



NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE



ACCELERATED EDUCATION PROGRAMME

ENGLISH

SYLLABUS

Level 1 and 2



ACCELERATED EDUCATION PROGRAMME

ENGLISH
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© National Curriculum Development Centre (2019)

Published by

National Curriculum Development Centre

P.O. Box 7002,
Kampala- Uganda
www.ncdc.go.ug

ISBN:

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Foreword

Education is a fundamental tool for protection of conflict-and-disaster-affected children and youths from harm and exploitation. This is a crucial part of UNESCO's advocacy messages. Under appropriate conditions of security, provision of education can help protect children and youth from recruitment into fighting forces, forced labour, prostitution, drug abuse and other criminal activities. In post-conflict settings, education contributes to the reintegration into society of former soldiers and other children and youths associated with fighting forces.

The National Curriculum Development Centre (NCDC), in collaboration with War Child Canada, embraced Accelerated Education Programme (AEP) that focuses on providing relevant and appropriate education to learners in refugee camps and the host communities of secondary school age (ages 16-45+). The programme will help them to acquire the necessary competencies that will enable them to 'catch-up' and re-join learners of the same (or near) age group in the formal education programme.

AEP subjects were selected based on the Ugandan regulation which states that learners must study the seven core subjects, namely: Mathematics, English, Physics, Chemistry, Biology, History and Geography. So AEP learners shall take all the core subjects. In addition, learners shall take: Religious Education which will help to address the prevalence of early marriages for the girl-child, cases of indiscipline and moral modelling of the learners; Personal Social and Health Education/Physical Education which will help the learners to develop physically, learn to live together, develop talents and become emotionally balanced; Guidance and Counselling in which teachers will be trained on integration of guidance and counselling services in the delivery of the education curriculum.

This Programme will equip teachers and other stakeholders in schools and the communities with relevant information, values and skills that will enable them to effectively facilitate the teaching and learning processes.

We recommend AEP to you and trust that the materials will be valuable, in your endeavour to meet the educational needs of the refugee learners and other beneficiaries from the host communities.

Hon. Janet Kataaha Museveni
Minister of Education and Sports

Acknowledgement

National Curriculum Development Centre (NCDC) would like to express its gratitude to all those who, in one way or another, contributed and worked tirelessly towards the development of this Accelerated Education Programme (AEP) syllabus.

Special thanks go to War child Canada-Uganda for the financial support, their guidance in overseeing and taking timely decisions whenever necessary during the development and production of this AEP Physics Syllabus. We also express our gratitude to NCDC Subject Specialists and panel members for their professional guidance and technical assistance. Furthermore, NCDC recognises the work of the editors who worked provided professional guidance during the development of this document.

NCDC takes responsibility for any shortcomings that might be identified in this syllabus and welcomes suggestions for addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through: P.O. Box 7002, Kampala or e-mail admin@ncdc.org.ug.

Grace K. Baguma

Director

National Curriculum Development Centre

Introduction to Accelerated Education Programme

Worldwide, substantial alternative schooling programmes are developed to meet the basic education needs of under-reached children. Of recent, it has been increasingly recognized that the goals of Education for All cannot be achieved unless more attention is paid to educating out-of-school children (UNESCO, Global Monitoring Report, 2008). Indeed, the UNESCO Global Monitoring Report 2010 'Reaching the Marginalized' focused on this issue. In a bid to help developing countries achieve the Millennium Development Goals, there should be initiatives to incorporate elements of accelerated learning to achieve SDG 4.

The Accelerated Education Programme (AEP) in Uganda is a form of curriculum option which combines the stronger features of earlier mainstreaming approaches into the new design to raise the success rates for refugee community learners. The AEP secondary school tier is a bigger stride to address the education gap within refugee communities not only in Uganda but also other neighbouring countries. Benchmarking the Primary AEP programmes, the Secondary Education Programme intends to infer the entire process of education and its cognitive, emotional, and social components.

The Accelerated Learning Programme at Secondary school level focuses on completing learning in a shorter period of time, of two years. The AEP is complementary both in providing an alternative route and in matching its curriculum to the 'official' curriculum, thus allowing learners to return to formal schooling at some stage. The programme intends to promote access to education in an accelerated timeframe for disadvantaged groups, out of school and over-age children, and youths who missed out or had their education interrupted due to poverty, violence, conflict, and crisis. The goal of this programme is to provide learners with competencies equivalent to those in the formal system in an accelerated timeframe, with learners either transitioning back into the mainstream education or exiting with some competencies required for work.

Ideally, teaching AEP calls for a methodology that is interactive and learner-centred, incorporating other aspects of multiple-intelligence learning. Because teaching and learning are accelerated, and the

curriculum content is compressed and condensed, the four 'P' elements are at the core of the accelerated learning cycle; processes, psychological, physiological, and physical. These core elements provide the physical and psychological space in which the learner can learn more effectively.

It is intentional to include alternative subjects in this programme e.g. life skills, peace education, environment, HIV and AIDS which are responsive to the context. Learners of AEP need alternative supporting knowledge and life skills to survive in the challenging world. It is equally important to note that this conception of accelerated learning requires an extremely well-resourced classroom and exceptionally well-trained teachers. The expanded learning time from the norm is because the teaching methodology is interactive and learner centred.

It is our hope that AEP will register considerable success in meeting the educational needs of these underserved populations, not only in terms of access and equity but also in being able to return to school and completion, and most importantly in getting measurable learning outcomes.

SECTION I

Introduction

The English Language syllabus for Accelerated Education Programme (AEP) is divided into topics. The topics are broad and revolve around the experiences in which the learners will be using English as a language to communicate in the four language skills namely listening, speaking, reading and writing.

The topics in this syllabus cut across subjects on the curriculum while catering for issues which concern learners in such environments as the refugees. It is important to note that the topics in this syllabus are not meant to teach the facts about the topic, as this may be done in another subject on the curriculum. Rather the topics are used as means of teaching language in context. For more clarity on the requirements for each of the topics, an overview to the topic has been given to the teacher to use during lesson preparation and delivery.

