocabulary and sentence structures correctly
- c) read texts/passages based on festivals and answer oral and written comprehension questions
- d) read for pleasure
- e) use capital letters for proper nouns and commas in apposition and for lists
- f) write a speech from an outline

## 4.3 LANGUAGE CONTENT

### 4.3.1 LANGUAGE PATTERNS

- Expansion of nominal groups by the additional complements/infinitive e.g.
  - The boy in the red T-shirt was the first to recite a poem
- The present perfect tense with future time reference after until and when e.g.
  - We won't go until our team has performed

- When the choir has performed I will go.
- Hope followed by sentences with possible conditions
  - I hope the actress is not as tired as she says
  - If she is, we should not hope for much from her
- The use of – time + past + past
  - The first time I sang the song I cried
  - The last time we won we got a prize
- After + present perfect + past e.g.
  - After we had been given prizes we held a party

## 4.3.2 VOCABULARY

festival, programme, schedule, adjudicator, culture, sample, official, competitor, drama, music, rehearsal, curtain raiser, stage, auditorium, fashion, theatre, hall, set piece, marshal, celebrate, value, character, actor, actress, costumes, recite, troupe, audience, master of ceremonies, audition

### 4.3.3 GRAMMAR

- Use capital letters for proper nouns and commas in opposition and lists e.g. Mr. Ndeda, the Head teacher, addressed the assembly
- Order of adjectives e.g. The choir was asked to bring musical instruments, set pieces, costumes and props.

## 5.0 THEME AND OBJECTIVE

### 5.1 LIBRARY

To enable the learner acquire vocabulary and sentence structures relating to the use of a library and use them appropriately

## 5.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to words and sentences appropriately
- b) use vocabulary and sentence structures correctly
- c) read texts/passages based on the use of a library and answer oral and written comprehension questions
- d) read for pleasure
- e) use personal possessive and reflexive pronouns
- f) retell a story they have read
- g) write compositions on interesting story books

## 5.3 LANGUAGE CONTENT

### 5.3.1 LANGUAGE PATTERNS

- Use of the range of structures that can follow like + nominal + present participle e.g.  
Our librarian does not like people talking loudly
- Use of must/mustn't + have to /didn't have to e.g.
  - You must look after your book.
  - Yes, and I mustn't tear the cover either
  - Do you have to clean our library
- Yes, but I don't have to wash all the rooms
- Use of both and both of e.g.
  - Both Nafula and I wrote the poem
  - Both of us wrote the poem

### 5.3.2 VOCABULARY

shelves, borrow, lend, reference, reserve periodical, damages, journal, requisition, librarian, encyclopedia, rules, counterfoil, exit, receipt, magazine, issue, index, exchange, file, book mark,

borrowing card, duration, register, ledger, fine

### 5.3.3 GRAMMAR

- Direct speech
- Order of adjective
- Nouns

## 6.0 THEME AND OBJECTIVE

### 6.1 DISASTERS

To enable the learner acquire vocabulary and sentence structures relating to disasters and use them appropriately

### 6.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to words, sentences and talks relating to disasters
- b) use vocabulary and sentences structures relating to disasters correctly
- c) read texts /passages based on disasters and answer oral and written comprehension questions
- d) use direct speech with a final and initial reporting verb
- e) read for pleasure
- f) describe experiences /events/disasters
- g) write formal and informal letters

## 6.3 LANGUAGE CONTENT

### 6.3.1 LANGUAGE PATTERNS

- Use of phrasal verbs with noun/pronoun interposed e.g. The police officer picked them up.
- Conditional sentences with could in the main clause e.g.
- If the lifesavers worked hard, they could save the victims
- Use of whether... of not e.g. Tell me whether you will fight the fire or not
- Use of auxiliary verbs e.g. Do you think the fire brigade will get there?

### 6.3.2 VOCABULARY

manage, disaster, havoc, maim, disable, injure, special, specialized, precaution, revenge, murder, suicide, negligent, rescue, operation, victims, lifesaver, emergency, mortuary, intensive care unit, evacuate, avert, earthquake, bridge, fire brigade, floods, fatal, tragic

### 6.3.3 GRAMMAR

- Use of direct speech e.g.
  - 'Kanini was seriously injured in an accident,' said the doctor
  - The lifesaver shouted 'Open all the doors!'

## 7.0 THEME AND OBJECTIVE

### 7.1 HOBBIES

To enable the learner acquire vocabulary and sentence structures relating to hobbies and use them appropriately

## 7.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to words and sentences /talks/discussions relating to hobbies
- b) use vocabulary and sentence structures based on hobbies correctly
- c) read passages /poems/dialogues and other texts bases on hobbies and answer comprehension questions
- d) use direct speech with a medial reporting verb
- e) write guided compositions
- f) role play an experience
- g) describe own hobby/hobbies

## 7.3 LANGUAGE CONTENT

### 7.3.1 LANGUAGE PATTERNS

- Use of indirect object + verbs bring, buy, get, leave, fetch, make e.g.
  - Our uncle brought us some novels
- Nominal + present + present participle e.g. Nancy kept looking at the stamps.
- Every time + present + present tense e.g. Every time I transfer the seedlings, they dry out
- Direct object + for + indirect object e.g. He knitted a cardigan for Wafula's baby

### 7.3.2 VOCABULARY

pleasure, leisure, leisure time, concentrate, endure, alert, discover, talent, skill, knowledge, aware, excel, determine, relate, materials, relax, experience, conducive, novel, stamps, hobby, develop

### 7.3.3 GRAMMAR

Direct s Speech with a medial verb  
e.g. “hobbies,” explained the  
teacher “help to develop people’s  
talents.”

## 8.0 THEME AND OBJECTIVE

### 8.1 FARMING

To enable the learner acquire  
vocabulary and sentence structures  
relating to farming and use them  
appropriately

### 8.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner  
should be able to:

- a) listen and respond to  
vocabulary and sentence  
structures correctly
- b) read comprehension passages  
and answer oral and written  
questions
- c) read for pleasure
- d) write sentences from  
substitution tables
- e) write a dialogue
- f) from opposites of adjectives  
with the prefix –un
- g) write guided compositions

## 8.3 LANGUAGE CONTENT

### 8.3.1 LANGUAGE PATTERNS

- Use of both...and both of e.g.
  - Both my father and I went  
to harvest the honey
- Find + nominal + adjective e.g.
  - She found bee keeping  
interesting
- Past participle (find) + nominal  
+ adjective e.g.
  - The farmer found the honey  
harvested
- Order of adjectives e.g.
  - A big, brown, wooden hive

### 8.3.2 VOCABULARY

honey comb, honey, bee hive,  
worker bee, queen bee, drone,  
nectar, sting, soldier bee, harvest,  
net, smoker, foreign exchange,  
grab, pollen, pollination, extract,  
sieve

### 8.3.3 GRAMMAR

Formation of opposites of  
adjectives with prefix un-e.g kind –  
unkind

## 9.0 THEME AND OBJECTIVE

### 9.1 HOME

To enable the learner acquire  
vocabulary and sentence structures  
relating to preparing food in the  
home

### 9.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner  
should be able to:

- a) listen and respond to  
poems/comprehension  
passages/instructions and  
passages
- b) use sentence structures and  
vocabulary correctly
- c) read the procedure used in  
preparing a kind of food and  
answer oral questions
- d) read for pleasure
- e) form past tense and past  
participles of verbs that change  
d to t
- f) form words with suffix –er
- g) write guided compositions
- h) role play a home scene

### 9.3 LANGUAGE CONTENT

#### 9.3.1 LANGUAGE PATTERNS

- Use verbs which take two prepositions e.g. look forward to:
- We are looking forward to eating the meals
- Use of should and could e.g
- Shouldn't you be beating the egg?
- Yes, I should be: I am waiting for the milk to boil.
- You could be washing the utensils as you wait for me to get ready

#### 9.3.2 VOCABULARY

oven, flour, bowls, linen, baking, powder, beat, ingredients, procedure, serve, crockery, apron, dough, grater, bake, mix, heat, pour, pan, garnish, butter, cream, serving dish, recipe, mixture, method, batter, mixer, bake, steam

#### 9.3.3 GRAMMAR

- Form past tense and past participles of verbs that change d to t e.g. build – built
- Form words with suffix -er e.g. heat – heater
- The semi colon

### 10.0 THEME AND OBJECTIVE

#### 10.1 PROFESSIONS

To enable the learner to:

- i. acquire vocabulary and sentence structures relating to professions
- ii. appreciate the value of getting a profession

### 10.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to commands/talks/poems and professions
- b) use commands, poems and debates to describe professions
- c) use vocabulary and language structures relating to professions correctly
- d) read comprehension passages and answer oral and written questions
- e) read for pleasure
- f) write guided compositions based on professions
- g) write formal letters
- h) form adjectives with suffix – less

### 10.3 LANGUAGE CONTENT

#### 10.3.1 LANGUAGE PATTERNS

- Use of decide/find out /forget/ask /know/think/hear/remember/tell/understand/realize/ wonder/see/know + when /how /what + infinitive e.g.
  - The teacher illustrated how to work out the sum
  - The pupils could not tell how to repair the machine
- Wish followed by sentences with impossible conditions e.g. – I wish I had talked to the teacher. If I had, I would have got the answer

### 10.3.2 VOCABULARY

profession, job, qualification, noble, tutor, guide, invigilator, counselor, inform, teach, instruct, advice, advise, explain, illustrate, inspect, supervise, inspector, supervision, lecture, aim, examine, examiner, mark, record, test, discipline, indiscipline, punish, announce, assemble, assembly, timetable, games, actor, class teacher, empathize, sympathize, pharmacy, chemist, assess, ethics, conduct, code of conduct, employ, employment

### 10.3.3 GRAMMAR

Pronounce words with sounds /e/ and /ei/ in let and late

Form adjectives with suffix –less e.g. aimless

## 11.0 THEME OBJECTIVE

### 11.1 TECHNOLOGY

To enable the learner acquire vocabulary and sentence structures relating to entertainment and information and use them appropriately

### 11.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- listen and respond to words/sentence structures /oral comprehensions appropriately
- use words and sentences with correct pronunciation
- read information related to entertainment and information and answer oral and written questions
- read for pleasure
- write guided compositions with an opening statement
- form past tense and past participle verbs omitting –e and adding –t

- g) pronounce words with sound /a/ and /ʌ/

## 11.3 LANGUAGE CONTENT

### 11.3.1 LANGUAGE PATTERNS

- Use of the verbs, bring, buy, get, give, fetch, make + indirect object
  - My uncle brought me some video cassettes
- Sentences with improbable conditions e.g.
  - If I had some money, I would buy a compact disk player
- Keep + nominal + past participle e.g. He kept the computer covered
- Keep + nominal + adjective e.g. She kept the video deck clean

### 11.3.2 VOCABULARY

entertainment, information, video, stereo, television, screen, vision, video cassette, recorder, power button, remote control, video cassette, record, rewind, forward, cassette, deck, disk (C.D) player, cassette head cleaner, microphone, ear phone, speaker, volume, amplifier, dial, press, channel, eject, deck

### 11.3.3 GRAMMAR

- Omission of –e and addition of –t in past tense and past participle
- Pronounce words with sounds /a/ and /ʌ/ in cat – cut
- Order of adjectives

## 12.0 THEME AND OBJECTIVE

### 12.1 AGRICULTURAL SHOW

To enable the learner acquire vocabulary and sentence structures relating to an Agricultural Show and use them appropriately

### 12.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to words and sentences appropriately
- b) use vocabulary and sentences structures correctly
- c) read passage based on agricultural shows and answer oral questions
- d) write guided compositions where the ending has been given
- e) read extensively
- f) identify verbs which do not change in past tense
- g) form nouns with suffix –ness, -less

## 12.3 LANGUAGE CONTENT

### 12.3.1 LANGUAGE PATTERNS

- Use of wish followed by sentences + impossible conditions e.g.
- I wish I had talked to the teacher
- I wish I had the money. I would have gone to the show
- Phrasal verbs e.g. take off/go up/look after
- I was in the arena when the guests left
- The gate charge will go up this year
- The Young Farmers will look after the cattle during the show
- Neither ...nor....and neither of e.g
- Neither my mother nor my father went for the show

- Neither of them saw the acrobats

### 12.3.2 VOCABULARY

show, stand, guests, exhibitions, arena, crowd, acrobat, acrobatic, dancers, company, grade cattle, demonstration plots, restaurants, cattle, supply, vegetable, guard, breed, poster, parade, speech, parachute, sticker(s), display, prize, winner, runners up, judges

### 12.3.3 GRAMMAR

- Word formation with suffix – ness
- Tenses
- Parts of speech

## 13.0 THEME AND OBJECTIVE

### 13.1 HEALTH AND HYGIENE

To enable the learner to:

- i. acquire vocabulary and sentence structures relating to health and hygiene
- ii. realize the need to keep clean and have good health habits

### 13.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to passages/instructions/oral comprehensions/words/sentences/appropriately
- b) use sentence structures correctly
- c) read simple texts and stories related to the laboratory and answer oral and written comprehension questions
- d) read for pleasure
- e) take notes
- f) identify words with –ph or –gh with sound /f/
- g) form adjectives with suffix –ful

### 13.3 LANGUAGE CONTENT

#### 13.3.1 LANGUAGE PATTERNS

- Use of make/keep/find/leave + nominal + adjective e.g.
  - The laboratory technician found the patient ready
  - The medicine made her feel well
- Sentences with improbable conditions e.g – If I had some money I would go for a medical examination
- Find + direct object adjectival
  - The nurse found the food stale
- Find + direct object + adverbial e.g.
  - The doctor found the stethoscope in the drawer

#### 13.3.2 VOCABULARY

laboratory, stool, blood specimen, diagnose, signs, symptoms, recover, disinfect, test tube, microscope, stethoscope, prescription, laboratory test, contagious, infection, epidemic, mortality, lab coat, lab result, gloves, syringe, disposable, sample, inoculate, inoculation, dose, vaccine, threat, vaccination

#### 13.3.3 GRAMMAR

- Words with -pt or -gh with sound /f/ e.g. laugh, graph
- Suffix – ful, e.g. Careful, beautiful
- Relative clauses – who, whom, which, whose

### 14.0 THEME AND OBJECTIVE

#### 14.1 AIR TRAVEL

To enable the learner acquire vocabulary and sentence structures relating to air travel and use them appropriately

### 14.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to instructions /poems and passages appropriately
- b) use vocabulary and sentence structures correctly
- c) read poems and passages and answer oral and written comprehension questions
- d) read poems and passages and answer oral and written comprehension questions
- e) read for pleasure
- f) write a pictorial composition relating to travel
- g) form adjectives with suffix -y.

