

INTRODUCTION TO THE UPPER PRIMARY ENGLISH SYLLABUS

This syllabus underpins the three years of Upper Primary English in Botswana. It categorises language into topics and objectives in order to provide for easy access into the teaching/learning of English for Second Language learners. The syllabus is meant for the Standards 5 –7 which provides for transition into the Junior Secondary level. Furthermore, the Language Skills are outlined i.e. Listening, Speaking, Reading and Writing and a fifth Module for Grammar has been created in order to highlight the importance of addressing the need for the learner to understand the structure of English at a level suitable for them. The syllabus has also taken into account the emerging issues such as Environmental Education, HIV and AIDS and technology by infusing them into the syllabus objectives. The Grammar Module and the skills of the language should not be tackled in isolation; they should not be learnt out of context. Teaching should integrate all the language skills as well as the grammar as they are interrelated and intertwined. The syllabus is addressing the language from a thematic approach as well as the structural approach. The English syllabus is also addressing language across the curriculum, as most of the subjects will depend on the English syllabus for their language needs.

RATIONALE FOR ENGLISH

Language plays a significant role in the life of every human being. It is a vital instrument of communication, a tool for thinking, a means of creativity and a source by which pleasure is derived. It is through language that the individual's societal interaction is enhanced and communication links are facilitated.

English is an official language in Botswana and one through which the daily affairs of state, commerce and industry are conducted. It is also an international language through which we have access to all forms of information and communicate with the world at large. The teaching of

English at Primary level is pertinent because English is the medium of instruction, thus the major learning tool in and outside the classroom. It is through English that a very substantial portion of the National Curriculum, continuing education and vocational programmes are presented to and accessed by learners.

Through effective acquisition of literacy and functional skills, learners will become competent, reflective, adaptable and critical users of English Language.

SUBJECT AIMS FOR ENGLISH – PRIMARY

By the end of seven years of Primary Education pupils should have developed:-

1. basic competence and confidence in listening, speaking, reading and writing English.
2. Sufficient literacy skills and vocabulary to be fully conversant with English as the medium of instruction in school across the full range of subjects.
3. the ability to understand and use English for basic communication purposes in working with others.
4. functional literacy in English that will enable them to cope with everyday activities and transactions.
5. basic skills of appreciation, analysis and evaluation of discourse, whether it is written or spoken.
6. skills in English that will help them in critical thinking, reasoning and problem solving.
7. skills in English that will give them the opportunity to express opinions in a variety of different situations.

SYLLABUS DESIGN AND LAYOUT

Following the General Introduction, the Subject Rationale for English and the Subject Aims, the subsequent sections of this syllabus first introduce and then present the TOPICS, GENERAL and SPECIFIC OBJECTIVES for each of the four basic language skills: Listening, Speaking, Reading and Writing as well as the Grammar Module. There is a separate set of objectives for each year group, i.e. Standard Five to Standard Seven.

It will be clear that some objectives are approached from the outset in Standard 5 and developed incrementally, up into Standard 7. Others will be delayed until the learner has reached an appropriate stage of readiness and may not become active until Standard Six or even Seven. However, the teacher should understand that individual learners might already have demonstrated competence in a specific objective or even mastered it to some extent, before it becomes active in terms of the syllabus. Teachers working with a particular year group should thus be acquainted with the objectives from the previous and the following years.

The objectives are set out under the headings of the four basic skills – Listening, Speaking, Reading, Writing as well as the Grammar. However, any use of language, oral or written, involves the complex interplay of many variables. Successful communication depends on that interplay. For example, one person might write a message, to be read aloud, for several people to hear, in order to repeat it to others. Oracy involves both listening and speaking, literacy involves primarily reading and writing, and all language can be both received and produced, either orally or in writing.

Thus, teachers should treat all four language skills as interactive. They should be addressed in an integrated way so that they support and reinforce each other. In other words, the same topics the learners hear and talk about, should also be what they read and write about. This means that any given classroom activity could be addressing several objectives from different skills areas. This will also encompass grammar, which is supposed to provide the learner with the language structure in order to facilitate for learning English as a Second Language.

As far as possible, the objectives have been sequenced, both within each of the four skills areas and within the general objectives. However, this does not necessarily present an order for teaching. Once a Specific Objective has been broached – in Standard 5 – it will be re-addressed through higher standards. In this way, different objectives are tackled at increasingly higher levels of proficiency. Coverage of the syllabus should thus be both cyclical and spiral within and between the language skills sections. From time to time, a teacher may wish to address a specific objective for purposes of revision or reinforcement.

Immediately after the GENERAL and SPECIFIC OBJECTIVES for all three standards, The ATTAINMENT TARGETS for Standards 5 to 7 are then set out in tabulated form and following that there is a short section on ASSESSMENT.

The programme of study should be taught to the learners in ways appropriate to their abilities, whether physical or cognitive. It should be remembered that all learners have different learning styles and speeds. Young learners in particular will be at different stages of readiness. Equally they will express their intelligence in different ways – linguistically, logically, musically, kinaesthetically. For those who are physically or mentally challenged, adequate provision will be made by the relevant department of the Ministry of Education for the use of special aids or equipment.

TIME ALLOCATION

According to recommendations put forward, the following time allocation has been suggested.