This syllabus has been designed to follow the integrated approach. This approach adopts a flexible approach to learning English language which utilizes techniques employed by the use of the other approaches such as the functional, topical and situational.

The integrated approach lays more emphasis on control of structure than does the communicative teaching. The latter does not do full justice to structure which is considered to be the backbone of all communication in language.

While we agree that it does “seem better to ask what grammatical patterns are used in what communicative roles rather than vice-versa”, it is possible and desirable to identify some basic structural items with which the learner has to be equipped to enable him/her master any communication. It is crucial, that emphasis is placed, not on just the grammar aspect, but on the function which grammar performs and that all structural items featured in each instruction unit are fully contextualized.

One other important feature of the integrated approach is active communication. Like communicative teaching, the integrated approach should enable the learner to function in communication situations by

participating in them, by expressing him/herself rather than other people's remarks.

Language should be perceived as being in a constant state of change and having various uses in different contexts. Consequently, language is often treated as a medium of expression. In addition to this function, the integrated approach aims at fostering creative ability more deliberately. This approach attempts to expand the learner's knowledge by exploring informative content to develop his/her positive attitudes and values.

Purpose of Teaching and Learning English Language

Since English language is Uganda's official language and an international language, the teaching of English in school remains of paramount importance on the school curriculum. Learners need English for communication and as a basis for further education and career advancement.

The aims of English language therefore are:

1. To assist the learners to develop their ability to understand, with reasonable ease, rapid standard speech in situations such as classroom discussions, radio/TV programmes, recorded plays, full-length films and everyday speech.
2. To enable the learners express themselves intelligently, appropriately and effectively in speech.
3. To cultivate in the learners, the desire to read by themselves and for their own satisfaction.
4. To encourage the learners to develop the ability to read a wide variety of written materials for enjoyment, information and knowledge.
5. To stimulate the students' response to the art of Language as in prose and poetry, as a means of inspiring creativity, and to assist them articulate their response intelligently.
6. To guide the learners in developing their ability to write correctly, creatively and effectively.

How to teach English

English Language should be taught in English at this level. You should prepare your lessons before going to the classroom. Give learners opportunities to practice using the language in both the oral and written forms.

Always mark their work and give them feedback on their performance. Prepare remedial work for those who need it.

Duration of the Programme

The syllabus has been designed to cater for two years which are called levels I and II in the syllabus as per the nature of the programme which the learners will be undertaking. The time allocated to each of the topics has been given in **Section II** which shows the details of the syllabus. For time-tabling purposes English is expected to be taught for a period of three hours a week as shown in the sample timetable below.

Time table for Accelerated Education Programme

Time/Day	Mon	TUE	WED	THUR	FRI
8.00 - 9.00	ENG	MATH	BIO	PSHE	CHEM
9.00 - 10.00	PHY	CHEM	RE	ENG	HIST
10.00 - 11.00	HIST	GEO	MATH	BIO	PHY
11.00 - 11.30	B	R	E	A	K
11.30 - 12.30	RE	HIST	GEO	MATH	ENG
12.30 - 1.30	BIO	PHY	CHEM	GEO	RE
1.30 - Lunch / Research assignments / Projects / Co-Curricular / Sports					

Glossary of Key Terms

Term	Definition as used in the syllabus
Formative Assessment	The process of judging a learner’s performance, by interpreting the responses to tasks, in order to gauge progress and inform subsequent learning steps (CF ‘Summative Assessment’)
Learning Outcome	A statement which specifies what the learner should know, understand, be able to do or demonstrate, or the attitude or value s/he should assimilate, as a result of the learning process for a sub-topic.
Suggested Assessment Strategies	Task which gives a learner opportunity to show the extent to which s/he has achieved the Learning Outcomes for a sub-topic.
Learning activities	This column provides the activities and the methods which the teacher will use to facilitate the learning process. A number of methods have been suggested ranging from individual to group work.
Hints	A few hints have been provided as notes to the teacher for each of the sub-topics in a way of guidance during the preparation and teaching and learning process.

How to Use the Syllabus

This syllabus is recommended to be used with the suitable course books which advocate for the use of the integrated approach to teaching and learning. A list of these course books has been provided for you as an appendix to this syllabus. The course books should clearly divide the content into units, each exploring the main components of listening, speaking, reading, writing and language work through a variety of activities.

For more guidance the specific units and pages in the reference books which have the necessary information as given in this syllabus and exercises for practice have been included at the end of each topic. Hints to the teacher and notes have been provided so that the syllabus acts as a guide as well.

A number of suggested methods and activities have been included in the syllabus. The teacher however is free to use any other methods and activities which will facilitate the teaching and learning process. Teachers are encouraged to avail reading materials to learners so as to enhance the reading culture and there should be opportunity created as often as possible for each of the learners to participate in the oral activities so as to build confidence in using the language.

Structure of this Syllabus

The syllabus is divided into the following sections for ease of use:

1. **Section I:** This section gives preliminary information in relation to the nature of the programme for which this syllabus will be used; glossary of terms used in this syllabus; the time allocated to teaching English under this programme; and how the syllabus is to be used and how the teaching and learning process will be assessed.
2. **Section II:** This section gives the details of what will be taught under each of the topics for the two levels of the programme; the duration of each of the topics; the references which the teacher may use for guidance during lesson preparation and delivery; and hints to guide the teacher. This section provides a bibliography of the references that the teacher may consult.

Mode of Assessment

Under the (AEP) this programme learners will be assessed using the formative assessment which will be done after each within and each topic and there will be the summative at the end of each term and level. The learners through this syllabus will either be able to join the main stream schools so as to be prepared to sit the end of cycle examinations set by the Ugandan National Examinations Board or join the world of work. You, as the teacher, should ensure that the learners' work is marked so that they get feedback on how they are progressing.

The formative assessment will include assessing the language skills of listening, speaking, reading and writing so as to help the learners develop all the four skills so as to be effective communicators.

The syllabus has provided a column for sample assessment strategies to guide you on how to assess and what to assess for the formative assessment.

Assessment is a process of finding out how much a learner has achieved during and after the learning process.

Why should you assess learners?