### 14.3 LANGUAGE CONTENT

#### 14.3.1 LANGUAGE PATTERNS

- Use of sentences with improbable conditions e.g.- If I had some money I would fly to Entebbe
- Sequence of tense with as soon as + present + future e.g.
  - As soon as the plane lands, I'll inform you
- Nominal + adverbial + adjective e.g.
  - The man in the cabin was pleasant
- The range of structures that follow keep + indicate object + direct object e.g.  
They kept him some food
- Direct object + for + indirect object e.g.
  - They kept some food for him



## 14.3.2 VOCABULARY

airport, airbase, airstrip, land, passport, runway, visa, cockpit, compass, clearance, cabin, helicopter, jumbo jet, charter, flight attendants, airborne, international, emergency, domestic, pilot, cargo, crew, control tower, fasten, safety belt

## 14.3.3 GRAMMAR

- Word formation with suffix –y
- Pronunciation –sh and –ch as in bash and – batch
- Articles a, an and the

## 15.0 THEME AND OBJECTIVE

### 15.1 SEA TRAVEL

To enable the learner acquire vocabulary and sentence structures relating to sea travel and use them appropriately

### 15.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to poems and passages appropriately
- b) use vocabulary and sentence structures correctly
- c) read poems and passages relating to travel and answer oral and written comprehension questions
- d) pronounce words with sounds /-ou/ and /-o/
- e) write guided compositions on sea travel

## 15.3 LANGUAGE CONTENT

### 15.3.1 LANGUAGE PATTERNS

- Use the present perfect tense with future reference after until and when e.g.
  - The ship will not set sail until the storm has subsided
  - When the ship has docked the crew will disembark
- Range of structures that follow make + direct object e.g.
  - The storm made the ship change coursemake + nominal + adjective  
e.g. – The captain made the passengers comfortable.
- Use of preposition besides e.g.
  - Do you travel by any other means besides sea?
- Use of in case and if e.g.
  - People telephone the fire brigade if their houses catch fire
  - Maria left the door open in case her brother arrival

### 15.3.2 VOCABULARY

vessels, boat, ship, steamer, canoe, yacht, liner, cruise, marooned, knots, mast, stowaways, storm, crew, propeller, captain, helmsman, deck, stern, dock, lighthouse, sextant, sail, sailor, subsided, waves, anchor, seasickness, voyage, pirates, shipwreck, tug boat, tow, logging, cargo, disembark, course, mess, rudder, hull, lifeboat, ferry, paddle, oar

### 15.3.3 GRAMMAR

- Pronunciation
- The sounds
  - /ou/and/o/
  - The sound /h/
- Countable and uncountable nouns

## 16.0 THEME AND OBJECTIVE

### 16.1 TOURIST ATTRACTIONS

To enable the learner acquire vocabulary and sentence structures relating to tourism and use them appropriately

### 16.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to dialogues, passages and poems appropriately
- b) use vocabulary and sentence structures correctly
- c) read dialogues, passages, and poems and answer oral questions
- d) pronounce voiced and voiceless consonants
- e) write minutes of a meeting
- f) make posters to advertise a tourist attractions

### 16.3 LANGUAGE PATTERNS

- Use of range structures that can follow find
  - Direct object e.g. He found the key.
  - Indirect object + direct object
- He found his father a box of matches
- Use of the range of structures that can follow like
  - Direct object e.g. I like the book
  - Like it when + clause e.g. I like it when the wind blows
  - Intransitive use of like
  - e.g. You can stay up if you like

## 16.3.2 VOCABULARY

ruins, foreign exchange, game parks, game reserves, national park, crater, crater lakes, hot springs, museum, pillar, beach, shell, artifacts, excavate, excavation, peak, snow, rift valley, wildlife, environment, prefer, carving, secure, volcano

### 16.3.3 GRAMMAR

- Voiceless and voiced consonants e.g. sue, zoo
- Indirect speech
- Prepositions of movement e.g. across, through, past, along

## 17.0 THEME AND OBJECTIVE

### 17.1 BANKING

To enable the learner acquire vocabulary and sentence structures relating to banking and use them appropriately

### 17.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to vocabulary items and sentence structures relating to banking appropriately
- b) use vocabulary and sentence structures relating to banking correctly
- c) read passages and texts relating to banking and answer oral and written comprehension questions
- d) use given conjunctions in sentences correctly
- e) pronounce the sound /h/
- f) read for pleasure
- g) write a guided composition on banking
- h) fill in forms

## 17.3 LANGUAGE CONTENT

### 17.3.1 LANGUAGE PATTERNS

- Use of Verb + object + present participle e.g.
  - I dislike people telling me what to do
  - I can't imagine him working in an office
- Use of double comparative ...er and ...er/more and more e.g.
  - I am getting fatter and fatter
  - We are saving more and more regularly
- Use of the + comparative expression + subject + verb e.g.
  - The older I get the happier I am
  - The more dangerous it is, the more I like it.

### 17.3.2 VOCABULARY

bank, bank manager, passbook, account, signature, sign, safe, deposit, withdraw, credit, bounce, queue, cashier, teller, save, forge, forgery, accountant, balance, withdrawal form, deposit form, slip, key in, pin number, Automated Teller Machine (ATM) banking, loan, repay, signatory, counterfoil, overdraft, debit, statement, interest, banking hall, current account, savings account, ATM cards, fraud, check book, credit card, dishonoured check

### 17.3.3 GRAMMAR

- Pronounce the sound /n/ as in sing, hang
- Conjunctions – while, whereas
- Many, much, a lot, a lot of.

## **LEARNING EXPERIENCES**

### **Listening**

Listening and responding to:

- commands
- instructions
- directions
- requests
- announcements
- poems
- audio-visual materials
- debates
- stories
- oral comprehensions
- questions
- riddles and puzzles
- short passages
- plays
- idioms and proverbs/wise sayings
- sound of objects

### **Speaking**

- oral practice of language patterns and vocabulary
- reciting poems
- playing language games
- participating in discussions
- telling stories
- describing objects, events and experiences
- giving reports and messages
- making announcements
- giving directions and instructions
- participating in debates
- participating in interviews
- answering oral comprehension questions

### **Reading**

- instructions and directions
- labels
- captions
- signs
- notices
- posters and advertisements
- teacher's corrections symbols and comments
- informal and formal letters

- menus
- price lists
- simple poems and plays
- reading games and word puzzles
- dictionaries /encyclopedias /directories
- comprehension passages
- supplementary and library books
- children's magazines and newspapers
- content pages, indices and chapter heading to find

### **Writing**

- writing from dictation
- writing sentence patterns using substitution tables
- matching words, phrases and parts of sentences
- filling in blanks
- writing compositions
- guided note making /note taking
- developing paragraphs
- filling in forms
- writing answers to comprehension questions
- writing formal and informal letters
- writing speeches, minutes, dialogues
- compiling school magazines, wall magazines, wall newspapers
- keeping a diary

## **LEARNING RESOURCES**

- chalkboard
- flashcards
- photographs
- real objects
- audio-visual aids
- charts
- diagrams
- illustrations
- cuttings from magazines, newspapers and calendars
- supplementary books
- library books
- resource persons
- educational /field visits
- teacher/pupil demonstrations

## STANDARD EIGHT

### 1.0 THEME AND OBJECTIVES

#### 1.1 SOCIAL VALUES

To enable the learner to:

- i. acquire vocabulary and sentence structures relating to
- ii. social values and use them appropriately
- iii. describe desirable value and demonstrate an appreciation for the same through changed behavior

#### 1.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen to poems, talks, conversations and respond appropriately
- b) read materials on social values and answer oral and written comprehension questions
- c) use the given sentences patterns correctly
- d) write a guided composition on social values

### 1.3 LANGUAGE CONTENT

#### 1.3.1 LANGUAGE PATTERNS

- Clauses introduced by who e.g.
  - The pupil who worked hardest was given a reward
  - The boy who showed a lot of kindness was praised by the teachers
- Clauses introduced by whose e.g. The boy whose shirt the cows tore showed a lot of self control
- Verb followed by to + the infinitive
  - Main verb in the present e.g.
  - The class wants to visit the orphaned children

- Main verb in the past e.g.
- The pupils decided to tell the truth

- Verb + object + infinitive e.g. Thuo wants Hinga to post the letters

#### 1.3.2 VOCABULARY

honest, generosity, kindness, love for others, hard work, goodness, chastity, trust, morality, discipline, self control, obedience, respect, forgiveness, admitted, politeness, truth

#### 1.3.3 GRAMMAR

- -ing forms as subjects e.g. smoking is bad for him
- Question tags
- Present progressive questions

### 2.0 THEME AND OBJECTIVES

#### 2.1 CAREERS

To enable the learner acquire further vocabulary and sentence structures relating to careers and use them appropriately

#### 2.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:-

- a) listen and respond to more advanced discussions and passages
- b) read texts and passages on careers and answer oral and written comprehension questions
- c) express themselves meaningfully in a variety of written exercises and tasks requiring critical thinking
- d) write a guided autobiography

- e) identify and use the present continuous tense and the simple present tenses

## 2.3 LANGUAGE CONTENT

### 2.3.1 LANGUAGE PATTERNS

- Present simple tense describing general truths e.g.
- You need a good certificate to get into a good career.
- A baby needs to eat well to be healthy
- Present continuous tense for future arrangements e.g. – I am attending an interview next Friday
- Simple present tense e.g.
- Olanga enjoys his job as the manager of a beach hotel

### 2.3.2 VOCABULARY

career, qualification, interview, manager, application, referee, curriculum vitae, certificate, service, industry, formal, informal, applicant, job

### 2.3.2 GRAMMAR

- Present continuous tense
- Present simple tense
- Determiners – this, that, these, those, some, any, no, enough

## 3.0 THEME AND OBJECTIVES

### 3.1 DRUGS AND DRUG ABUSE

To enable the learner to:

- i. acquire vocabulary and sentence structures relating to drugs and drug abuse and use them appropriately
- ii. realize and demonstrate an understanding of the negative effects of drug abuse

## 3.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to talks and audio visual materials with drugs, related messages
- b) discuss drugs, their negative effects of drug abuse and demonstrate the skills of consistency, critical thinking and coherence
- c) read a variety of materials and demonstrate comprehension ability by answering oral and written questions
- d) use sentence structures correctly
- e) write guided compositions /poems/dialogues on drugs abuse
- f) use the past perfect and past continuous tenses correctly

## 3.3 LANGUAGE CONTENT

### 3.3.1 LANGUAGE PATTERNS

- Phrasal verbs with get e.g.
  - The drug traffickers will not be allowed to get away with his crime.
- Present simple tense for description /general truths
  - Young people who refuse to abuse drugs have higher chances of succeeding in life.
- Past perfect tense
  - Umi had stopped by the shop
- Present continuous tense
  - Kazungu is going to school

### 3.3.2 VOCABULARY

heroin, bhang, cocaine, hallucination, dependence, withdrawal, trafficker, addiction, smoking, alcohol

### 3.3.3 GRAMMAR

- Past perfect
- Past continuous
- Mode verbs

## 4.0 THEME AND OBJECTIVES

### 4.1 LIFE SKILLS

To enable the learner to:

- acquire vocabulary and sentences structures relating to life skills and use them correctly
- realize the importance of life skills and demonstrate and appreciate of the same through observable behavior

### 4.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- listen to passages, talks and poems and respond appropriately
- discuss life skills using accurate sentence structures and vocabulary
- read life skills related texts and answer oral and written comprehension questions
- write poems and guided compositions on life skills
- identify and use adverbs of degree
- use infinitive with and without 'to' appropriately

## 4.3 LANGUAGE CONTENT

### 4.3.1 LANGUAGE PATTERNS

- Use of appropriate determiners e.g. a/an/the/other/every with singular noun e.g.
  - Every pupil was advised to think very clearly before making any decisions
- Use of appropriate determiners with plural nouns e.g.

- Many boys and girls have learnt to solve the problems that come their way wisely

- Present simple for general truths e.g.  
We communicate through words, gestures and facial expressions

### 4.3.2 VOCABULARY

decision-making, critical thinking, self esteem, assertiveness, problem solving, conflict resolution, communication, creative thinking, gestures, facial expression, life skills

### 4.3.3 GRAMMAR

- Adverbs of degree
- The infinitive with /without to
- Order of adjectives

## 5.0 THEME AND OBJECTIVES

### 5.1 CHILD LABOUR

To enable the learner to:

- acquire vocabulary and sentence structures relating to child labour and use them appropriately
- appreciate and demonstrate an understanding of the evils and child labour

### 5.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- listen to passages/poems/plays and child labour messages and respond appropriately
- talk about basic child labour issues using correct sentence structures and vocabulary
- read materials with child labour messages and demonstrate ability to make critical judgment through identifying the evils of child labour orally and in writing

- d) write guided compositions
- e) write formal letters
- f) use the colon appropriately

### 5.3 LANGUAGE CONTENT

#### 5.3.1 LANGUAGE PATTERNS

- Use of appropriate determiners in the affirmative, interrogative and negative e.g.
  - The ten year old girl picked some coffee in the plantation yesterday
  - Did the ten year old girl pick much coffee yesterday?
  - The ten year old girl did not pick much coffee yesterday.
- Past simple tense to narrate past events and state imaginary events
  - We left for the town early that morning
  - Imagine you should fly, what could you do?
- Past continuous tense of actions in progress at a specific time e.g.
  - At five o'clock in the morning, the twelve year old boy was working in the workshop
- Past continuous for extended actions in the past, e.g.
  - The girl was working in the house last week

#### 5.3.2 VOCABULARY

plantation, chores, payment, wages, rights, exploitation, harmful, recreation, overcoat, gloves, helmet, fatigue, protective, gumboots, delinquent, responsible, irresponsible, employer, shoe shine, domestic, factory, child labour, house help, leisure, duty, violate, workshop

#### 5.3.3 GRAMMAR

- The colon
- Passives
- Countable and uncountable nouns

### 6.0 THEME AND OBJECTIVE

#### 6.1 REGIONAL COOPERATION IN EAST AFRICA

To enable the learner to:

- i. acquire vocabulary and sentence structures relating to regional cooperation in East Africa and use them appropriately
- ii. realize the need for respect for one another so as to promote cooperation

#### 6.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to stories, poems, passages and speeches relating to East Africa Co-operation
- b) recite poems, make speeches, tell stories, and participate in discussions related to East African cooperation
- c) read a variety of materials related to East African cooperation
- d) use brackets to punctuate sentences
- e) write compositions, speeches, and reports on East African cooperation



## 6.3 LANGUAGE CONTENT

### 6.3.1 LANGUAGE PATTERNS

- Past continuous tense  
Actions in progress at a specific past time e.g.  
At 7.00 am the ministers were discussing how to improve trade within East Africa
- Verb followed by present participle e.g.  
East Africans near Lake Victoria enjoy eating fish
- Use brackets as punctuation marks in sentences

### 6.3.2 VOCABULARY

boarder, trade, co-operations, export, import, international, region, passport, visa, customers, duty, immigration, foreign affairs, security, people, unity, relate, strengthen, relationship, support, common market, local trade, regional trade

### 6.3.3 GRAMMAR

- The bracket
- Speech marks
- The hyphen

## 7.0 THEME AND OBJECTIVE

### 7.1 COMMERCE AND TRADE

To enable the learner to acquire vocabulary and sentence structures relating to commerce and use them correctly

### 7.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to

- a) listen and respond to vocabulary and sentence structures appropriately
- b) read materials and discuss trade and commerce using appropriate vocabulary and sentence structures

- c) write sentences, paragraphs and guided compositions on commerce and trade
- d) use the hyphen and other remarks to punctuate sentences correctly
- e) identify and use present simple tense
- f) identify and use regular and irregular verbs in sentences
- g) answer oral and written comprehension questions
- h) read for pleasure
- i) write compositions