Assessing your learners will enable you to:

- i) identify learners who may need remedial work.
- ii) find out how much the learner has achieved.
- iii) inform learners on what they have achieved and encourage them to perform better.
- iv) make new plans for effective teaching and learning.
- v) measure progress from one topic to another term to term, year to year.
- vi) identify learners who have exceptional talents.
- vii) provide information and motivation to learners, parents / guardians, administrators.

Since assessment is part and parcel of the teaching and learning process, it will be conducted during the instructional time. This will be the continuous assessment and will take the form of written and oral and aural exercises.

SECTION II

Detailed Syllabus

Level 1

Topic 1: Personal Life and Family

Duration: 3 Hours

Overview

The learner will narrate experiences and read and respond to texts about personal life and family. They will practise how to produce vowel sounds correctly which skill will help them present themselves better during oral communication.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> a. pronounce letters/sounds correctly. b. distinguish between different sounds and sound combinations. c. communicate information and opinions about families and family life. d. express likes and dislikes. e. give information about family and personal life f. listen to other people's stories on personal and family life. 	<ol style="list-style-type: none"> i) Practise the production of pure vowel sounds (/i;/ /i:/; /e;/ /ə;/ /ʌ;/ /a:/) ii) Learners interpret spoken and written accounts of personal lives. In groups, learners brainstorm personal and family lives iii) In groups and individually, learners read different kinds of texts about families and respond to the tasks. iv) Guided discussion of the text and writing down responses v) Fill forms on personal information 	<ul style="list-style-type: none"> • Writes 3 sentences about his/her personal life. • Reads and responds to a text about personal life and family. • Pronounces words related to personal life and family with the target vowel sounds. • Writes three sentences about personal and family life. • Fills a form about personal data • Orally describes three members of his/her family. • Writes a guided composition of

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
g. use the simple present tense verb. h. use structures to write correct sentences.	vi) Through guided compositions learners write about personal life and family. vii) Learners construct sentences using the appropriate nouns. viii) Learners write sentences using the following structures: ...though... Though... ...although... Although... ...either...or...	150 words about personal life. <ul style="list-style-type: none"> • Writes 5 correct his/her sentences to show likes in simple present tense. • Writes 3 sentences using each of the learnt structures. • ...though... • Though... • ...although... • Although... • ...either...or...

Hints to the Teacher

- i) This topic touches personal lives and you should encourage free discussions. However, some learners may be reserved and emotional for various reasons like having lost relatives which means that you should be extra cautious so as not to hurt the feelings of such learners.
- ii) The present simple is the focus in this topic so all activities should be in the same tense.

References

1. Head Start Secondary English Form 1 pages 71-78
2. Grammar Practice for English Language Students Page 90
3. MK English Student's Book 1 Page 38

Topic 2: Appearance, Grooming and Etiquette

Duration: 3 Hours

Overview

The learner will be introduced to language related to appearance, grooming and etiquette. This language and oral work will help him/her to appreciate the importance of grooming and etiquette as a way of fitting into the community outside his/her own. The issues discussed here will provide the learner with the opportunity to make comparisons with what is considered appropriate in reference to grooming and etiquette in different settings.

Learning outcomes	Suggested Teaching and Learning activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a. distinguish between different sounds of speech.</p> <p>b. understand texts on appearance, grooming and etiquette.</p> <p>c. appreciate the values of good appearance, grooming and etiquette.</p> <p>d. use appropriate adjectives, adverbs, articles and</p>	<p>i) In pairs and individually learners practise the production of vowel sounds (/ɔ:/ as in water, walk; /ou:/ as in caught, bought, /ʊ/ as in wood, book; /ə/; /ɔ/ as in top, hot, /æ/</p> <p>ii) In groups, pairs and individually the learners distinguish between different vowel sounds and pronounce them.</p> <p>iii) Individually and in groups learners read texts</p> <p>iv) Oral and written response to the given tasks on the texts.</p> <p>v) In groups and pairs learners describe individual; appearances and behaviour using appropriate adjectives, adverbs, verbs and pronouns.</p> <p>vi) In groups and individually,</p>	<ul style="list-style-type: none"> • Produces the target pure vowel sounds. • Writes five sentences on appearance and etiquette • Describes a given person's appearance and behaviour • Reads a text and responds to the given task both orally and in writing. • Writes a formal letter appearance/ grooming/ etiquette.

Learning outcomes	Suggested Teaching and Learning activities	Sample Assessment Strategies
e. use appropriate vocabulary related to appearance, grooming and etiquette. f. describe people, situations and feelings/emotions.	learners write texts (articles and letters) about individual appearances and behaviour with the teacher's guidance. vii) In groups and pairs, learners list what is considered to be good appearance. viii) In pairs, learners describe good and bad grooming. ix) In groups, learners discuss appropriate and inappropriate behaviour. x) Write sentences using the relative clauses. xi) Practise referring to appearances using '... too ...' xii) '... enough ...'	

Hints to the Teacher

- i) You should introduce the three areas of appearance, grooming and etiquette, separately.
- ii) Encourage free oral discussions on appearance and grooming but ensure that learners use the correct language expressions and tenses and vocabulary.
- iii) Since grooming and etiquette can be abstract, you should develop the concepts using concrete examples and learners' experiences.

References

1. Grammar Practice for English Language Students Pages 77-92
2. Head Start Secondary English Form 1 Pages 8-15
3. Head Start Secondary English Form 2 Page 118
4. Head Start Secondary English Form 3 Pages 151-153

Topic 3: Human Rights, Gender and Responsibilities

Duration: 3 Hours

Overview

The learner will be introduced to language and vocabulary related to human rights, gender and responsibilities. He/she will be able to comprehend issues in speeches and any literature related to the topic, and participate in debates on motions related to human rights, gender and responsibilities.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>Learners should be able to:</p> <p>a. distinguish between the diphthong sounds.</p> <p>b. to understand texts on human rights, gender and responsibilities.</p> <p>c. know issues related to human rights, gender and responsibilities and use this knowledge to participate in debates.</p> <p>d. use the past tense in all its forms.</p> <p>e. use the indirect/reporter speech.</p> <p>f. Use structures</p>	<p>i) Learners practise producing the diphthongs (/ei/ as in waste, eight; /ai/ as in time, buy; /ɔi/ as in boy, oil; /au/ as in house, town)</p> <p>ii) The teacher guides learners in the articulation of the pure vowel sounds</p> <p>iii) The teacher models a reading text.</p> <p>iv) In groups and individually, learners read texts and respond to tasks.</p> <p>v) Through guided composition the learners write texts on human rights, gender and responsibilities which texts will include substitution tables, jumbled sentences and completion exercises.</p> <p>vi) In groups and pairs learners write sentences</p>	<ul style="list-style-type: none"> • Produces the target diphthong sounds as used in the given words.- • Writes two paragraphs to discuss human rights/gender/responsibilities. • Makes 3 sentences about rights of boys and girls that are usually abused/violated. • Writes 5 sentences for each of the structures namely a little, a few, little, few.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
correctly to write sentences.	in both reported and direct speech. vii) Learners write sentences using a little, a few, little, few.	

Hints to the Teacher

- i) Refer to UN charter on Human Rights and The 1995 Constitution of Uganda.
- ii) Emphasise to the learners the importance of living in harmony with their host communities.

References

1. Head Start Secondary English Form 2 Pages 127-130
2. Grammar Practice for English Language Students Pages 122-129

Topic 4: Communication

Duration: 3 Hours

Overview

The learner will practise how to pronounce words which use diphthongs, read texts so as to understand the information therein and communicate to others through letters using the appropriate language requirements such as parts of speech, punctuation marks and language structures.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> distinguish between diphthong sounds. read and comprehend texts use the past simple tense forms. use nouns, adjectives and articles writes personal letters; essays and arguments use punctuation marks meaningfully use structures correctly. 	<p>The learners:</p> <ol style="list-style-type: none"> practise producing diphthongs (/aiə/ as in fire, higher; /auə/ as in our, flower; /əiə/ as in slower, mower, /ɔiə/ as in employer, enjoyable. in groups and individually articulate the target diphthongs and pure vowels. in groups and individually the learners read and respond to texts. as whole class, (plenary) learners brainstorm the meaning of vocabulary. in groups and individually use vocabulary appropriately. in pairs learners dramatise a telephone conversation. with the teacher's guidance, in groups and individually learners write personal letters. in groups and pairs review the past simple tense by carrying out a story completion sequence. as a whole class, brainstorm the different means of communication. In groups and pairs demonstrate 	<ul style="list-style-type: none"> Produces diphthongs as used in given words. Writes at least five sentences using the past simple tense with correct punctuation Writes information, (personal letters and short essays) Write 5 sentences for each of the following structures: used to ...So...that... Such...that...

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
	<p>the different means of communication</p> <p>xi) Teacher guides to role play modes of communication</p> <p>xii) In plenary, brainstorm how the five senses are used in communication.</p> <p>xiii) In groups, discuss and use full stops, question marks and exclamation marks.</p> <p>xiv) write sentences using ... used to ...</p> <p>xv) So...that...</p> <p>xvi) Such...that...</p> <p>xvii) The teacher models a reading text.</p>	

Hints to the Teacher

- i) A story completion sequence is a language game where you call upon individual learners to use given words to tell a complete story.
- ii) This topic is a life skill for learners not only for school use but also after they have left school.
- iii) Emphasize the use of punctuation marks and the value of using them correctly.

References

1. Integrated English Student's Book 2 Pages 1-15
2. Grammar Practice for English Language Students Pages 60-66; 77-83; 103-107
3. Head Start Secondary English Form 2 Pages 96-99; 196-203
4. Head Start Secondary English Form 1 Pages 79-86

Topic 5: Food

Duration: 3 Hours

Overview

Food is an interesting topic and the learner will be able to discuss issues related to food but with focus on how it is grown and the process of preparing it using the appropriate language as in use of quantifiers, adjectives and verbs of preference.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to: -</p> <ol style="list-style-type: none"> distinguish between the target consonant sounds and sounds in combination. read and comprehend texts on types of food. respond to tasks about texts related to food. understand and correctly use vocabulary related to food use the future tense, countable and non countable nouns adjectives describe taste, and verbs of preference. 	<p>The learners:</p> <ol style="list-style-type: none"> practise the production of the consonants (/b/; /v/; /f/;/p/; /d/; /t/; //k/; /g/). in groups and pairs, listen to and identify the different consonant sounds. in groups and pairs practise dialogues/conversations on the target consonant sounds. in groups, pairs and individually carry out loud and silent reading. in groups and individually respond to tasks about the text orally and in writing. in groups and pairs use vocabulary on food to demonstrate their understanding of the meaning of given words. under the teacher's guidance, learners' role-play the process of food preparation. in groups and individually 	<ul style="list-style-type: none"> Reads six words to show mastery of the consonant sounds. Writes three sentences to describe the taste of food. Uses appropriate expressions in the role play. Reads a text and responds appropriately to the tasks given. Makes 5 sentences using the following: Prefer... ... neither... nor... Sincefor Much... Many...

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
f. use structures correctly in oral and written.	use verbs in future tense and nouns related to food. ix) in groups and pairs write recipes, menus and shopping lists. x) in groups, pairs and individually write sentences using adjectives describing the taste of food. xi) write sentences using xii) Prefer... xiii) ... neither... nor... Since.... ...for.... Much... Many...	

Hints to the Teacher

- i) Food processing involves stages from source (farm/market) to consumption and this is where the emphasis will be with this topic.
- ii) Definition of:
 - **Recipe** – a set of instructions telling one how to cook something or items needed.
 - **Menu** – a list of food that is available to be served at a meal.
- iii) Use pictures to get learners to talk about food using the future tense in positive, negative and interrogative forms.

References

1. Head Start Secondary English Form 2 Pages 133-140
2. Grammar Practice for English Language Students Pages 20; 45-50; 92
3. Integrated English Student's Book 1 Pages 11-18

Topic 6: Celebrations

Duration: 3 Hours

Overview

The learner will be introduced to the pronunciation of consonant sounds which fall under the category of affricates. These sounds are usually miss-pronounced due to the mother tongue interferences. He/she will also be taken through the use of language structures such as possessives and tenses as they write and talk about issues related to celebrations.