## 7.3 LANGUAGE CONTENT

### 7.3.1 LANGUAGE PATTERNS

- The use of determiners with uncountable nouns e.g. – A trader needs some capital to start a business
- Verb + noun/pronoun + infinitive
  - The trader asked us to leave immediately
- Present perfect continuous tense e.g.
  - We have been buying goods from the shopkeeper since I was a child
- Clauses introduced by who e.g.
  - A business person who sells goods on credit will soon run out of cash
- Use of present simple tense
  - We use spoons for eating

### 7.3.2 VOCABULARY

trade, trader, shop, shopkeeper buy, sell, goods, cost, price, profit, demand, supply, customer, business, bargain, sale, exhibition, stall, kiosk, grocery, green grocer, weighing scales, measure, package, packet, line of, pay, payment, give, change, more change, short change, cheap, fair price, expensive item, cash, credit, sell on credit, bank

### 7.3.3 GRAMMAR

- The dash
- Regular and irregular verbs
- Past perfect continuous tense
- Present simple tense

## 8.0 THEME AND OBJECTIVES

### 8.1 INTENATIONAL COMPETITIONS

To enable the learner to:

- acquire vocabulary and sentence structures relating to international competitions and use them correctly
- realize the importance of international cooperation and peace

### 8.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- listen and respond appropriately to material on international competitions
- read materials on international competitions and discuss them using appropriate vocabulary and sentence structures
- write sentences, paragraphs and compositions on the subject intelligibly
- use comparative and superlative degrees of objectives
- state the importance of international co-operations
- use determiners in sentences
- read and answer oral and written comprehension questions
- write short messages to friends
- write sentences from substitution tables

## 8.3 LANGUAGE CONTENT

### 8.3.1 LANGUAGE PATTERNS

- The use of appropriate determiners with uncountable nouns e.g.
  - You need a lot of diligence and endurance to win at the Olympic games
- Past simple passive e.g.
  - International competitions are held periodically
- Use of as well as construction as a connector meaning also e.g.
  - Players score by throwing the ball through the ring in basketball as well as in netball.
  - Verb + ing as a nominal e.g.
    - Participating in international competitive sports and trade fairs promotes cooperation and understanding among the people of the world.
- When/after/as soon as
  - In athletics the competitions start running as soon as the start gun goes off
- Determiners: a, an the
  - Steeplechase is an interesting race
  - A person who participates in athletics is called an athlete
  - Koech won a gold medal in the 3000 metres steeplechase

### 8.3.2 VOCABULARY

games, sports, event, venue, competitors, exhibitors, stands, teams, anthems, torch, flags, celebrity, runners-up, awards, medals, gold, silver, bronze, field events, track events, ball games, gymnasium, score, points, officiate, baton, javelin, discus, shot put, hammer, high jump, long jump, marathon, cross-country, race, referee, judges, fans, spectators, committee, advertisers, advertisements, applause, cheer, wrestle, selection of venue, voting, swim, celebrate, gun, starter, go off, stroke, village for teams, promote, international, co-operation, unity, peace, test of endurance/diligence

### 8.3.3 GRAMMAR

- Determiners
- Comparative and superlative adjectives
- Order of adjectives

## 9.0 THEME AND OBJECTIVE

### 9.1 CLUBS AND SOCIETIES

To enable the learner acquire vocabulary and sentence structures relating to clubs and societies and use them correctly

### 9.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to vocabulary and sentence structures appropriately
- b) read materials, answer oral and written questions correctly
- c) write sentences, paragraphs and compositions on the subjects
- d) describe club activities using appropriate vocabulary and sentence structures
- e) use countable nouns correctly

- f) write agenda and minutes of club meetings
- g) write a report on a class project
- h) write invitation letters

## 9.3 LANGUAGE CONTENT

### 9.3.1 LANGUAGE PATTERNS

- Use of present simple tense for habitual actions e.g.
  - The chairpersons of the club controls the meeting by keeping the discussion to the **agenda**
- Use of present continuous tense for extended action
  - The organizing secretary informed the members that the meeting is being held in the dining hall
  - The club has been conducting elections of officials since five o'clock.
- Verb + to + infinitive e.g.
  - The members want to change the constitution
  - The chairperson asked the treasurer to read the income and expenditure report
- The dash e.g.
  - We had a great time at the festival, the pupils really loved it
  - The pupils really loved it

### 9.3.2 VOCABULARY

association, club, society, patron, chairman, treasurer, auditor, secretary, organizing secretary, member, constitution, membership fee, register of members, income, expenditure, statement, appeal for fund, fundraise, fundraising, guest of honour, code of conduct, conduct a meeting, agenda, matters arising, venue of meeting, minutes, resolutions, call meeting to order, Any Other Business (AOB), close

the meeting, follow-up the resolutions

### 9.3.3 GRAMMAR

- Nouns: countable and uncountable
- The dash table
- Adverbs with the verb

## 10.0 THEME AND OBJECTIVE

### 10.1 THE COURT OF LAW

To enable the learner to:

- acquire vocabulary and sentence structures relating to law courts and court processes and use them appropriately
- realize the importance of honesty in matters relating to courts of law.

### 10.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to

- listen to materials/talks/discussions on the topic and respond appropriately
- read texts/passages and answer oral and written questions
- use relative pronouns 'which' and 'that' correctly
- use sentences structures correctly in exercise
- state the importance of honesty in handling matters relating to the law process
- write a statement from a witness
- write a guided composition on law enforcement

## 10.3 LANGUAGE CONTENT

### 10.3.1 LANGUAGE PATTERNS

- The use of determine/cross – examine/hear + nominal
  - The court heard and determined the case in favour of the respondent.
  - The advocate cross-examined the witness.
- Not only...but also
  - Courts of law do not only hear cases but they also determine the outcome of the cases.
  - The judge does not only rely on the evidence given in court to make rulings but also on exhibits brought before the court
- Phrasal verbs – put forward, put together, put up
  - The prosecutor put together a credible case against the accused
  - The advocate put up a remarkable defense for the accused
  - The circumstantial evidence put forward by the prosecution could not sustain the case
- The use of This is ...../it is called .../it is used for....
  - The person who takes another person to court is called the complaint/plaintiff/litigant
  - The wooden hammer shaped object used by the judge to restore order in court, is called a gavel
- Use of relative pronouns that /which e.g. I found the open that/which I had lost.

### 10.3.2 VOCABULARY

court of law, courtroom, Law, laws, lawyer, magistrate, judge, the Chief Justice, the Attorney General, office, offences, charge, charges, plaint, plaintive, respondent, the accused, witness case, evidence, direct evidence, circumstantial evidence, court, arbitrator, advocate, cross-examine, sentence, the sentence, jail term, jail, drop charges, withdraw case, chambers, appeal against a sentence/judgement, committal bundles, capital office, grounds for appeal, lose a case, lose an appeal, the complainant, gravel, hear a case, case file, litigation, court proceedings, make a ruling, sue someone, determine a case, decide in favour of, outcome of the case, sustain a case, record a statement, review the sentence/judgement, exhibit, imprison, imprisonment, defense lawyer, convict(v),suspect.

### 10.3.3 GRAMMAR

- Pronouns which, that
- Relative clauses with who, whose, where, when

### 11.1 THEME AND OBJECTIVE

#### 11.1 SEA TRAVEL

To enable the learner develop further vocabulary and sentence structures relating to travel by water and use them correctly

#### 11.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) use vocabulary and sentence structures relating to water travel appropriately
- b) read materials on the subjects and respond appropriately
- c) write clearly about the subject of travel by water

- d) answer oral and written comprehension questions
- e) read for pleasure
- f) use the semi colon correctly in writing
- g) identify and use conjunctions correctly in sentences

### 11.3 LANGUAGE CONTENT

#### 11.3.1 LANGUAGE PATTERNS

- Simple present tense for Habitual actions e.g.
  - Pilots use the rudder to steer the ship
  - This steamer plies between the three ports of lake Victoria: Mwanza, Kisumu and Jinja
  - The ferry makes half – hourly journeys between the main land and the island of Mombasa
- Present continuous + or else e.g.
  - Large ships entering the harbor have to be tugged or else they would crush into the jetty
- Adverb of degree (intensifiers) e.g.
  - An aeroplane is very fast
  - A canoe is quite slow

#### 11.3.2 VOCABULARY

sea, lake, river water, travel, boat, ferry, ship, canoe, paddle, ors, stern, keel, deck, cabin, propel, propeller, helm, rudder, anchor, berth, tug, jetty, platform, lift-jacket, floats, dinghy, lifeboat, steamer, steamship, pilot, coxswain, captain, engineer, seaman, sea farer, passengers, course, port of call, call at a port, set sail, put anchor, ply a route or between ports, schedule, tugged, cruise ship, cargo ships, passenger

ships, petroleum/oil tankers,  
marine, maritime

### 11.3.3 GRAMMAR

- The semi-colon
- Conjunctions
- Adverbs of degree (intensifiers)

## 12.0 THEME AND OBJECTIVE

### 12.1 HEALTH AND HYGIENE (HIV/AIDS)

To enable the learner acquire vocabulary and sentence structures relating to health including HIV/AIDS and use them appropriately

### 12.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to vocabulary relating to health appropriately
- b) read and discuss materials and passages on health
- c) answer questions from poems, passages and songs on health
- d) write guided compositions on the subject of health
- e) answer oral and written comprehension questions
- f) read for pleasure
- g) recognize and use the simple past tense
- h) write notes that could be used for debate/speech/talk
- i) make posters
- j) listen to resource people

## 12.3 LANGUAGE CONTENT

### 12.3.1 LANGUAGE PATTERNS

- Use of the + some proper noun categories: e.g. the Nile, the Sudan, the Aberdares, the Ministry of Health
- a) Present tense for description of general truths e.g.

- Ill-health causes the body of a person to waste away
- Abstinence from pre-marital sex prevents infections.
- b) Imaginary events e.g.
  - Suppose/imagine you were to talk to your classmate about the cause of HIV/AIDS, what would you tell them?
  - Can you imagine how nice it would be if we lived in a country free of disease?
- Relative clauses introduced by who/whose
  - A person who does not take care of himself will contract diseases.
  - A person whose natural immunity is destroyed develops full-blown AIDS

### 12.3.2 VOCABULARY

HIV/AIDS, immune, immunity, lack of immunity, reduced immunity, deficiency, deficiently, syndrome, virus, acquire, acquired, body cells, white blood cells, foreign body (germ), antibody, fight-cells, body fluids, saliva, serum, semen, sputum, waste, lose weight, infection, ulcer, mouth/skin ulcers, sports, contaminate, contamination, contaminated objects, contaminated blood, infusion of blood, infusion of blood, intravenous fluids, risk, risky behavior, STDs, risky cultural practices, abstinence, premarital sex

### 12.3.3 GRAMMAR

- The suffixes:
  - -ful, -less, -ly, -ment, and -ish
  - Pronouns: who, whose

## 13.0 THEME AND OBJECTIVE

### 13.1 MODERN COMMUNICATION METHODS

To enable the learner acquire more vocabulary and sentence structures relating to modern communication and use them appropriately

### 13.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to acted telephone calls, passages, poems and conversations
- b) participate in modern communication related discussion and other oral activities using correct language structures and vocabulary
- c) write a telephone conversation using polite language
- d) write a formal letter using the relevant conventions
- e) identify and use the past perfect continuous tense
- f) read for pleasure
- g) write compositions

## 13.3 LANGUAGE CONTENT

### 13.3.1 LANGUAGE PATTERNS

- Use of will + 2<sup>nd</sup> and 3<sup>rd</sup> person subject e.g.
  - My mother will send an e-mail to my brother in Kampala
  - You will put the letter in this envelope, put a stamp on it and take it to the post office.
- Use of shall + 1<sup>st</sup> person subject – we shall telephone our friends in Mombasa

- Use of present perfect continuous events in the past which have recently been finished. E.g.
  - Aketch has been dialing that number for the last twenty minutes

### 13.3.2 VOCABULARY

telephone, fax, e-mail, internet, dial handset, key in, post office, envelope, stamp, network, hardware, website, connect, browse, surf, address

### 13.3.3 GRAMMAR

- Past perfect continuous
- Order of adjectives

## 14.0 THEME AND OBJECTIVE

### 14.1 THE ATMOSPHERE AND THE SOLAR SYSTEM

To enable the learner acquire vocabulary and sentence structures relating to the atmosphere and the solar system and use them correctly

### 14.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:-

- a) listen to passages/poems and conversations related to the universe and respond appropriately
- b) participate in various oral activities using correct sentence structures and vocabulary related to the universe
- c) read passages/poems/stories/conversations and other material containing information on the atmosphere and the solar system and answer comprehension questions
- d) fill forms
- e) read for pleasure

- f) write a short article on the use of one communication gadget for the class magazine.

### 14.3 LANGUAGE CONTENT

#### 14.3.1 LANGUAGE PATTERNS

- Time clauses with simple present + will/hall e.g.
  - As soon as the sun shines, the water will evaporate into the atmosphere.
  - When the oxygen is finished, the flame will go off.
- The use of will and shall to make predictions e.g.  
The scouts will arrive before sunset
- Verb followed by present participle e.g.
  - I enjoy watching the stars.
  - We like reading space age stories
- Positive and negative statements  
e.g.
  - Neptune is a very large planet
  - Pluto is not a large planet

#### 14.3.2 VOCABULARY

stars, moon, sun, planet, earth, mars, atmosphere, vapour, evaporate, condense, air, oxygen, solar, solar system, comet, space astronaut

#### 14.3.3 GRAMMAR

Present perfect continuous tense

### 15.0 THEME AND OBJECTIVE

#### 15.1 CIVIC EDUCATION

To enable the learner acquire vocabulary and sentence structures relating to civics and politics and use them appropriately.

### 15.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:

- a) listen and respond to passage, stories and recorded parliamentary discussions
- b) read passages, newspaper articles and reports and other civics related
- c) material and be able to answer comprehensions questions
- d) write a guided composition on civic education
- e) read for pleasure
- f) form new word using suffixes

### 15.3 LANGUAGE CONTENT

#### 15.3.1 LANGUAGE PATTERNS

- Present perfect continuous for events begun in the past but which are still continuing e.g.  
Kaguta has been the member of parliament for that constituency for eight years.
- Contrast of present perfect and past simple with for e.g.
  - She has been Cabinet Minister for five years.
  - She was a Cabinet Minister for five years.
- Contrast of for and since with present perfect e.g.
  - It is now noon. The voters have been queuing since 7 o'clock.
  - They have been queuing for five hours
- Use of past perfect e.g.
  - The MP was defeated by the new candidate.
  - The MP had lost to a new comer.



## 15.3.2 VOCABULARY

parliament, legislature, judiciary, executive, bill, law, constituency, minister, politics, political, party, campaign, vote, ballot, president, local authority, council, councilor, mayor, chairman, county council, speaker, sergeant at arms, government, opposition, debate, motion, member of parliament, city council, local government, urban, municipal, town.

## 15.3.3 GRAMMAR

- The suffixes
  - ness
  - able
  - ment
  - ish
  - y

## 16.0 THEME AND OBJECTIVE

### 16.1 TECHNOLOGY

To enable the learner develop further vocabulary and sentence structures relating to technology and use them appropriately.