Learning Outcomes	Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:-</p> <ol style="list-style-type: none"> distinguish between different consonant sounds and sounds in combination. understand oral/written extracts about different types of celebrations. use possessive pronouns, passive voice of verbs and adverbs. distinguish between the use of past simple and present simple tenses. write logically using conjunctions. use structures correctly. 	<p>The learners:</p> <ol style="list-style-type: none"> practise producing affricate consonant sounds /ʃ/; /s/; /dʒ/; /ʒ/; /tʃ/; /θ/; /r/) in groups and pairs produce the target consonant sounds. in pairs practise a dialogue about celebrations. as a whole class, brainstorm words related to celebrations but focusing on the consonant sounds. in groups, pairs and individually read text both aloud and silently. in groups and individually respond to tasks on the texts read. in groups and individually learners write letters inviting people to specific 	<ul style="list-style-type: none"> Pronounces five words having the target consonant sounds. Gives correct responses to tasks about the text read. Writes five sentences with correct tenses, possessive pronouns and adverbs. Writes an invitation letter in a proper format. Write 5 sentences on each of the following sentences: ...as...as... More...or... less ...er... ...est...

Learning Outcomes	Teaching and Learning Activities	Sample Assessment Strategies
	celebrations. viii) in groups, pairs and individually write sentences both in present and past simple tenses using the possessive pronouns and adverbs. ix) join sentences using ...as...as... More...or... less ...er... ...est...	

Hints to the Teacher

- i) When teaching consonants sounds, you should focus on the problematic and specific to your learners' mother tongue.
- ii) You should guide learners on the correct format of the invitation letter.
- iii) Encourage learner to relate to specific celebrations with appropriate tenses and adverbs using the present and past tense.

References

1. Grammar Practice for English Language Students Pages 1-11; 80-81; 92
2. Integrated English Student's Book 1 Pages 1-10
3. Integrated English Student's Book 2 Pages 16-27

Topic 7: Travel

Duration: 3 Hours

Overview

The learner will practise how to read problematic consonants correctly, the use of homophones and talk about and respond to different texts related to travel. She/he will be able to learn new vocabulary and sentence structures and use them correctly in both oral and written work.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> distinguish between consonant sounds and sounds in combination. know about travel and means of transport. understand information on travel. use language appropriate to travel. use structures correctly. 	<p>The learners:</p> <ol style="list-style-type: none"> practise the production of consonant sounds (/p/,/b/,/g/,/g/,/k/;/l/). read aloud words with problematic consonants. practise homophones. listen to the teacher reading texts and then respond to the tasks. brainstorm and discuss the different means of travelling in their countries. outline and discuss the advantages and disadvantages of each means of travelling. role-play how to asking for and giving information related to travel. listen for and explain details in recorded/orally presented announcements. use vocabulary related to travel. read and interpret information related to travel. construct sentences asking 	<ul style="list-style-type: none"> Writes items from a short dictation having words with problematic consonants sounds. Reads a text and gives appropriate responses. List three advantages and disadvantages of each of any three means of transport. Writes at least five sentences demonstrating politeness: (May I ...; Can I ... please; If possible, I would like to...). Writes to a friend describing a very interesting trip. Completes a template for a formal letter.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
	<p>politely for direction and help/assistance.</p> <p>xii) use conjunctions, adjectives and adverbs to describe distance, length of journeys and difficulties of travel both orally and in writing.</p> <p>xiii) practise using antonyms such as comfort – discomfort, pleasure – displeasure.</p>	

Hints to the Teacher

- i) This is a very interesting topic where learner’s experiences should be called upon in all lessons.
- ii) You should widen the scope of problematic sounds according to the local/mother tongue language interference.
- iii) You need to identify and select texts that contain vocabulary related to travel.
- iv) You are reminded that adequate preparation is very essential for effective teaching as in items like a template for a formal letter.

References

1. Head Start Secondary English Form 1 Pages 144-148
2. Grammar Practice for English Language Students Pages 77-92

Topic 8: Giving Directions and Planning for Visits

Duration: 3 Hours

Overview

Use of maps and giving directions is a life skill which learners will need. This topic provides opportunities for the learner to learn the appropriate language required when giving and following directions. She/he will also use information from the Geography lessons to be able to read and follow maps.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand a variety of materials and information about tourism. understand the language of giving directions. know how to plan a visit. use prepositions. 	<p>The learners:</p> <ol style="list-style-type: none"> listen to and follow directions to specific places on the school compound. in pairs work to act conversation about reading maps and giving directions. in groups carry out research and report on tourist sites in the district. in groups and individually, read and interpret maps. write posters and leaflets to encourage foreign visitors to their country. develop plans to visit tourist attraction sites. use prepositions to describe directions and positions both orally and in writing. role play guiding visitors to and around a tourist site. 	<p>The learner:</p> <ul style="list-style-type: none"> gives a description of a given material on tourism. writes a simple direction to a given place. writes a plan for a given visit. identifies appropriate prepositions.

Hints to the Teacher

- i) You need to get adequate information on tourist attraction sites in the community around the school.
- ii) Engage learners in practical activities involving map reading and interpretation and giving directions.

References

1. Head Start Secondary English Form 1 Pages 117-120
2. Grammar Practice for English Language Students Pages 94-100
3. Integrated English Student's Book 1 Pages 78-85

Topic 9: Free Time and Leisure

Duration: 3 Hours

Overview

The learners will be introduced to language related to free time and leisure. They will be able to use this language in oral work and when reading and writing about free time and leisure.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand the importance of leisure. understand written texts about leisure. know general principle of summary writing. use phrases that express obligation and permission. respond to questions and statements politely. 	<p>The learners:</p> <ol style="list-style-type: none"> in plenary brainstorm the importance of leisure time and it is spent. in groups, discuss the importance of leisure. in a role play ask and answer questions about free time and leisure (likes and dislikes using why questions to clarify). in groups ask open-ended questions to seek opinion using prepositions and adverbs of time. read texts about leisure and respond to tasks. individually list the different ways of spending leisure time. write articles for the media about how leisure should be spent. orally and in writing present summaries on texts read about leisure and free time. write letters to friends advising them what to do and what not to do during 	<ul style="list-style-type: none"> Lists four different ways of spending leisure time. Gives four benefits of leisure activities. Writes five sentences about his/her hobbies. Reads statements in reported speech. Pronounces given words correctly. Writes a poem on a given leisure activity.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
	free time and why. x) give presentations within set time limits on give topics.	

Hints to the Teacher

- i) Talk about challenges of not profitably spending free time and how to meet such challenges.
- ii) Use available sources to collect a variety of leisure activities in the world.

References

1. Head Start Secondary English Form 1 Pages 103-105; 133-135
2. Integrated English student's Book 1 Pages 112-120

LEVEL 2

Topic 1: Relationship and Emotions

Duration: 3 Hours

Overview

The learner of this programme has and is still going through experiences which affect her/his emotions and relationships. In this topic the learner will learn language which will help her/him share and talk about his/her experiences so as to be able to control her/his emotions and keep the relationships he/she makes now and in the future.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a. Use the correct intonation and stress in speech</p> <p>b. Distinguish between different meanings according to intonation</p> <p>c. Comprehend and appreciate a variety of texts related to emotions and relationships.</p> <p>d. Use continuous tense and superlative form of adjectives, adverbs and relative pronouns.</p> <p>e. Make logical and complete statements both orally and in writing.</p> <p>f. Know and</p>	<p>The learners:</p> <p>i) listen and respond to statements according to the intonations and stress used</p> <p>ii) In pairs practise making statements with appropriate intonation.</p> <p>iii) read texts silently and respond to tasks.</p> <p>iv) compose and write poems, essays or letters about relationships and emotions.</p> <p>v) as a class and individually make and write sentences in the future continuous tense using the superlative forms of adjectives, adverbs and relative pronouns.</p> <p>vi) express positive</p>	<ul style="list-style-type: none"> • Makes three oral statements with specific intonation and stress. • Reads and responds appropriately to a given text. • Writes a poem/essay/letter about love/death. • Writes ten sentences in the future continuous tense using the superlative form of adjectives, adverbs and pronouns. • Write 3 sentences using the following structures: I love... I sympathise I feel your pain/for you

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
appreciate different types of relationships with outside family and the feelings attached.	feelings towards relatives using structures such as; vii) I love... viii) I sympathise with ... ix) I feel your pain/for ...	

Hints to the Teacher

- i) Find and use texts that express positive relationships and emotions.
- ii) Encourage learners to use language that is positive to express their feelings towards others.

References

1. Integrated English Student's Book 3 Pages 109-120
2. Integrated English Student's Book 4 Pages 11-26
3. Grammar Practice for English Language Students Pages 77-87

Topic 2: School Clubs

Duration: 3 Hours

Overview

The learner will be introduced to vocabulary and language such as verbs of preference, use of idioms and quantities of comparisons. She/he will use the language in oral work, find it in the texts which they will read and write a variety of texts on the same topic.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> listen to and respond appropriately. know how to use persuasive language. understand information about different clubs and club meetings. use vocabulary related to clubs. know the importance of school clubs use preference structures such as words of quantity and comparisons. know how to take/write minutes. know how to document information. 	<p>In groups, pairs or individually, the learners:</p> <ol style="list-style-type: none"> read texts aloud and silently, then either in pairs or groups responds to the tasks on the texts. in a role play, persuade each other to join a school club. write letters of requisition for funds, application, warning and resignation. carry out a research and present reports on examples of school clubs in relation to name, who to join and how the club operates. practise how to use common idiomatic expressions related to fitness and enjoyment like: 'let's set the ball rolling; don't shift goal posts; ... a whistle blower'. practise using '... as ... as ...' 	<ul style="list-style-type: none"> Responds to two oral and two written questions about an extract/article on school clubs. Writes a poster and advertising different school clubs using comparative and superlative adjective forms. Writes a request for funds to support specific club activities. Writes a specific club meeting minutes. Writes 5 sentences using comparatives and superlatives.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
i. know how to summarise information.	vii) Teacher demonstrates correct usage of words of quantity for comparisons (...er/...est) and learners practise orally and in writing.	

Hints to the Teacher

- i) Encourage the learners to identify a club at school or in the community which they can belong to. Give reasons why it is healthy to belong to a club as a hobby as a therapy to let off the stress, a way of building relationship and as a sense of belonging.
- ii) Encourage learners to use their experiences with school clubs or clubs outside school.

References

1. Head Start Secondary English Form 4 Pages 83-93
2. Integrated English Student's Book 3 Pages 69-83
3. Grammar Practice for English Language Students Pages 80-81; 87

Topic 3: Media

Duration: 3 Hours

Overview

The media is an important source of information which the learner is required to make use of. In this topic, she/he will listen to sample recorded texts, appreciate the different media and their benefits and learn how to write articles which can be used in the print media.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand spoken information and points of view in broadcast information. respond appropriately to news items. understand texts/presentations in different types of media. apply the correct language in speech and writing. know how to write for different media forms. 	<p>In groups, pairs or individually, the learners:</p> <ol style="list-style-type: none"> listen to a text and mention/list main points/issues talked about. read and respond in groups or pairs to tasks given. express and discuss appropriate responses to a news item. list different types of media. role play phone-in radio talk show on a given topic and discuss the points raised. write sentences using correct tenses, adverbs, phrases and intensifiers. draft news reports/articles on a range of topics for the media by applying correct language structures. 	<p>The learner:</p> <ul style="list-style-type: none"> listens to a text and mentions/lists at least 4 main points/issues talked about writes 10 sentences using adverbs. writes 10 sentences using past tenses of irregular verbs. writes a newspaper article about an issue of public concern e.g. education, sanitation, and children's rights.

Hints to the Teacher

- i) Get an example of a newspaper article as a sample for the class.
- ii) You should expose them to the different types of media namely electronic and print media.