### 16.2 SPECIFIC OBJECTIVES

By the end of the unit, the learner should be able to:-

- a) listen to vocabulary and sentence structures relating to computers and respond appropriately
- b) use vocabulary and sentence structures relating to computers appropriately
- c) read and discuss materials and passages on computers and answer oral questions
- d) answer written comprehension questions
- e) write guided compositions on computers and their use
- f) read for pleasure

## 16.3 LANGUAGE CONTENT

### 16.3.1 LANGUAGE PATTERNS

- The conditional with would and could + negative
  - The video player would not work and so we could not watch the programme.
  - Understand /see + questions e.g.
    - Can you understand how a printer works
- Use of should for obligation, e.g.
  - We should save all important information in a hard disk
- Use of should for probability e.g.
  - The head teacher should buy a printer

### 16.3.2 VOCABULARY

programme, video player, printer, keyboard, mouse, monitor, screen, cable, connect, connector, keyboard, skills, key in memory, hard disk, disk drive, diskette, load diskette, commands, save the work, computer

### 16.3.3 GRAMMAR

- Prepositions
- Order of adjectives
- Tenses

## LEARNING EXPERIENCES

### Listening

- Listening to instructions, explanations, descriptions, audio-visual materials and announcements
- Listening to rhymes and poems
- Listening to vocabulary items and sentence structures
- Playing language games
- Listening to stories and short passages
- Listening and contributing to debates
- Listening to group discussions
- Listening to riddles
- Listening to simple plays
- Role playing
- Listening to news/stories

### Reading

- Reading words, phrases and sentences, from flash cards, chalkboard and charts/lists
- Reading labels from maps, charts and diagrams
- Reading and responding to poems, skits, and dialogues,
- Reading comprehension passages and texts
- Reading brochures, user's manuals, notices, booklets, newspaper/magazines, newspaper/magazine cuttings, reports, advertisements and other commercial documents
- Interpreting maps and tables
- Reading and responding to instructions, explanations and descriptions.
- Reading aloud
- Speed reading /fast reading
- Recipes
- Writing agenda and minutes of meetings
- Filling forms
- Writing articles for newspapers or school magazines
- Writing articles for newspapers or school magazines

- Writing notes from speeches, debates and short talks
- Writing a diary
- Writing instructions /directions
- Completing close passages
- Writing pictorial compositions

### Speaking

- Giving instructions, explanations, descriptions, and making announcements
- Reciting poems and rhymes
- Participating in oral practice of vocabulary items and sentence patterns
- Participating in language games
- Participating in ordinary conversations and structured dialogues
- Answering oral questions on audio – visual materials and comprehension passages
- Dramatizing
- Participating in role play
- Participating in debates
- Participating in simulated interviews
- Conducting club meetings

### Writing

- Doing vocabulary and other grammar exercises
- Filling in blanks in words
- Completing sentences
- Matching words with phrases/sentences
- Writing from dictation
- Writing sentences/paragraphs from substitutions tables
- Completing crossword puzzles, word codes and word hunts
- Spelling games such as anagrams
- Working through work cards
- Labeling diagrams, pictures and maps
- Answering written comprehension questions
- Writing personal information e.g. autobiography
- Writing telegrams
- Writing poems
- Writing stories, skits, and dialogues

- Writing menus, timetables, price lists, notices and shopping

## **LEARNING RESOURCES**

- Charts
- Real objects
- Models
- Pictures/photographs
- Illustrations, teacher/pupil demonstrations
- Chalkboard
- Field /Educational visits
- Resource people
- Brochures
- User's manuals
- Flyers
- Newspaper/magazine cuttings
- Audio-visual materials
- Supplementary readers
- Library books
- Wall maps
- Crossword puzzles
- Anagrams
- Word hunts
- Flash cards
- Substitution tables
- Scrabble board
- MoEST SbTD English Module

## **ASSESSMENT METHODS**

### **Listening**

- Listening to instructions, directions, questions, commands, requests, riddles, statements, audio-materials and greetings
- Listening to poems/rhymes
- Miming
- Listening to stories and passages
- Picking the odd-one out
- Minimal pair practice
- Listening to debates
- Participating in simulated interviews
- Participating in drama
- Participating in club meetings

### **Speaking**

- Responding to poems and rhymes
- Retelling stories
- Answering oral questions
- Repeating teacher's model
- Spelling words orally
- Reciting poems and rhymes
- Singing songs
- Participating in conversations and dialogues
- Group and pair activities
- Participating in debates, drama and role play
- Participation in oral language games
- Using vocabulary in correct sentences
- Verse and public speaking
- Saying tongue twisters
- Repeating /saying minimal pairs
- Reading aloud

### **Reading**

- Reading comprehension passages
- Reading supplementary readers and library books
- Reading poems, rhymes/verses, songs, stories, skits, dialogues and conversations
- Reading extracts and cuttings from magazines and newspapers
- Reading labels on diagrams, maps, charts and objects
- Reading instructions, directions and recipes
- Reading indices, directions, dictionaries, content pages and other 'catalogues' and lists
- Reading tables, maps and diagrams
- Answering multiple choice true/false and open-ended questions on passages
- Reading SMS (Short Message Service)
- Reading sample informal and formal letters, diary entries, telegrams, minutes and reports
- Reading word and crossword puzzles
- Reading word hunts and word codes
- Reading e-mails

## **Writing**

- Labeling diagrams, maps, charts and real objects
- Writing instructions, directions and recipes
- Writing formal letter, informal letters, diary entries, telegrams, minutes, reports, speeches, notes and postcards
- Writing poems, rhymes/verses, songs, stories, skits, dialogues/conversations
- Writing from dictation
- Completing crossword puzzles
- Completing word codes and word finds
- Writing from jigsaw puzzles
- Solving anagrams
- Filling forms
- Sending e-mails and faxes
- Sending SMS (Short Messages Services)
- Filling gaps
- Completing sentences
- Writing sentences from substitution tables
- Matching words with other words/phrases/sentences
- Writing with legibility and neatness
- Writing – guided compositions based on guiding questions
- Writing notes and other outlines
- Writing on pictures and picture sequences
- Writing opening and concluding statements
- Punctuating sentences and short passages
- Developing paragraphs by expanding topics sentences and by re-ordering sentences
- Arranging Lists in alphabetical order
- Writing answers to comprehension questions
- Completing tables
- Answering multiple choice, true/false and open-ended.

# **KISWAHILI**

## UTANGULIZI

Lugha ya Kiswahili hufundishwa katika viwango vyote vya shule za msingi licha ya kuwa ni lugha ya taifa nchini Kenya. Lugha hii hutumiwa kukuza na kuendeleza umoja na uzalendo. Kadhalika, Kiswahili hutimika katika shughuli za kukuza uchumi, mtu kujiendeleza kibinafsi na kukuza tamaduni zetu. Pamoja ha hayo, husaidia kuimarisha usawa baina ya jamii na huchangia katika ustawishaji wa uhusiano na ujirani wa watu wa Afrika Mashariki, Kati na mataifa mengine ya ulimwengu.

Silabasi hii imedhamiriwa kutumiwa na walimu na wanafunzi wa shule za msingi. Toleo hili limshughulikia stadi zote nne za lugha mathalani:

### **Kusikiliza na kuongea**

Kusikiliza na kuongea ni stadi muhimu kwa mwanafunzi, kwa kuwa zinaimarisha usikivu na uelewaji mzuri wa mambo mbalimbali. Stadi hizi pia zinmtayarisha mwanafunzi kutamika na kuyaendeleza maneno ya lugha hii vizzuri. Zinakusudiwa pia kumpa mwanafunzi ujasiri wa kujieleza bila uoga. Kwa hivyo, ni sharti zifundishwe inavyohitajika.

### **Kusoma**

Kusoma ni stadi muhimu kwa mwanafunzi. Stadi hii humtayarisha mwanafunzi kuelewa na kufasiri yale anayoyasoma. Stadi ya kusoma inahusisha kusoma kimya kimya au kusoma kwa sauti.

Usomaji wo wote utilie mkazo:

- i. matamshi bora
- ii. viimbo
- iii. shadda
- iv. mahadhi

Mwanafunzi anaposoma natarajiwa kuelewa kile anachosoma, kasha aweze kujieleza kwa njia ya kueleweka vizuri. Katika kufanya hivyo, inatumainiwa kuwa mwanafunzi ataweza kutumia muda wake wa starehe kujisomea yeye mwenyewe ili aweze:

- i. kupanua msamia wake
- ii. kupata mafunzo mbalimbali
- iii. kustawisha mazoea ya kupenda na kufurahia kusoma

### **kuandika**

kuandika ni njia mojawapo muhimu ya mawasiliano. Mtu ambaye hajimudu katika stadi hii anakabiliwa na vikwazo vya kimawasiliano katika ulimwengu wa sasa. Kutokana na umhimu wake, mwalimu hana budi kumtayarisha mwanafunzi wake katika stadi hii vilivyo.

## Sarufi

Sarufi ni uti wa mgongo wa lugha yo yote ile. Ni kweli kuwa asiyejua sarufi ya lugha Fulani haijui lugha hiyo. Umuhimu wa sarufi unalazimisha pawe na mpango mahsusi wa kuifundisha lugha.

## Msamiati

Msamiati ni jumla ya maneo ya lugha Fulani. Kwa hivyo, ujuzi wa msamiati ni kielelezo cha kuonyesha kuwa mtu ameimudu lugha husika. Ni muhimu kupanua upeo wa kimsamiati wa mwanafunzi kwa mafunzo kabambe yenye mwelekezo bora.

Yafaa ieleweke dhahiri shahiri kuwa stadi hizi zitakuzwa hatua kwa hatua kadiri ya uwezo wa mwanaunzi na namna anavyozidi kusonga mbele katika viwango vyote vya shule ya msingi.

Mpapendekezo ya shughuli za mwalimu na wanafunzi, nyenzo na tathmini yameshughulikiwa vya kutosha baada ya kila kiwango. Mwalimu umeshauriwa kutumia ubunifu wako kutegemea mazingira, wakati, umri na uwezo wa mwanafunzi wako katika kuteuza yatakayomnufaisha mwanafunzi wakati wa somo.

Silabasi hii imejumuisha maswali ibuka katika jamii ya mwanafunzi. Maswala haya ni kam avile **haki na ajira za watoto, afya na ukimwi, maadhili, uwajibikaji, jinsia, mazingira, dawa za kulevywa na teknolojia mpya**. Baadhi ya mambo yanayoshughulikiw humo yanapatikana kwa urahisi katika magazeti, majarida na vyombo vingine vya mawasiliano. Lugha ya Kiswahili kama lugha yo yote ile inandelea kuibuka. Kwa mfano, kuna mpangilio wa ngeli ambao umependekezwa ka minajili ya kurahishisha ufunzaji wa ngeli za Kiswahili, na kuondoa utata uliokuweco katika mpangilio wa zamani. Kwa hivyo, inambidi mwalimu kukaa chonjo ili kuafikiana na mabadiliko yoyote yanayotokea katika ufundishaji wa lugha hii.

## MALENGO YA JUMLA YA KUFUNZA KISWAHILI KATIKA SHULE ZA MSINGI

Kufikia mwisho wa elimu ya msingi mwanafunzi anatarajiwa kuwa na uwezo wa:

1. Kusikiliza na kuitikia vilivyo kwa lugha ya Kiswahili
2. Kuongea lugha ya Kiswahili kwa ufasaha
3. Kusoma na kuelewa lugha ya Kiswahili
4. Kujieleza kikamilifu kwa lugha ya Kiswahili kwa kuandika
5. Kutunga kazi za kisanii kulingana na kiwango chake
6. Kuumarisah mazoea ya usomaji bora
7. Kupenda na kujiendeleza katika somo la Kiswahili baada ya shule ya msingi
8. Kuonea fahari na kukuza lugha ya Kiswahili katika mawasiliano
9. Kutukuza na kuendeleza Kiswahili sanifu maishani
10. Kuthamini, kufurahia na kujivunia Kiswahili kama lugha ya taifa na kimataifa
11. Kutamuba na kushiriki kupata suluhisho la maswala ibuka yanayohusu na kuathiri jamii kama vile afya na ukimwi, uadilifu, jinsia, mazingira na haki na ajira za watoto.

## DARASA LA KWANZA

### 1.0 KUSIKILIZA NA KUONGEA

#### 1.1 Malengo Maalum

Mwanafunzi aweze:

- a) kusikiliza n akuitikia kwa tabia na mazoea yafaayo
- b) kusikiliza na kuweza kutamka sauti, silabi na maneno mepesi
- c) kufuata maagizo mepesi
- d) kujieleza lwa kiwanog chake
- e) kutunga na kutamka sentensi nyepesi za kiwango chake
- f) kuiga na kuigiza michezo mifupi na nyepesi

#### 1.2 YALIYOMO

- Maamkuzi vitendo vya kuheshimiana:  
Hujambo, Habari yako?  
Pole, Asante, Tafadhali,  
Kwenda haja
- Alfabeti ya Kiswahili:
- a, b, ch, d, dh, e, f, g, gh, h, i, j, k, l, m, n, ng', ny, o, p, r, s, sh, t, th, u, v, w, y, z
- Irabu /vokali: a, e, i, o, u
- Kuonsonanti: kama vile b, ch, .....y, z
- Silabi zenye sauti mbili:  
kama vile ba, .... fa, .... ma, .... tha .....nya .....ng'a....
- Herufi mwambatano: kama vile mf – mfuko, mwa – mwalimu
- Maagizo mepezi, maswali, maelezo maombi/matakwa
- Hadithi, vitendawili vyepesi, mashairi mafupi na mepesi na nyimbo
- Maneno na sentensi nyepesi
- Michezo mifupi na myepesi (Baadhi ya haya yazingatie maswala ibuka kama vile mazingira, haki na ajira za watoto, afya na ukimwi na dawa za kulevya)

### 2.0 KUSOMA

#### 2.1 Malengo Maalum

Mwanafunzi aweze:

- a) kusoma herufi za alfabeti ya Kiswahili
- b) kusoma silabi na maneno mepesi kwa matamshi bora
- c) kusoma sentensi nyepesi kwa usahihi

#### 2.2. YALIYOMO

- Alfabeti ya Kiswahili
- Silabi
- Maneno mepesi
- Sentensi nyepesi

### 3.0 KUANDIKA

#### 3.1 Malengo Maalum

Mwanafunzi aweze:

- a) kuandika maumbo ya herufi mbalimbali kwa mwandiko unaofaa
- b) kuandika herufi ndogo na kubwa
- c) kuandika silabi na maneno ya silabi mbili na zaidi
- d) kuandika sentensi nyepesi
- e) kuendeleza maneno

#### 3.2 YALIYOMO

- Mwandiko
- Herufi kubwa na ndogo
- Silabi mbalimbali
- Maneno mepesi ya silabi mbili
- Majina yao na mengineyo
- Sentensi nyepesi
- Imla



## 4.0 SARUFI

### 4.1 Lengo Maalum

Mwanafunzi aweze kutumia vipengele mbalimbali vya kisarufi katika mawasiliano ya kimazungumzo na kimaandishi

### 4.2 YALIYOMO

- Umoja na wingi na nomino  
Kuambatanisha nomino pamoja na vivumishi vya:  
sifa: kama vile – emaa – fupi, ...  
kuonyesha: kama vile huyu – hawa, Yule – wale  
kumiliki: kama vile – angu, -etu, yule – wale  
kumiliki: kama vile –angu, -etu, -ako, -enu, -ake, -ao
- Nyakati: “NA”, “LAI”, “TA”
- Vitenzi vyepesi: kama vile simama, keti, ruka, cheka, kimbia
- Kielezi wapi
- Vihusishi: kama vile chini ya, juu ya, ndani ya
- Sentensi zenye nomino, nyakati na vitenzi vyepesi
- Kuambatanisha nomino, vivumishi vya kuonyesha, nyakati na vitenzi katika sentensi
- Vinyume vya vitenzi vyepesi: kama vile lala – amka, keti – simama ....  
(Baadhi ya haya yazingatie maswala ibuka kama vile afya na ukimwi, dawa za kulevya, haki na ajira, watoto)

## 5.0 MSAMIATI

### 5.1 Lengo Maalum

Mwanafunzi aweze kutambua na kutumia majina ya vitu vinavyopakana katika mazingira yake.

## 5.2 YALIYOMO

- Nyumbani: kama vile kijiko, sahani, sufuria, mwiko, kikombe, kitnda, kiti, meza, mkeka, dirisha, mlango.
- Darasani: kama vile kitabu, meza, ubao, chaki, mwanafunzi, kifutio, rula, dawati, dirisha, mlngo, penseli, saa, mwalimu wa darasa
- Shuleni: kama vile uwanja, bendera, vyoo, maua, kengele, madarasa, mwalimu mkuu, mlinzi
- Ukoo: kama vile baba, mama, dada, kaka, babu, nyanya, motto (mwana)
- Rangi: kama vile –eupe, -ekundu, -eusi
- Nyakati za siku: kama vile asubuhi, jioni, mchana, usiku
- Siku za wiki/juma:
- Jumamosi, Jumapili, Jumatatu, Jumanne, Jumatano, Alhamisi, Ijumaa
- Sehemu za mwili (Nje kama vile kichwa, pua, macho, mdomo, sikio, nywele, bega, kifua, tumbo, mkono, mguu, goti, uso, mgongo)
- Dunai: kama vile sukari, kalamu, mkate, kitabu, chumvi, maziwa, unga, mafuta, sabuni, peremende, pesa
- Sokoni: kama vile boga, samaki, nyanya, kigunguu, sukumawiki, mahindi, matunda, njugu
- Wanyama na ndege wa Nyumbani: kama vile ngamia, ng’ombe, nguruwe, mbuzi, kondoo, punda, paka, mbwa, bata, kuku, njiwa
- Mavazi: kama vile suruali, shati, sketi, soksi, rinda, viatu, koti, tai, kofia
- Vyakula vya aina mbalimbali: kama vile ugali/sima, ndizi, wali, nyama, samaki, mahindi, mayai, maziwa, pure

- Afya na usafi: kama vile mswaki, pasi, sabuni, ufagio, dawa ya meno, rangi ya viatu, wembe
- Maumbo: kama vile mstari, duara, duaradufu
- Angani: kama vile mwezi, nyota, jua, wingu
- Matunda: kama vile chungwa, ndimu, nanasi ....
- Tarakimu 1 – 100 (Baadhi ya haya yazingatie maswala ibuka kama vile afya na ukimwi, haki na ajira za watoto na mazingira)

### **Mapendekezo:**

#### **Shughuli za mwalimu na mwanafunzi:**

Shughuli za mwalimu na mwanafunzi zinaweza kuwa kama vile:

- maelezo/kusalimu na kuitikia salamu
- kutamika herufi, silabi na maneo mepesi
- kutoa na kufuata maagizo mepesi
- kusimulia, kutega na kutegua, kuimba na kukariri
- kuiga na kuigiza
- kusoma
- kurekebisha makosa ya kimatamshi na kimaandishi
- kuandika hewani na mchangani
- kuuliza na kujibu maswali
- kufinyanga maumbo ya herufi, kwa mfano, kutumia udongo mbinchi
- kutunga sentensi
- kusikiliza na kuandika
- kuendeleza maneno
- kuandika sentensi
- kutazama michoro
- ziara ya kielimu kama vile kutembea sokoni
- kutambua mavazi mbalimbali
- kuhesabu tarakimu
- kutambua, kulinganisha na kutofautisha vitu mbalimbali

### **Nyenzo**

Nyenzo ambazo zinweza kutumiwa katika masomo ni kama vile:

- vifaa halisi
- kadi
- chati
- michoro
- vibonzo
- vinyago
- picha

### **Tathmini**

Tathmini ya weza kufanywa kupita kwa: kuhakiki matamshi

- maswali na majibu
- kusikiliza na kuhakiki
- kutazama na kuhakiki
- kuendeleza maneno
- kuhakiki sentensi za wanafunzi
- kuandika konsonatnti na irabu/vokali kwa mpango

## DARASA LA PILI

### 1.0 KUSIKILIZA NA KUONGEA

#### 1.1 Malengo Maalum

Mwananfuizi aweze:

- a) kusikiliza na kuitikia kwa mazoea ya adabu
- b) kusikiliza na kutamka silabi na maneno zaidi
- c) kujieleza na kuwasiliana kwa kiwango chake
- d) kuiga na kuigiza
- e) kufuata maagizo mepesi

#### 1.2 YALIYOMO

- Maamkuzi na vitendo vya heshima: Habari, Hodi, Tafadhali, Karibu, Kwaheri
- Silabi ya sauti changamano pamoja na maneno mepesi kama vile nd – ndizi, mb – mbuzi, nz – nzi
- Hadithi, vitendawili, nyimbo na mashairi mepesi
- Michezo mifupi na myepesi
- Maagizo mepezi (Baadhi ya haya yazingatie maswala ibuka kama vile audilifu na dawa za kulevya)

### 2.0 KUSOMA

#### 2.1 Malengo Maalum

Mwanafunzi aweze:

- a) kusoma silabi
- b) kusoma maneno mepesi kwa matamshi bora
- c) kusoma sentensi nyepesi kwa kuzingatia uakifishaji
- d) kusoma makala ya kiwango chake

### 2.2 YALIYOMO

- Silabi
- Manano
- Alama za uakifishaji kikomo (.) na kiulizi(?)
- Vitabu vya hadith fupi maktabani

### 3.0 KUANDIKA

#### 3.1 Malengo Maalum

Mwanafunzi aweze:

- a) kuandika maandishi na herufi bora kubainisha herufi kubwa na ndogo
- b) kuandika maneno mafupi kwa kutumia herufi kubwa na ndogo
- c) kuandika sentensi fupi za maneno mawili/matatu
- d) kutambua na kutumia alama za uakifishaji
- e) kuendeleza maneno kwa usahihi

#### 3.2 YALIYOMO

- Mwandiko
- Maumbo ya herufi kubwa na ndogo
- Maneno
- Sentensi fupi na nyepesi zenye maneono mawili/matatu
- Alama za kuakifisha: kukomo (.) na kiulizi (?) katika sentensi
- Imla

### 4.0 SARUFI

#### 4.1 Lengo Maalum

Mwanafunzi aweze kutumia vipengele mbalimbali vya kisarufi katika mawasiliano ya kimazungumzo na kimaandishi

## 4.2 YALIYOMO

- Umoja na wingi wa nomino
- Nomino pamoja na
  - vihusishi: kama vile vhini ya, mbele ya, karibu na, kando ya
  - viwakilishi vya nafsi: ni-tu, u-m, a-wa, ninaend – tunaenda
  - vivumishi vya sifa: refu, fupi, kukwa
  - vimilikishi: kama vile huyu/wale
  - vielezi: kama vile vibaya, vizuri.
  - nyakati: LI, NA, TA
- Vinyume vya vitenzi
- Maneno ya kuamuru na ukanusho wake: kama vile njoo – usije, keti – usiketi, (Baadhi yao yazingatie maswala ibuka kama vile haki na najira za watoto na afya na ukimwi)

## 5.0 MSAMIATI

### 5.1 Lengo Maalum

Mwanafunzi aweze kutambua majina ya vitu na viumbe katika mazingira yake

### 5.2 YALIYOMO

- Nyumbani: kama vile bakuli, karai, moto, taa, uma, mchi, kinu, blanketi, mto, foronya, chungu, tlevishen, redio
- Darasani: kama vile wino, saa, chati, kalenda, rejista (masijala) kiranja, kabati, kalamu, daftari, picha
- Shuleni: kama vile sare, skauti, gwaride, mpira, goli, ofisi
- Ukoo: kama vile shaganzi, ami, mjomba, binamu, baba mkubwa, mama mkubwa, baba mdogo, mama mdoo
- Sehemu za mwili: kama vile vidole, kipaji, kucha, shavu, kisongo, kidevu, uso, kitovu

- Shambani: kama vile upanga, jembe, shoka, kifyekeo, plau, trekta/tinga-tinga
- Mavazi: kama vile blausi, fulana, kanzu, kilemba, kaptura, kanga, shuka, mshipi, buibui
- Vyakula: kama vile chapatti, mihogo, viazi – vikuu, kaimati, pilau, sambusa, maharagwe
- Wadudu: kama vile ikwavi, nyuki, nzi, panzi, kumbikumbi, nyigu, kipepeo, mende, kiroboto
- Angani: kama vile upepo, baridi, mvua, mbingu, joto
- Ndege na Wanyama: kama vile bata, bukini, bmzinga, kanga, tausi, njiwa, kasuku, farasi, ngamia, sungura, punda
- Maumbo: kama vile duara, msatatili, pembe tatu, mraba
- Afya na usafi: kama vile taulo, bafu, choo, kioo ufagio, patipati
- Wafanyakazi mbalimbali: kama vile mwalimu, mkulima, daktari, mhunzi, mpishi, dereva
- Miezi: Januari – Desemba
- Alama za barabarani: kama vile kivukio cha watoto, kivukio cha watu, vivukio cha wanyama, alama ya hsopitali
- Magonjwa: kama vile homa, mafua, kikohozi, upele, ukimwi, malaria
- Kusoma saa: kama vile 7.00 – saa moja kamili,
  - 8.00 – saa mbili kamili
  - 9.00 – saa tatu kamili...
- Alama za hesabu: kama vile za kuongeza, kutoa, kuzidisha, kusawasisha, kugawanya
- Tarakimu: 101 – 500
- Rangi: rangi za bendera ya taifa

## **Mapendekezo:**

### **Shughuli za mwalimu na mwanafunzi**

Shughuli za mwalimu na mwanafunzi zinaweza kuwa:

- Maelezo
- Kusalimu na kuitikia salamu
- Kufuata maagizi mepesi
- Kutamka silabi mbalimbali pamoja na maneno mepesi kusimulia
- Kutega na kutegua
- Kuimba na kukariri
- Kutamka maneno katika sentensi
- Kuiga na kuigiza
- Kutambua alama, ishara, herufi na silabi
- Kutambua na kuyasoma maneno
- Kusisitiza alama za uakifishaji
- Katika usomaji na uandishi.
- Kusoma vitabu
- Kuandika kwa mwandiko sahihi
- Kuunda maumbo ya heru kubwa na ndongo, silabi na maneno. Kama vile kaa udongo, mbegu au kushona punje
- Kuandika sentensi fupi na nyepesi zenye maneno mawili/matatu
- Kuandika sentensi zenye maneno mawili au matatu zikiliishia kwa viakifishi
- Kuendeleza maneno katika imla
- Kutaja majina
- Kutunga sentensi
- Kutii amri
- Maswali na majibu
- Kutambua majina
- Kuonyesha kwa kugusa na uashiria
- Kuchora
- Kueleza sifa
- Kuunda maumbo
- Kukusanya na kuhifadhi
- Michezo
- Kundika tarakimu
- Kuzungumza kuhusu kazi mbalimbali na magonjwa
- Kuimarisha usafi wa mazingira na miili yao

- Kutambua na kutumia rangi mbalimbali
- Kuzingatia maadili ya mafunzo waliyofunwa

## **Nyenzo:**

Nyenzo ambazo zinaweza kutumiwa ni kama vile:

- vifaa halisi
- chati
- kadi za herufi/maneno
- picha
- michoro
- vinyago
- madongoo kutoka kwenye vitabu na madaftari
- maktaba

## **Tathmini:**

Tathmini yaweza kufanywa kupita kwa kuhakiki matamshi na vitendo

- maswali na majibu ya kusema na kuandika
- kusoma herufi, silabi na maneno
- kusoma vitabu na makala ya kiwango chake
- kutia viakifishi katika sentensi
- kuumba herufi kwa kutumia udongo, mbegu na kushona punje
- kujaza mapengo
- kutunga sentensi
- kutii amri
- kutamuba majina
- kuchora michoro na kuandika majina chini yake
- kukusanya na kutaja majina ya vitu
- kuambutanisha picha na jina
- kuchanganua picha

## DARASA LA TATU

### 1.0 KUSIKILIZA NA KUONGEZA

#### 1.1 Malengo Maalum

Mwanafunzi aendelee:

- a) Kusikiliza na kuitikia kwa mzoea ya adabu
  - b) Kusikiliza na kutamaka silabi na maneno zaidi
  - c) Kufuata maagizo zaidi
  - d) Kujieleza na kuwasiliana kwa kiwango chake
  - e) Kuiga na kuigiza
- Maamkuzi na mazoezi zaidi ya adabu na heshima: Samahani, U hali gani? Nisaidie, Nashukuru, Umeamkaje?
  - Umeshindaje?
  - Mazoezi ya matamshi bora ya sauti nne: Njwa.... Kama vile ugonjwa, mbwa..... kama vile mbweha
  - Mafunzo na mazoezi zaidi ya vitendawili, methali, semi, hadithi, nyimbo na ukariri wa mashairi
  - Mafunzo na mazoezi zaidi ya kutunga sentensi
  - Mafunzo na mazoezi zaidi ya kuiga na kuigiza michezo mifupi mifupi
  - (Baadhi ya haya yazingatie maswala ibuka kama vile haki za watoto, mazingira, ukimwi, uadilifu na jinsia)

### 2.0 KUSOMA

#### 2.1 Malengo Maalum

Mwanafunzi aweze:

- a) Kusoma kwa kutamka maneno barabara
- b) Kutumia maneno aliyosoma katika kutunga sentensi

- c) Kusoma na kuzingatia alama za aukifishaji
- d) Kusoma vitabu vya kiwango chake maktabani

### 2.2 YALIYOMO

- Maneno mbalimbali
- Sentensi zenye alama za uakifishaji: kikomo, kiulizi, koma, hisi
- Vitabu vya hadhidhi maktabani (Baadhi ya makala yazingatie maswala ibuka kama vile ukimwi, na haki na ajira za watoto)

### 3.0 KUANDIKA

#### 3.1 Malengo Maalum

Mwanafunzi aweze kuendelea:-

- a) Kuandika kwa hati inayosomeka
- b) Kutumia herufi kubwa na ndogo kwa usahihi
- c) Kutumia alama za uakikifishaji
- d) Kuendeleza maneno sawasawa

### 3.2 YALIYOMO

- Miandiko yenye hati zinazosomeka na nadhifu
- Herufi kubwa na ndogo
- Alama za uakifishaji
- Insha za wasifu
- Imla