References

1. Integrated English Student's Book 3 Pages 158-173
2. Head Start Secondary English Form 4 Pages 102-104
3. Head Start Secondary English Form 3 Pages 28-33
4. Grammar Practice for English Language Students Pages 72-87

Topic 4: Identity Crisis

Duration: 3 Hours

Overview

Identity is key in one's life. In this topic the learners will be given opportunities to read about the experiences of others in their search for identity, use appropriate language to compare and contrast different experiences and use possessives and determiners to express opinions in both oral and written work.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> appreciate situations about people who have failed to fit in a group/community. respond to written and oral texts. use phrases/structures in comparing and contrasting situations. use punctuations marks such as quotation marks, apostrophe, hyphen and exclamation marks correctly. use possessives and determiners appropriately. write compositions that praise or give information about others/different situations write a brief comment/review in response to other people's writings using 	<p>In groups, pairs or individually, the learners:</p> <ol style="list-style-type: none"> listen to a story of a person who has failed to fit into a group/community and list down the main points. read a short account of people who do not fit into their family/community and compare them in writing. discuss likes and dislikes about their culture/community /background/country. write letters informing friends about the good things in their cultures and then share with others. write sentences using phrases/structures 	<ul style="list-style-type: none"> Punctuates a given text correctly Writes six sentences using Quotation marks the apostrophe and the hyphen Writes six sentences using possessive as modifiers/determiners Writes brief notes about what he/she has read. Writes a letter in response to a given task.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
appropriate language. h. know how to express opinions related to situations leading to identity crisis.	to compare and contrast situations. vi) write sentences using the correct punctuation marks like apostrophe, hyphen and exclamation mark.	

Hints to the Teacher

- i) Encourage learners, using poems, songs and dances to appreciate their identity and those of other people.
- ii) Take note of the fact that identity is not only limited to culture but includes who you are in a group/community/institution and others.
- iii) Ask learners to mention and discuss the different symbols related to identification such as flags, totems, dressings, uniforms, language, tattoos.

References

1. Grammar Practice for English Language Students Pages 69-70
2. Head Start Secondary English Form 3 Pages 176-179
3. Integrated English Student's Book 3 Pages 133-143
4. English in Use Students' Book 3 Pages 166-174

Topic 5: Globalisation

Duration: 3 Hours

Overview

The learner will read and respond to texts on globalisation so as to understand what it is, learn how to use grammar rules as in transitive and intransitive verbs and reflexive pronouns to write appropriately.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a. understand and respond to oral texts on globalisation.</p> <p>b. correctly use transitive, intransitive verbs and reflexive pronouns.</p> <p>c. write imaginatively.</p> <p>d. know where common imports come from.</p> <p>e. write a research report.</p>	<p>In groups, pairs or individually, the learners:</p> <p>i) listen to information about global markets and responds to tasks.</p> <p>ii) discuss the concept of globalisation.</p> <p>iii) read and discuss texts written about other countries.</p> <p>iv) compare and contrast personal life with life abroad</p> <p>v) write a research report about where imports such as cars, computers, cell phones and clothes, come from and present to the whole class.</p> <p>vi) compose a piece of creative writing imagining life in another country they would wish to live in.</p> <p>vii) use transitive and intransitive verbs in future and conditional tenses in own sentences with correct paragraphing and punctuation in writing compositions.</p>	<p>The learner:</p> <ul style="list-style-type: none"> • presents a report on research about other countries. • writes a research report. • constructs at least 10 sentences using the transitive and intransitive verb in the future tense form. • composes a creative piece of writing about the life he/she would like to lead in another country using correct paragraphing and punctuation marks. • reads and responds to a text about life in other countries.

Hints to the Teacher

- i) You should get a template for the research report and use it to guide learners.
- ii) You may use the teacher of Geography to get more information about globalisation to support your lesson effectively.

References

1. Integrated English Student's Book 4 Pages 118-133
2. Integrated English Student's Book 1 Pages 104-111
3. English in Use Students' Book 4 Pages 159-168
4. Grammar Practice for English Language Students Pages 111-117

Topic 6: Patriotism

Duration: 2 Hour

Overview

The learner will learn how to use sound intonations in oral work, understand texts on patriotism and use the past perfect, past perfect continuous, past simple tense and indirect speech correctly.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> relate sound intonation, rhythm and stress to meaning. understand texts about patriotism. know vocabulary related to patriotism. use past perfect, past perfect continuous and past simple tenses. use indirect speech. know what people should do to demonstrate patriotism. 	<p>In groups, pairs or individually, the learners:</p> <ol style="list-style-type: none"> compose and present poems and essays about patriotism. learners listen and respond to stories/passages /poems/songs/audible messages about patriotism. learners identify and discuss examples of patriotic behaviour. read and respond either in pairs or groups to the tasks on the text about patriotism. write guided compositions/articles on patriotism using appropriate tenses, vocabulary and punctuation. write sentences using vocabulary related to patriotism. practise rewriting sentences in indirect and direct speech. 	<p>The learner:</p> <ul style="list-style-type: none"> writes a composition/article of 200 – 250 words advocating for patriotism. lists qualities of patriotic behaviour. writes sentences using the past perfect continuous and past simple tense. rewrites a text in direct to indirect speech.

Hint to the Teacher

- i) Learners may be encouraged to form and join patriotic clubs in schools or in the community.
- ii) You may consult the teacher of History or the one in charge of patriotism to provide information on the topic.

References

1. Head Start Secondary English Form 3 Pages 77-80
2. Head Start Secondary English Form 2 Pages 79-82
3. Grammar Practice for English Language Students Page 132

Topic 7: Choosing a Career

Duration: 3 Hours

Overview

The learner will read a variety of texts and discuss so as to appreciate the opportunities that are available for him/her to choose a career. He/she will understand the requirements for the various career options and learn how to use vocabulary and structures; that is, the use of quantities and conjunctions to write reports, application letters and curriculum vitae which are related to the topic.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> know various careers and their values. understand requirements for specific careers. use appropriate vocabulary and structures related to for careers. 	<p>In groups, pairs or individually, the learners:</p> <ol style="list-style-type: none"> brainstorm about various careers. listen to a talk about career choice and write notes. conduct dialogues on career choices. carry out research on available careers and present reports. read and respond to texts on careers and respond appropriately. write sentences and texts expressing quantity and number (a few, few, some, much) write texts using conjunctions (... Both ..., neither Nor either or) in groups learners' role play interview scenario and discuss the presentations. write and application letters and a curriculum vitae. 	<p>The learner:</p> <ul style="list-style-type: none"> extracts information about given careers from a given text. writes notes on five career choices. writes an application letter applying for a job writes a personal Curriculum Vitae. writes 5 sentences using quantity and number. writes 5 sentences using conjunctions. reads a text on a given career and responds appropriately.