### 4.0 SARUFI

#### 4.1 Lengo Maalum

Mwanafunzi aweze kuuendelea kutumia vipengele vya kisarufi katika mawasiliano ya kimazungumzo na kimaandishi

## 4.2 YALIYOMO

- Nomino zilizofunzwa pamoja na:
  - viashiria
  - vimillikishi
- Nyakati: “NA” “NA” “TA” “ME” pamoja na ukamusho: kama vile
- Mtoto alienda shuleni – Mtoto hakuenda shuleni
- Nomino zilizofunzwa pamoja na vivumishi vya sifa: kama vile – zuri, -nene, -eupe, -baya...
- Nomino pamoja na viulizi: gani na nani
- Sentensi nyepesi zenye nomino, vitenzi na vielezi kama vile
- Mtoto anatembea polepole
- Viwakilishi pamoja na nomino zilizofunzwa
- Vihusishi: kama vile kando ya, katikati ya, karibu na, mbel ya, nyuma ya
- Vinyume vya vitenzi
- Maneno ya kuamuru na ukanusho wake.  
(Baadhi ya sentensi zizingatie maswala ibuka kama vile mazingira, haki na ajira na watoto, afya na ukimwi)

## 5.0 MASAMIATI

### 5.1 Lengo Maalum

Mwanafunzi aweze kutambua majina ya vitu na viumbe katiak mazingira yake

## 5.2 YALIYOMO

- Nyumbani: kama vile kochi, rafu, jiko, stuli, choo, bafu, sebuleni
- Shuleni: kama vile bustani, tarishi, maktaba, risiti, karani, majilisi
- Shambani: kama vile mimea, mbolea, mbegu, udong
- Sokoni: kama bele kichinjio, buchari, muuzaji, mnunuzi, vibanda, kinu, ratili
- Nyakati za siku: kama vile alfajiri, aduhuri, alasiri
- Saa: kama vile nusu, robo
- Sehemu za mwili (nje) kama vile kiuno, kiganja, kisigino, kiwiko/kisugudi
- Rangi: kama vile manjano, samawati, chungwa, hudhurungi,
- Wanyama wa majini: kama vile samaki, chura, mamba, kiboko, kaa
- Wanyama wa porini: kama vile samba, ndovu, twiga, fisi
- Ndege wa porini: kama vile mwewe, chiriku, bundi, kunguru, kanga, mbuni
- Ukoo: kama vile babu mkuu, nyanya mkuu, mjukuu, kitukuu
- Ishara na alama za barabarani: kama vile taa za barabarani, hospitali, kivuko cha watoto, alama ya kuonyosha :usiendehse basikeli”
- Pesa: kama vile sarafu na noto (hadi shilling 1000)
- Akisami: kama vile nusu, thuluthi, robo
- Tarakimu 501 – 1,000
- Magonjwa kama vile: kifua kikuu, ukimwi, mba (chao) majipu, kipindupindu, ukambi, (Baadhi yao yazingatie maswala ibuka kama vile haki ya ajira za watoto, mazingira na uadilifu)

## **Mapendekezo:**

### **Shughuli za mwalimu na mwanafunzi**

Shughuli za mwalimu na mwanafunzi zinaweza kuwa kama vile:

- kuamkuana kwa kutumia maneno ya adabu
- kutamka herufi mwambatano na kusoma maneno mepesi
- kutega na kutegua vitendawili
- kusimulia
- kuimba nyimbo
- kukariri mashairi
- kutunga na kutamka sentensi
- kuunda maneno
- kuiga na kuigiza vitendo na michezo nyepesi
- kutunga sentensi kwa kutumia maneno yaliyosomwa
- kutia viakifishi katiak usomaji
- kusoma vitabu na makala maktabani
- kuandika hati nadhifu inyosomeka
- kubainisha herufi kubwa na ndogo katika uandishi
- kutumia alama za uakifishaji katika maandishi
- kuendeleza maneno (imal) kwa njia mwafaka
- maelezo kuhusu ngeli
- kukanusha sentensi
- kuhusisha majina ya ngeli pamoja na:
  - vivumishi
  - vielezi
  - nyakati
  - vitenzi
  - viwakilishi
  - vihusishi
- kutiii maneno ya amri pamoja na kuyakanusha
- kutanga sentensi
- kutambua na kueleza matumizi ya msamiati
- kuonyesha kwa kugusa
- kuchora
- kukusanya vitu mbalimbali
- kutazama picha
- kuandika tarakimu

- kujadiliana kuhusu mada mbalimbali

### **Nyenzo:**

Nyenzo ambazo zinaweza kutumiwa ni kama vile:

- vifaa halisi
- chati
- picha
- kadi
- michoro
- vinyago
- vibonzo
- taarifa mbalimbali zilizoandikwa
- vitabu na makala mbali mbali
- makala yenye hati safi

### **Tathmini**

Tathmini yawez kufanywa kupitia kwa:

- kuhakiki – vitendo, matamshi, uigizaji, ukariri wa mashairi
- maswali na majibu
- mazoezi ya kutaja, kutamka na kusoma
- kujaza mapengo
- mazoezi ya: mwandiko, hati, herufi, viakifishi, kuendeleza maneno
- mazoezi ya sarufi
- kutambua majina
- kuchora
- kukusanya vifaa mbalimbali



## DARASA LA NNE

### 1.0 KUSIKILIZA NA KUONGEA

#### 1.1 Malengo Maalum

Mwanafuzi aweze kuendelea:

- a) Kuamkua kwa njia ifaayo
- b) Kutambua na kuzingati matamshi bora
- c) Kutunga na kutamka sentensi za kiwango chake
- d) Kuiga na kuigiza
- e) Kujieleza kwa njia inayoeleweka
- f) Kutumia vyombo vya habari katika kujipatia burudani na mafunzo ya kumwezesha kuwasiliana vyema
- g) Kutambua na kutumia vitendawili, hadithi, mashauri na nyimbo, mafumbo, misemo na methali

#### 1.2 YALIYOMO

- Maamkizi, adabu na heshima: kama vile Habari, ya utokako? Harabi ya asubuhi? Habari ya mchana? Habari ya aduhuri? Habari ya wazazi?
- Sauti, maneno tata na vitanza ndimi: kama vile ‘t’ – toa, ‘d’ – doa: Mchuzi ana ujuzi wa kuuza mchuzi
- Sententensi za maneno tata
- Michezo kutokana na mazingira
- Mawasiliano kupitia kwa redio, kanda za kunasia sauti, runinga na kanda za video (Baadhi yao yazingatie maswala ibuka kama vile, ukimwi, haki na ajira za watoto, mazingira na dawa za kulevya)
- Vitendawili, hadithi, mijadala, mashairi na nyimbo, semi, methali na mafumbo

### 2.0 KUSOMA

#### 2.1 Malengo Maalum

Mwanafunzi aweze:

- a) Kusoma na kutamka maneno sawa sawa
- b) Kusoma kwa mahadhi
- c) Kusoma na kufahamu
- d) Kusoma kwa ziada na kuzingatia kujizoa usomaji bora
- e) Kusoma na kutambua sheria za utunzi
- f) Kusoma jinsi ya kutumia kamusi.

#### 2.2 YALIYOMO

- Matamshi bora ya sauti za ghuna na si ghuna
- Matamshi ya maneno na sentensi
- Sentensi na vifungu vya habari mbalimbali
- Vitabu, magazeti, makala katika maktaba
- Kununi za ushairi: kama vile ubeti na mshororo
- Matumizi ya kamusi

### 3.0 KUANDIKA

#### 3.1 Malengo Maalum

Mwanafunzi aweze:

- a) kuandika kwa hati inayosomeka na nadhifu
- b) kuandika kwa mtiririko wa kiwango chake, kutumia vizuri alama za kuakifisha
- c) kujibu maswali kwa ufasaha
- d) kuendeleza maneno kwa usahihi
- e) kuandika umoja na wingi wa sentensi

### 3.2 YALIYOMO

- Herufi zinazobainika, safi na kwa mwandiko mzuri
- Mitungo mifupi ya maelezo na wasifu
- Baura za kirafiki na insha za wasifu
- Alama za kuakifisha: kikomo, koma, hisi, kiulizi na kistari kifupi
- Maswali
- Imla
- Umoja na wingi wa senensi

### 4.0 SARUFI

#### 4.1 Lengo Maalum

Mwanafunzi aweze kuendelea kutumia vipengele mbalimbali vya kisarufi katika mawasiliano ya kimazungumzo na kimaandishi.

### 4.2 YALIYOMO

- Ngeli za A-WA, U-I, KI-VI, LI-YA, pamoja na:
  - viashiria
  - viulizi
- Nafsi: kama vule
- mimi – sisi
- wewe – nyinye
- yeye – wao pamoja na nyakati mbalimbali na kukanusha: LI, NA, TA, HU, ME
- Matumizi ya –‘ji’:- kama vile amejikata mkataji
- Utunzi wa sentensi katika umoja na wingi kaw kutumia:-
  - vimilikishi: kama v-angu, -etu, -ako,
  - viwakilishi
  - viunganishi: kama vile kwa sababu, bila, wala, lakini, na kuziakifisha
  - vihusishi: kama vile kabla ya, kati ya, baada ya
  - viashiria: kama vile hiki – hivi, hili – hii

- vivumishi vya sifa kama vile – kubwa, tamu, -pya, -chafu, ema, -bovu, -bichi,
- vivumishi vya idadi kama vile mtu mmoja, mto wa pili
- Aina mbalimbali za viakifishi vulivyofunzwa (Baadhi yao yazingatie maswala ibuka kama vile afya na ukimwi, hki na ajira za watoto na mazingira)

### 5.0 MASAMIATI

#### 5.1 Lengo Maalum

Mwanafunzi aendelee kutambua majina ya vitu na viumbe katika mazingira yake

### 5.2 YALIYOMO

- Jikoni: kama vile seredani, kinuna, mchi, buli, birika, jiko la kuni, bilauri, uteo, chao, mbuzi
- Shambani: kama vile kufyeka, kulima, kupand, kupalilia, kunyunyizia, kupiga dawa, kuvuna
- Maumbo: kama vile mche, mistari sambamba na pia
- Magonjwa: kama vile kifafa, kichocho, kifaduro, ukimwi, homa ya mbu, homa ya matumbo, kuendesha
- Alama na ishara za barabarani: kama vile kivuko cha umma, baiskeli na gari moshi
- Wanyama wa porini: kama vile ngiri, nyani, swara, nyati, mbweha, kifaru, pundamilia
- Ukoo: kama vile mjukuu, kitukuu, mama wa kambo, baba wa kambo, mpwa
- Ndege: kama vile korongo, kipanga, mbayuwayu, ninga, heroe, sigi
- Rangi: rangi za upinde wa mvua

- Sehemu za mwili (ndani): kama vile ubongo, ini, moyo, meno, ulimi, ufizi, mapafu
- Majina ya mimea: kama vile mhindi, mhargwwe
- Hospitali: kama vile daktari, muuguzi, dawa, bendeji, plasta, machela, sindano
- Akisami: kama vile thuluthi, humusi, sudusu, subui
- Pembe nne za dunia
- Tarakimu: 1,001 – 10,000
- Mavazi: kama vile gaguro, kikoi, kaburi, kamisi/shimizi, kizibao, kanchiri, sidiria
- Viumbe na makazi yao: kama vile
  - ndege – kiota
  - ng'ombe – zizi
  - samaki – maji
  - nyuki – mzinga
  - kononokno – kombe
  - kuk – kizimba
  - (Baadhi yao yazingatie maswala ibuka kama vile dawa za kulevya, afya na ukimwi)

### **Mapendekezo:**

#### **Shughuli za mwalimu na mwanafunzi**

Shughuli za mwalimu na mwanafunzi zinaweza kuwa kama vile:

- kusalimu na kuiitikia salamu
- kutunga na kuandika sentensi
- kuiga na kuigiza
- kukamilisha sentensi
- kutega na kutegua vitendawili
- kusimulia
- kukariri na kuimba
- mashairi kusoma, kuuliza na kujibu maswali
- kuandika muhtasari wa yaliyosomwa
- kuzingatia mwandiko mzuri
- kutoa maelezo
- kufumba na kufumbua
- kutambua alama za kuakifisha na kuzitumia

- kuendeleza maneno
- kuchora
- kuhesabu tarakimu
- kutambua mavazi mbalimbali
- kujaza mapengo
- kutoa maana na matumizi ya methali na semi
- kutafuta maana na maendelezo ya maneno katika kamusi
- kuandika insha mbalimbali

### **Nyenzo:**

Nyenzo ambazo zinaweza kutumiwa katika masomo ni kama vile:

- vifaa halisi
- chati
- michoro na picha
- kanda za kunasia sauti, video, runinga, redio
- habari/taarifa zilizoandikwa
- vifungu vya maneno
- vitabu vya hadithi
- vifungu vya ufahamu
- dira
- kamusi

### **Tathmini:**

Tathmini yaweza kufanywa kupita kwa:

- kusalimu na kuitikia salamu hizo
- kuuliza maswali kutokana na matangazo mbalimbali
- kuhakiki matamshi
- kuendeleza maneno
- kutoa maelezo
- kuuliza maswali kutokana na hadithi zilizosomwa
- kuandika miandiko mbalimbali
- kujaza mapengo
- kutunga sentensi
- kujaza mraba
- kukamilisha methali na semi
- kutoa maana na matumizi ya methali na semi

## DARASA LA TANO

### 1.0 KUSIKILIZA NA KUONGEA

#### 1.1 Malengo Maalum

Mwanafunzi aweze:-

- kuamkua kwa njia ifaayo
- kuzingatia matamshi bora
- kujieleza kwa njia inayoeleweka
- kuiga na kuigiza michezo mifupi
- kusikiliza na kueleza taarifa na matangazo

#### 1.2 YALIYOMO

- Maamkuzi, adabu na heshima: U mzima? M wazima? U hali gani?
- Tafadhali, Samahani.....
- Lugha ya adabu na heshima: mjamzito, amejifungua....
- Sentensi zenye majina vivumishi, vitenzi na vielezi
- Hadithi, vitendawili, mafumbo, methali, misemo, mashairi na nyimbo
- Taarifa na matangazo kupitaia vyombo mbalimbali (Baadhi yao yazingatie maswala ibuka kama vile dawa za kulevya, afya na ukimwi na jinsia)

### 2.0 KUSOMA

#### 2.1 Malengo Maalum

Mwanafunzi aweze:

- kusoma kwa mahadhi
- kusoma kwa sauti na kutamka maneno barabara
- kusoma kimya, kufahamu na kujibu maswali
- kusoma kwa ziada na kustawisha uzoefu wa usomaji bora

### 2.2 YALIYOMO

- Matamshi ya maneo na sentensi
- Vifungu vya ufahamu na makala Kanuni za ushairi kama vile ubeti, mshororo, kina, mizani, kibwagizo (Baadhi yao yazingatie maswala ibuka kama vile mazingira, uadilifu na haki na ajira za watoto)

### 3.0 KUANDIKA

#### 3.1 Malengo Maalum

Mwanafunzi aweze:

- kuandika sentensi kwa usahihi
- kuandika insha kwa hati inayosomeka
- kujibu maswali
- kuendeleza maneno kwa usahihi

#### 3.2 YALIYOMO

- Hati inayosomeka na nadhikfu
- Barua rasmi na za kirafiki
- Insha za maelezo na wasifu juu ya mada mbalimbali
- Maswali
- Imla (Baadhi yao yazingatie maswala ibuka kama vile afya na ukimwi na jinsia)

### 4.0 SARUFI

#### 4.1 Lengo Maalum

Mwanafunzi aweze kutumia vipengele mbalimbali vya kisarufi katika mawasiliano ya kimazungumzo na kimaandishi

## 4.2 YALIYOMO

- Ngeli za A – WA, U – I, KI – VI, KI – VI, LI – YA, YA – YA, I – ZI, U – ZI, U – U pamoja na:
  - vivumishi vya sifa
  - vivumishi vya pekee: kama vile –ote –o-ote ‘enye, -enyewe’
  - viwakilishi
  - viulizi –pi? –ngapi?
  - kirejeshi ‘amba’
  - kiambishi ‘KI’ cha udogo
  - vivumishi vya idadi: kama vile –watu watatu, tunda la pili, miti michache
  - umoja na wingi wa sentensi katika ngeli zilizofunzwa
  - tashbihi vifananisho): mwaminifu kama mchana, mrefu kama mlingoti ...
  - kirejeshi ‘ndi’
- Mnyambuliko wa vitenzi: kauli ya kutenda, kutendea na kutendwa
- Kukanusha nafsi kwa kutumia nyakati na hali mbalimbali zilizofunzwa
- Nomino kutokana na vitenzi: kama vile lima – mkulima
- Uakifishaji: kama vile dukuduku, matajo ... (Baadhi ya haya yazingatie maswala ibuka kama vile uadilifu, afya na ukimwi)

## 5.0 MSAMIATI

### 5.1 Lengo Maalum

Mwanafunzi aweze kutambua na kutumia msamiati mwafaka wa vitu na viumbe katika mazingira yake.

## 5.2 YALIYOMO

- Sebuleni: kama vile kochi, dari, zulia, runinga, picha, shubaka, rafu, simu, sofa, kinanda
- Mavazi: kama vile surupwenye, suti, joho, tarbushi, kitenge, jezi, bulibuli
- Mimea: kama ile mbuni, mchai, muwa, mchongoma, mkorosho, shayiri, mdimu, mlimao, mpareto
- Ukoo: kama vile baba wa kambo, wifi, shemeji, mpwa, kilembwe, mkazamwana, kilembwe-keza, kining’ina
- Hospitali: kama vile wodi, ufuoni (mochwari), huduma ya kwanza, huduma ya dharura, chumba cha upasuaji, pamba, glavu
- Viungo vya mwili (nje): kama vile mboni, ndwe, nyuis, kope, kidaka-tonge, kionja mchuzi, nyonga, kwapa, paja, wayo
- Tarakimu: 10,000 – 100,000
- Saa: kama vile nukta (sekunde) dakika, robo, kasorobo na kasoro
- Ufundi: vifaa katika karakana kama vile nyumgo, misumari, parafujo, bisibisi, keeke, randa, msumeno, utepe, timazi, jiliwa, patasi
- Zana za vita: kama vile mkuki, ngao, mshale, uta na upote, rungu, upinde, mnati, upanga, kisu
- Michezo: kama vile kwata, sarakasi, kandanda, mpira wa pete, mpira wa wavu, mpira wa vikapu, mpira wa magongo, riadha
- Ala za musiki: kama vile ngoma, gita (zeze) marimba, tarumbeta, kinands, tari
- Hali ya anga na misimu: kama vile masika, kiangazi
- Akisami: kama vile subui, thumuni, tusui

- Malipo mbalimbali: kama vile mshahara, karo, nauli, faini, kiingilio, mahari
- Nomino za makundi: kama vile mwongo, bunda la noti, tita la kuni

### **Mapendekezo:**

### **Shughuli za mwalimu na mwanafunzi:**

Shughuli za mwalimu na mwanafunzi zinaweza kuwa:

- kusikiliza na kuitikia maamukuzi kwa kutumia lugha ya adabu
- kutunga na kutmaka maneno katika sentensi kwa usahihi
- kusimulia, kutega na kutegua, kufumba na kufumbua
- kusikiliza na kuitikia mawasiliano kupitia vyombo mbalimbali
- kutoa maelezo
- kuuliza na kujibu maswali
- kusoma vitabu, magazeti na makala mbalimbali
- kuandika hati ianyosomeka na nadhifu
- kuandika maneno
- kueleza na kutoa mifano ya matumizi ya nomino katika ngeli zilizofungwa
- kueleza kwa kutoa mifano kwa kutumia nyakati na hali mbalimbali
- kutumia ‘amba’ katika sentensi
- kunyambua vitenzi
- kuiga na kuigiza
- kuunda majina kutokana na vitenzi
- kutunga sentensi kwa kutumia tashbihi
- kutukia ‘nd’ katika sentensi pamoja na nomino za ngeli zilizofungwa
- kutunga sentensi kwa kutumia msamiati mbalimbali
- kuchora vitu vilivyotajua
- kugawa vitu katika mafungu
- kukamilisha sentensi
- kutafutamaanana maendelezo ya maneno katika kamusi

### **Nyenzo:**

- Nyenzo ambao zinaweza kutumiwa ni kama vile:
- vifaa halisi
- chati
- vifungu mbalimbali
- kadi
- picha
- michoro
- vinyago
- vibonzo
- kamusi

### **Tathmini:**

Tathmini yaweza kufanywa kupitia kwa:

- kuhakiki maamukuzi na matamshi
- kusimulia
- kutega na kutegua
- kutoa muhtasari wa yale waliysikiliza
- mashindano ya vikundi
- kuhakiki matamshi
- kufumba na kufumbua
- kutoa muhtasari wa yaliyosomwa
- kuhakiki insha
- kujibu maswali
- mazoezi tofauti tofauti ya sarufi
- kutunga sentensi
- kuchora mapengo
- kuiga na kuigiza
- kujaza miraba
- kuhakiki sentensi
- kuandika umoja na wingi wa sentensi
- kuchora vitu na kuandika majina yao
- kukamilisha methali na semi
- kuambatanisha methali na maelezo
- kuchambua picha na michoro

## DARASA LA SITA

### 1.0 KUZILILIZA NA KUONGEA

#### 1.1 Malengo Maalum

Mwanafunzi aweze:

- a) kuamkua kwa namna ifaayo
- b) kutambua na kuzingatia matamshi bora
- c) kujieleza kwa njia inayoeleweka
- d) kujieleza kwa njia inayoeleweka
- e) kusikiliza na kufasiri taarifa na matangazo
- f) kuiga na kuigiza

#### 1.2 YALIYOMO

- Maamkuzi na adabu na heshima: kama vile Ndoto njema, Salaam aleikum, Alamsiki, Usingizi mnono, Marehemu, Bwana, Bibi....
- Sentensi zenye tamathali za semi kama vile istiara: kwa mfano; baba ni samba; tanakali za sauti: kama vile anguka pu! Nyooka twa!
- Hadithi, mafumbo, mashairi, nyimbo, vitendawili, misemo, methali na majadiliano
- Taarifa kupita vyombo mbalimbali
- Michezo mbalimbali (Baadhi ya haya yazingatie maswala ibuka kama vile teknolojia: simu, baruameme, kipepesi, mazingira na afya na ukimwi)

### 2.0 KUSOMA

#### 2.1 Malengo Maalum

Mwanafunzi aweze:

- a) kusoma kwa mahadhi
- b) kusoma kwa sauti na kutamka maneno barabar
- c) kusome kimya, upesi na kufahamu vinfungu kasha kujibu maswali
- d) kusoma kwa ziada na kustawisha uzoefu wa usomaji bor
- e) kusoma na kutambua kanuni za utunzi

#### 2.2 YALIYOMO

#### 2.3 YALIYOMO

- Sauti tata, maneno na sentensi
- Vifungu na maswali
- Makal, vitabu, magazeti na majarida
- Aina za mashairi: tathlitha na tarbia (Baadhi ya haya yazingatie maswala ibuka kama vile uadilifu, afya na ukimwi, haki n ajira za watoto)

### 3.0 KUANDIKA

#### 3.1 Malengo Maalum

Mwanafunzi aweze:

- a) kuandika hati kwa njia ifaayo
- b) kuandika insha
- c) kueneleza manino kwa njia sahihi

### 3.2 YALIYOMO

- Sentensi sahihi kwa hati inayosomeka na nadhifu
- Barua rasmi/kirafiki, insha za maelezo na masimulizi kuhusu muda tofauti
- Imla (Baadhi ya mada hizi zizingatie maswala ibuka kama vile teknolojia, afya na ukimwi, mikasa kama vile moto, mafuriko, bomu)

### 4.0 SARUFI

#### 4.1 Lengo Maalum

Mwanafunzi aweze kutumia vipengele mbalimbali vya kisaruji katika mawasiliano ya kimaandishi

#### 4.2 YALIYOMO

- Utunzi wa sentensi kutumia ngeli za A – WA, U – I, KI – VI, LI – YA, U – YA, YA – YA, I – ZI, U – ZI, U – U, KU – KU, I – I pamoja na:
  - viashiria radidi: kwa mfano huku huku, pale pale.....
  - vivumishi vya pekee – ote, - o –ote, -enye, -enyewe, - ingine,
  - virejeshi ‘amba’ na ‘ndi’
  - vitenzi katika kauli za kutendewa, kutendua, kutendwa, kutendeka
  - viulizi: kama vile upi, ipi
- Vitenzi kutokana na nomino
- ‘kina’ na ‘akina’ pamoja na majina ya ukoo yaliyofunzwa
- Matumizi ya ‘Karibu’ kama vile karibu aje
- Kiambishi ‘KI’ cha masharti: kama vile akija ....
- Usemi halisi na usemi wa taarifa
- Uakifishi uliofunzwa
- Nomino kutokana na nomino: kama vile kilimo – mkulima, funzo – mwanafunzi

- Nomino kutokana na sifa: zuri – uzuri
- Matumizi ya ‘ni bora’ na ‘ni heri’, ni afadhali
- Kiambishi – ‘To’ –cha kukanusha kama vile kutosoma, kutosema
- Mkato wa maneo: kama vile baba yake – babake
- Kiambishi ‘KA’ cha wakati (Baadhi yao yazingatie maswala ipuka kama vile haki na ajira za watoto, uadilifu, mazingira na dawa za kulevyo)

### 5.0 MSAMIATI

#### 5.1 Lengo Maalum

Mwanafunzi aweze: kutambua na kutumia majina zaidi ya vitu na viumbe mbalimbali katika mazingira yake

#### 5.2 YALIYOMO

- Tarakimu: 100,001 – 1,000,000
- Maadishi: kama vile sura, kurasa
- Mapishi: viungo vya kupikia kama vile dania, pilipili hoho, pilipili manga, kitungu
- Usafiri: vyombo, abiriria, nauli
- Vikembe: kama vile kimatu – nzige
- buu – nzi
- kitungule – sungura
- shibli – samba
- Ala za muziki: kama vile kayamba, kinubi, zumari, njuga, kipenga, parapanda, udi, piano
- Vitawe: (Maneno yenye maana zaidi ya moja) kama vile kaa, chuma, chupa, panda, kata....
- Viungo vya mwili (ndani): kama vile figo, wengu, nyongo, change, utumbo, kibofu, mbavu, ini, ufizi, ulimi
- Hali ya mimiea: kama vile kukauka, kunawiri, kustawi



- Vimelea (nje ya mwili): kama vile chawa, funza, kiroboto, kunguni
- Mahakama: kama vile hakimu mshitakiwa, shahidi, kiongozi wa mashtaka, karani wa koti, korokoroni, pingu, jela
- Zana za vita: kama vile sirue, singe, bundiki, bastola, kombora, bomu, kifaruru, mzinga, jeti, manowari, nyambizi (Baadhi yao yazingatie maswala ibuka kama vile uadilifu, afya na ukimwi na haki na ajira za watoto)

### **Mapendekezo:**

#### **Shughuli za mwalimu na mwanafunzi:**

Shughuli za mwalimu na mwanafunzi zinaweza kuwa:

- kusalimu n akiuitikia salamu
- kutambua na kutamka maneno
- kusimulia, kukariri, kutega na kutegua
- kusikiliza na kuitikia mawasiliano kupitia kwa vyombo mbalimbali
- kuiga na kuigiza
- kutoa maelezo
- kusoma kwa kufahamu vifungu na kujibu maswali
- kuandika kwa hati inayosomeka na nadhifu
- kutunga sentensi
- kugeuza sentensi kutoka usemi halisi hadi usiemi wa taarifa na kinyume chake
- kitaja tarakimu
- kukamilisha sentensi
- kujaza mraba
- kuchanganua picha
- kutoa maana na kuutumia msamiati vilivyo katika sentensi
- kuksanya aina mbalimbali za viungo na vyakula
- kuchora vitu mbalimbali
- ziara za kielimu katika mazingira
- kutengeneza baadhi ya vifaa

- kutoa maana na matumizi ya methali na semi
- kutafuka maana na maendeleo ya maneno katika kamusi
- kuchanganua picha na michoro

### **Nyezo:**

Nyenzo ambazo zinaweza kutumiwa ni kama vile:

- vifaa halisi
- chati
- michezo ya kuigiza ilioandikwa
- vinyago
- kadi
- vitabu, magazeti na makala mbalimbail mifono mbalimbali ya insha
- picha
- michoro
- kamusi
- vibonzo

### **Tathmini:**

Tathmini yaweza kufanywa kupitia kwa:

- kuhakiki maamkuzi na matamshi bora katika sentensi
- kutoa muhtasari wa waliyoyasikia
- kuiga na kuigiza michezo mbalimbali
- kuhakiki matamshi, shadda na viumbo
- kujibu maswali
- kuhakiki sentensi na maneno yaliyoandikwa
- kuhakiki insha zilizoandikwa
- kuhakiki maendeleo na sarufi sahihi
- kujibu maswali kwa :
- kujaza pengo
- kujaza mraba
- kuchora jedwali
- kutoa maana yamsamiati
- kukamilisha methali na semi
- kutunga sentensi kutumia methali na semi
- kuchora na kuambatanisha michoro na majina.