Hints to a Teacher

- i) You should encourage learners to talk/discuss freely about careers.
- ii) You may need to use audio and video recording on careers.
- iii) You should prepare the role play in advance.
- iv) Engage resource person on career guidance to provide you with the information required.

References

1. Integrated English Student's Book 3 Pages 84-98
2. Integrated English Student's Book 4 Pages 173-188
3. Grammar Practice for English Language Students Pages 92-93
4. English in Use Students' Book 4 Pages 26-32; 51-61

Topic 8: Leadership

Duration: 2 Hour

Overview

The learner will listen to recorded speeches so as to be able to appreciate the manner in which they are written, spoken in terms of the language and structure used.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand information from recorded/non recorded speeches. know the procedure used to address an audience appreciate the qualities of a good leader. understand a variety of texts on leadership use different modes of expressions to communicate use appropriate vocabulary and structures to communicate. knows the use of transitive and intransitive verbs. 	<p>In groups, pairs or individually, the learners:</p> <ol style="list-style-type: none"> brainstorm the qualities of a good leader. listen to and analyse recorded and live speeches read given texts and respond to the tasks appropriately write posters, fliers and other campaign materials for leadership positions draft and write election speeches as candidates. role play a meeting scenario demonstrate the correct usage of phrasal verbs. construct oral and written sentences using phrasal verbs. practise using transitive and intransitive verbs. 	<p>The learner:</p> <ul style="list-style-type: none"> writes at least five points from a speech listened to. lists at least four qualities of a good leader writes at least correct sentences for each of the following language items: <ul style="list-style-type: none"> ✓ Transitive verbs ✓ Intransitive verbs ✓ Adjectives (superlatives and comparative) writes a speech reads text and responds appropriately. writes 5 sentences using phrasal verbs.

Hints to the Teacher

- i) Let learners talk about the leaders in their community or school and identify the attributes which make them outstanding.
- ii) In the role play ensure that the learners use the language appropriately using some of the learnt structures.

References

1. Integrated English Student's Book 4 Pages 155-171
2. Grammar Practice for English Language Students Page 53

Topic 9: Integrity

Duration: 3 Hours

Overview

The learner will learn how to pronounce words with silent letters in speech, listen, read and respond to articles about integrity and appreciate the importance of integrity in their lives. He/she will relate with persons who have exhibited such traits in his/her community and will learn how to use the past perfect tense of verbs in conditional statements in writing.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> Know the silent letters in pronunciation of English words. understand recorded speeches related to integrity in personal and public life. appreciate the importance of integrity in the community. summarise opinions. know the examples of integrity in public life. understand and appropriately respond to extracts about integrity. know the past perfect tense of 	<p>In groups, pairs or individually, the learners:</p> <ol style="list-style-type: none"> practise pronouncing words with silent letters, for example (h)onesty, (k)nowledge, ei(gh)t, hei(gh)t. listen to recorded speeches about integrity and make notes. list indicators of integrity in different settings. discuss issues of integrity in their community. take note of the opinions given about integrity in the community. read texts (articles) about integrity and respond to tasks. carry out role plays and evaluate integrity in public life. discuss and compare behaviour of people in the community. write notes on their views about integrity issues. 	<p>The learner:</p> <ul style="list-style-type: none"> listens to and identifies silent letters in ten words. gives five indicators of integrity. writes a composition about the value of integrity in the community. reads a text about integrity and responds to the task. writes ten conditional sentences about integrity in the past perfect tense.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
verbs in conditional statements.	x) write essays on topics related to integrity. xi) write conditional sentences in the past perfect tense.	

Hints to the Teacher

- i) Use recorded audio/visual messages on integrity.
- ii) Encourage learners to freely share their experiences about integrity issues in their communities.

References

1. Head Start Secondary English Form 3 Pages 36-40
2. Head Start Secondary English Form 2 Pages 103-106
3. Grammar Practice for English Language Students Pages 117-121

Topic 10: Banking and Money

Duration: 2 Hours

Overview

The learner will be exposed to language related to banking and money in the form of vocabulary used, and the use of the passive and the active voices. He/she will be introduced to use of forms to fill in the information required in a bank and the currencies used in the different parts of the world.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand information related to banking and money. understand and use language related to banking and money. appreciate experiences related to banking and money. use non-verbal features while communicating. understand texts on banking and money. know the active and passive 	<p>In groups, pairs and individually, learners:</p> <ol style="list-style-type: none"> Listen to recorded texts about banking and take notes. Generate glossaries of terminologies related to banking and money. Read, aloud and silently, texts on banking and money and respond to tasks. Make sentences in passive and active voice using vocabulary related to banking and money. Carry out role plays and dialogues based on their experiences with banking and money. Write summaries of articles on banking. Study and interpret graphs and tables on savings and loans. Fill in different forms related to banking such as 	<p>The learner:</p> <ul style="list-style-type: none"> lists three main points from a text listened to. writes five sentences using acronyms and vocabulary related to banking and money. writes a letter to a friend giving the advantages of saving money in the bank. fills in a bank form correctly. writes a summary of a text read. proofreads and corrects a short passage printed with missing punctuation marks and spelling errors.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
voice.	request forms, withdrawal forms, cheques and bank drafts.. ix) Write to their friends about banking and money. x) Use passive voice to explain issues on banking and money. xi) Write personal intentions to save and spend money. xii) Identify and display names of currencies used in the world.	

Hints to the Teacher

- i) You may need to take learners to a banking hall or invite a resource person to enable them get real life experiences with banking and money.
- ii) Collect and use appropriate texts related to banking and money.

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1. English in Use Students' Book 3 Pages 201-209
2. Head Start Secondary English Form 2 Pages 189-191

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