## DARASA LA SABA

### 1.0 KUSIKILIZA NA KUONGEA

#### 1.1 Malengo Maalum

Mwanafunzi azidi:-

- kuamkua kwa njia ifaayo
- kutambua na kurekebisha makosa ya matamshi
- kujieleza ipasavyo
- kusikiliza na kufasiri taarifa na matangazo
- kuiga na kuigiza

#### 1.2 YALIYOMO

- Maamkuzi na adabu: kama vile usingizi mwanana, Mwambaje? Lala unono bufiani dawa , alamsiki – binuru, kunradhi, hayati, mheshimiwa, mtukufu
- Sentensi zenye maneno yenye sauti tata: kama vile (sh, s, z) (l, r), (j-ch), (b,p) (f-v) (gh-k)
- Hadithi, misemo, vitendawili, methali, mafungo, mashairi, nyimbo, majadiliano na hotuba
- Taarifa na matangazo kupitia vyombo mbalimbali
- Michezo ya kuiziga ya kiwango hiki (Baadhi ya haya yazingatie maswala ibuka kama vile afya na ukimwi uadilifu, jinsia na daa za kulevya)

### 2.0 KUSOMA

#### 2.1 Malengo Maalum

Mwanafunzi aweze:

- kusoma kwa sauti na kutamka maneno inavyotakikana
- kusoma kimya, upesi na kufahamu
- kudoma kwa ziada ili kupata maarifa, kujiburudisha na kupanua kiwango chake cha masamiati

- kusoma na kutambua kanuni za utunzi
- kusoma jinsi ya kutumia kamusi

#### 2.2 YALIYOMO

- Maneno na sentensi
- Vifungu mbalimbali/maswali
- Makala, vitabu vya hdithi, majarida
- Aina ya mashairi: kama vile Tathlitha, tarbia na ngonjera
- Jinsi ya kutumia kamusi
- (Baadhi ya haya yazingatie maswala ibuka kama vile afya na ukimwi, dawa za kulevya na mazingira)

### 3.0 KUANDIKA

#### 3.1 Malengo Maalum

Mwanafunzi aweze:

- kuandika sentensi kwa njia inayofaa
- kuandika insha mbalimbali kuhusu mada tofauti tofauti
- kujibu maswali mbalimbali
- kutunga mashairi mafupi ya kiwango chake
- kuimarisha maendelezo sahihi

#### 3.2 YALIYOMO

- Sentensi mbalimbali /hati nadhifu
- Insha mbalimbali kuhusu mada tofauti tofauti: kama vile hotoba, mijadala, mazungumzo, masimulizi, barua rasmi nay a kirafiki na nyinginezo zilizofunzwa
- Maswali mbalimbali
- Mashairi mafupi ya kiwango chake na kanuni za ushairi

- Imla  
(Baadhi ya haya yazingatie maswala ibuka kama vile mazingira, haki, na ajira za watoto uadilifu na dawa za kulevya)

#### 4.0 SARUFI

##### 4.1 Lengo Maalum

Mwanafunzi azidi kutumia vipengel mbalimbali vya kisarufi katika mawasiliano ya mimazungumzo na kimaandishi

##### 4.2 YALIYOMO

- Ngeli za A – WA, U – I, KI – VI, LI – YA, U – YA, YA – YA, I – ZI, U – ZI, U – U, KU – KU, I – I  
PAKUMU  
pamoja na:
  - viambishi ngeli
  - vivumishi mbalimbali
  - kiambishi ‘po’ cha wakati: kama vile alipoends alimkuta
  - ‘O’ rejeshi (awali na mwisho wa kitenzi): kama vile mwanafunzi aliyekuja ..... mwanafunzi ajaye ....
  - nge, ngali na ukanusho wake
  - viulizi: kama vile lini, nani, nini, gani
  - viunganishi: kama vile fauka ya sembuse, minghairi, maadam, maradi, aghalabu, lisha ya
- Matumizi ya ‘kwa’
- Mnyambuliko wa vitenzi: jinsi za kutendeana na kutendatenda
- Tanakali za sauti
- Matumizi ya ‘katik,’ na ‘-ni’
- Alama za kuakifisha: kama vile nusu kononi, parandesi/mabano na koloni
- Ukubwa, udogo na wstani wa nomimo
- Kuunda sifa kutokana na vitenzi

#### 5.0 MASAMIATI

##### 5.1 Lengo Maalum

Mwanafunzi aweze kuendelea kupanua kiwango chake cha msamiati mwafaka na kuutumia vilivyo

##### 5.2 YALIYOMO

- Vitate (maneno yanayokaribiana kimatamshi): kama vile bawaba – bawabu mchuzi – mchuuzi mjusi – mjuzi
- Visawe (maneno yenye maana sawa): kama vile runinga – televisheni kilimo – zaraa kipusa – kidosho zungumza – ongea
- Naminoambata: kama vile mwanahewa, mwananchi
- Viumbe wa kike na kiume: kama vile fahali – mtamba jimbi – koo mtwana – mjakazi mjomba – halati
- Tarakimu 1,000,001 10,000,000
- Vitawe
- Uhusiano wa watu na Nchi: kama vile mzalendo, mlowezi mwenyeji, kibarka
- Mapambo ya mwili: kama vile kipuli, pete, ushanga, mkufu, kipini, hina na wanja
- Viwanda: kama vile spana, tarakilishi, cherehani, vipuri, fuawe, jenereta
- Majina ya nchi: kama vile Uingereza, Ushelisheli, Uganda, Kenya, Ureno, Uhabeshi...
- Malipo mbalimbali: kama vile ushuru, kiokozi, arbauni, ujira, kiinua mgongo, kiuangaza macho

- Watu na kazi zao: kama vile tarishi – kuleta na kupeleka barua posta, nagariba, mzegazega, hamali, mhazili, kungwi, muuguzi, nyakanga na utingo
- Nomino za makundi: kama vile numbi ya samaki, korija la maua, thurea ya nyota, bunda la noti na safu ya milima

## Mapendekezo

### Shughuli za mwalimu na mwanafunzi

- Shughuli za mwalimu na mwanafunzi zinaweza kuwa:
- kusikiliza na kufasiri taarifa na matangazo
- maelezo /kusalimia na kuitikia salamu mbalimbali kwa kutumia maneno ya heshima
- kutofautisha kwa kutamka sentensi zenye matamshi tata
- kuhadithiana, kukamilisha na kutoa maana, kutunga na kukariri, kujadiliana na kutoa hotuba fupi
- kutoa maelezo
- kuiga na kuigiza
- kusoma kwa mtiririko
- kusoma vifungu na kujibu maswali
- kusoma vitabu vya hadithi, magazeti na majarida mbalimbali
- kutoa maana ya msamiatai na kuutungia sentensi
- kuandika sentesi mbalimbali katika umoja na wingi
- kuandika barua rasmi na za kirafiki; na insha kuhusu mada nyinginezo
- kufuata kanuni katika kutunga mashairi
- kutoa maana ya sentensi mbalimbali
- kuhesabu tarakimu
- kuchora vitu mbalimbali
- kuambatanisha maelezo pamoja na methali na semi
- kutafuta maana na maendeleo ya maneno katika kamusi
- kuchanganua picha na michoro

## Nyenzo:

Nyenzo ambazo zinaweza kutumiwa ni kama vile:

- chati
- vifaa halisi
- kadi
- picha na michoro
- redio, runinga, video na slaidi
- mtu mwenye ujuzi kualikwa kutoa hotuba
- mchezo uliondikwa
- ramani
- vinyago
- vibonzo
- kamusi

## Tathmini:

- Tathmini yaweza kufanywa kupitia kwa:
- kutazama na kuhakiki vitendo na sentensi
- kuuliza na kujibu
- kuhakiki sauti tatanishi
- kukamilisha, kuto maana na matumizi ya methali na semi
- kujaza mapengo, kukariri mashairi, kutoa hotuba na kujadiliana
- kuiga na kuigiza
- kusoma
- kutunga sentensi kwa kutumia msamiati
- kutazama kwa makini
- kutoa muhtasari wa yaliyosomwa
- kutunga mashairi kwa kufuata kanuni
- kuhakiki maendeleo na usarufi
- kukamilisha sentensi
- kuandika umoja na wingi wa sentensi
- kujaza mapengo
- kuambatanisha maelezo na methali/semi
- kuambatanisha methali na semi na maelezo sahihi na kinyume chake

## DARASA LA NANE

### 1.0 KUSILILIZA NA KUONGEA

#### 1.1 Malengo Maalum

Mwanafunzi azidi:

- a) kuamkua kwa njia ifaayo
- b) kusikiliza na kufasiri taarifa na matangazo
- c) kuzingatia matamshi bora kwa kujieleza ipasavyo
- d) kuiga na kuigiza michezo
- e) kutunga sentensi sahihi

#### 1.2 YALIYOMO

- Maamkuzi, adabu na heshima: kama vile Mheshimiwa, Bwana, Hayati, Bibi, Mkono wa tahania, Waambaje, Sabalkheri, Masalkheri....
- Taarifa mbalimbali
- Hadithi, vitendawili na mafumbo, misemo, methali, hotuba na majadiliano
- Michezo mbalimbali
- Sentensi zenye miundo mbalimbali (Baadhy yao yazingatie msawala ibuka kama vile afya na ukimwi, haki n ajira za watoto, mikasa, mazingira na uadilifu)

### 2.0 KUSOMA

#### 2.1 Malengo Maalum

Mwanafunzi azidi:

- a) kusoma kwa sauti na kutamka maneno inavyotakikana
- b) kusoma kimya, upesi na kufahamu vifungu
- c) kusoma kwa ziada ili kupata maarifa, kujiburidisha, kupanua kiwango cha msamiati na kukuza uzoefu wa usomaji bora

### 2.2 YALIYOMO

- Maneno na sentensi
- Taarifa na vifungu mbalimbali
- Makala, vitabu, magazeti na majarida (Baadhi ya haya yazingatie maswala ibuka kama vile afya na ukimwi, mazingira na haki na ajira za watoto)

### 3.0 KUANDKIKI

#### 3.1 Malengo Maalum

Mwanafunzi azidi:

- a) kuandika sentensi kwa njia inayofaa
- b) kuandika insha za aina mbalimbali na zenye mada tofauti tofauti
- c) kujibu maswali
- d) kutunga mashairi mafupi
- e) kuimarisha maendelezo sahihi

#### 3.2 YALIYOMO

- Sentensi zenye miundo mbalimbali
- Barua, insha za kumbukumbu, mazungumzo na nyinginezo zilizofunzwa
- Vifungu mbalimbali vya ufahamu
- Kanuni za ushairi (aruthi): kwenye mashairi yaliyofunzwa pamoja na ngonjera, na utenzi
- Imla (Baadhi za mada zizingatie maswala ibuka kama vile ukimwi, haki za watoto, uadilifu, mazingira, mikasa, dawa za kulevya na teknolojia)

## 4.0 SARUFI

### 4.1 Lengo Maalum

Mwanafunzi azidi kutumia vipengele mbalimbali vya kisarufi katika mawasiliano ya kimzungumzo kwa kimaandishi

### 4.2 YALIYOMO

- Utunzi wa sentensi kutumia ngeli zilizofunwa pamoja na:
  - viambishi ngeli: kama vile dhaifu, ghali, hodari....
  - vihisishi: kama vile Lo! Masalaale!, Salaale!
  - viunganishi: ila, lakini, na, mighairi, isipoluwa, ijapokuwa, ingawa ...
  - vielezi vya mkazo: kama vile kutwa, kucha, salama, salimini, wanganga na waganguzi, daima, dawamu, bure bilashi.....
  - kirejeshi – “amba” “si” na “na”
  - vivumishi vya ‘A’ – unganifu
  - vielezi mbalimbali
  - viulizi
  - matumizi ya ‘katika’ ‘ni’ na ‘kwenye’
- Mnyambuliko wa vitenzi: kama vile kauli za kutendeka, kutendesha, kutendeshwa
- Ukubwa na udogo wa nomino na sentensi katika umoja na wingi
- Usemi halisi na wa taarifa. (Baadhi ya haya yazingatie maswala ibuka kama file uwajibukaji, jinsia, na teknolojia)

## 5.0 MSAMIATI

### 5.1 Lengo Maalum

Mwanafunzi aendelee kupanua kiwango chake cha msamiati mwafaka kwa kutumia ipasavyo

### 5.2 YALIYOMO

- Tarakimu: 10,000,001 – 100,000,000
- Akisami: kama vile thumni tatu, tusui nne, tudui saba, ushuri tisa,... saba kwa kumi na tano
- Pembe kumi na sita za dunia
- Sayari zote: Zuhura; zaibaki; dunia, mirihi, zohali, sarteni, utaridi, mshtarii, kausi
- Mali ya Asili: kama vile mito, maziwa, bahari, misitu, madini, mapori ya wanyama....
- Majina ya wizara mbalimbali
- Mahakama: kama vile rufani, kizimba, kifungo, wakili, hatia, uamuzi wa mahakama, faini, dhamana
- Mekno: kama vile mashizi, jivu, ukoko, kuinjika; epua; dohani, kikango, mbuzi, koka moto, susu; ufu; songa sima
- Vitawe
- Masaimati wa teknolojia: tarakilishi, rununu, mtandao wa vuti
- Ukoo: kama vile mwanyumba, mkazamwana, halati mwamu, wakoi, bavyaa, mavyya, umbu
- Viwandani
- Matunda na mimea
- Viumbe wa kike na wa kiume
- Nomino za makundi
- Vitate
- Majina ya wafanyakazi mbalimbali
- Visawe.  
(Baadhi ya haya yazingatie maswala ibuka kama vile afya na ukimwi, haki na ajira za watoto, mikasa, uadilifu na mazingira)

## Mapendekezo:

### Shughuli za mwalimu na mwanafunzi:

Shughuli za mwalimu na mwanafunzi zinaweza kuwa kama vile:

- maelezo, kusalimu na kuitikia salamu
- kusimulia, kutega na kutegua, kukariri, kutoa hotuba, kujadiliana, kufumba na kufumbua
- kuiga na kuigiza
- kutunga sentensi
- kusoma maneno na sentensi
- kusoma taarifa, vifungu mbalimbali na kujibi maswali
- kusom vitabu vya hadith, magazeti na majarida
- kuandika hati inayosomeka na nadhifu
- kuandika barua rasmi na za kirafiki
- kuuliza na kujibu maswali
- kutunga shairi kwa kuzingatia arudhi
- kusikiliza, kutamka na kuendeleza maneno vilivyo
- kunyambua vitenzi katika kauli mbalimbali
- kuchora na kujaza jedwali na mraba
- kugeuza majina na sentensi katika hali ya udogo na ukubwa katika umoja na wingi
- kuandika sentensi kutoka usemi halisi hadi usemi wa taarifa na kinyume chake
- kuhesabu na kuandika tarakimu na akisami
- kuchora dira yenye pembe kumin na sita za dunia
- kutaja majina ya wizara
- kutambua msamiaati wa mekoni
- kukamilisha methali na semi
- kupambunua maana za maneno
- kutambua mavazi mbalimbali
- kukusanya watu wa nchi zao
- kutafuta maana na maendelezo ya maneno katika kamusi
- kuchanganua picha na michoro

## Nyenzo:

Nyenzo ambazo zinaweza kutumiwa katika masomo ni kama vile:

- vifaa halisi
- picha na michoro
- chati
- michezo ya kuigiza
- vinaso sauti, redio, slaidi, video, runinga
- vitabu vya hadithi, magazeti, majarida na mtandao wa vuti, rununu, barua meme, kipepesi
- insha mbalimbali zilizoandikwa
- bahasha
- kadi za maneno
- jedwali
- ramani
- kamusi

### Tathmini:

Tathmini yaweza kufanywa kupita kwa

- kuambatanisha maneno na maelezo
- kuuliza na kujibu maswali
- kuigiza michezo
- kuhakiki maendelezo na sarufi
- kuhakiki matamshi
- kuandika muhtasari kuhusu yale yaliysomwa
- mazoezi ya ziada
- kutahini sentensi zilizoandikwa
- kuhakiki mambo muhimu katika insha
- kuhakiki uchoraji wa jedwali
- kukamilisha na kutoa maana na matumizi ya methali na semi
- kutega na kutegua
- uchambuzi wa mashairi
- kujaza mapengo
- kufumba na kufumbua mafumbo
- kukariri na kusimulia
- kuchanganua picha