Standard 5 to 7	4 hours per week
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ATTAINMENT TARGETS

By the end of Standard Seven, learners should have further developed the language skills of listening, speaking, reading and writing in English to be able to:

1. LISTENING

- i. listen to other people in conversation and respond to them appropriately to sustain communication
- ii. understand and follow a set of instructions and/or directions to complete a task
- iii. listen to gain the gist of what is said, orally or in writing

2. SPEAKING

- i. ask relevant questions about subjects under discussion
- ii. give a clear account of personal experiences
- iii. give reasonably detailed and clear instructions and directions
- iv. participate in small group and class discussion about a specific subject
- v. articulate ideas clearly in different situations and have a sense of audience

3. READING

- i. read independently for information and pleasure different types of literature including poetry, drama and prose within a basic vocabulary level of 2000 words
- ii. use different graphic sources of information to draw logical conclusions
- iii. read and understand a range of basic printed matter used in everyday communications and transactions

- iv. use different reference materials such as the dictionary and the telephone book appropriately for different purposes
- v. infer the meaning of more difficult words and unfamiliar words and phrases in context
- vi. speculate what could happen in a story if circumstances change
- vii. distinguish between fact and opinion in a variety of texts
- viii. combine the sense of all separate pieces of information or episodes in a text, so as to understand the whole message
- ix. analyse and evaluate information in a variety of written texts in order to form opinions and judgements
- x. read critically to understand both the gist and specific details of texts read

4. WRITING

- i. spell words correctly and use basic punctuation competently in their writing
- ii. understand and use different grammatical structures and syntax correctly
- iii. write continuous prose for different purposes, situations and audiences, structuring and linking sentences to form coherent paragraphs
- iv. structure and complete different forms of writing such as compositions, letters, notices and short reports.

ASSESSMENT

Assessment will be carried throughout the three years in all aspects of the language this will be in the form of observations, written exercises, tests and other forms of assessment. The grammar module which will be integrated in teaching will also be assessed in the context of the language. There will be terminal assessment at the end of Standard Seven, which will be carried out by the Examinations, Research and Testing Division.

STANDARD 5

MODULE 1: LISTENING			
<i>Topic</i>	<i>General Objectives</i>		<i>Specific Objectives</i>
	<i>Learners should be able to:</i>		<i>Learners should be able to:</i>
1.1 Conversations	1.1.1	Listen without interrupting	1.1.1.1 Listen attentively with interest 1.1.1.2 Identify speaker's point of view 1.1.1.3 Process information received 1.1.1.4 Show familiarity with the subject discussed
	1.1.2	Recognise oral discourse markers	1.1.2.1 Recognise when a person has finished speaking 1.1.2.2 Respond appropriately to questions commands and statements
1.2 Instructions/ Directions and Requests	1.2.1	Respond appropriately to verbal instructions, directions and requests.	1.2.1.1 Carry out oral instructions on how to perform a task 1.2.1.2 Respond appropriately to instructions from audio-visual materials 1.2.1.3 Follow simple directions around the school 1.2.1.4 Respond appropriately to requests 1.2.1.5 Distinguish between instructions and requests
1.3 Passages	1.3.1	Understand a text heard	1.3.1.1 Recognise discourse markers from a passage heard 1.3.1.2 Recognise appropriate use of vocabulary in a text heard 1.3.1.3 Identify specific details in a text heard.
1.4 Reports	1.4.1	Understand oral reports given in different situations	1.4.1.1 Identify specific details on personal experiences shared 1.4.1.2 Follow a report given about the weather, a school event and a tour.
1.5 Stories/Drama	1.5.1	Understand and follow a variety of oral stories and drama	1.5.1.1 Follow events in their logical order 1.5.1.2 Form images from drama and descriptive stories 1.5.1.3 Respond with appropriate gestures to moods and emotions in a story/drama heard. 1.5.1.4 Deduce the moral of the story/drama 1.5.1.5 Listen to a presentation of the events of the story/drama
1.6 Poetry	1.6.1	Develop interest in poetry	1.6.1.1. Formulate questions and answers on a poem heard 1.6.1.2. Follow the events in a poem 1.6.1.3. Mime actions from a poem heard

MODULE 2: SPEAKING			
<i>Topic</i>	<i>General Objectives</i>		<i>Specific Objectives</i>
	<i>Learners should be able to:</i>		<i>Learners should be able to:</i>
2.1 Conversations	2.1.1	Communicate effectively	2.1.1.1 Use appropriate discourse markers in a conversation 2.1.1.2 Speak clearly with audible pronunciation. 2.1.1.3 Share personal experiences 2.1.1.4 Ask questions to seek clarification 2.1.1.5 Articulate appropriate responses to questions asked. 2.1.1.6 Participate in a dialogue 2.1.1.7 Use appropriate vocabulary in both formal and informal situations
2.2 Instructions/ Directions and Requests	2.2.1	Give clear oral instructions and directions	2.2.1.1 Communicate information in complete sentences 2.2.1.2 Give clear instructions on how to perform a task 2.2.1.3 Give simple directions to different points around the school 2.2.1.4 Make appropriate requests
2.3 Reports	2.3.1	Demonstrate an understanding of different types of report	2.3.1.1 Give a short report on personal experiences. 2.3.1.2 Give reports on events that occur around the school. 2.3.1.3 Give a weather report
2.4 Stories/Drama	2.4.1	Demonstrate narrative skills	2.4.1.1 Use appropriate gestures to show moods and emotions when narrating a story. 2.4.1.2 Narrate events from personal experiences in their logical order 2.4.1.3 Use descriptive language when narrating a story 2.4.1.4 Recommend a good book to a friend/colleague
2.5 Poetry	2.5.1	Develop oral skills through poetry	2.5.1.1 Recite chants rhymes and poems 2.5.1.2 Respond orally to poetry questions. 2.5.1.3 Discuss moods and emotions in a poem 2.5.1.4 Act some events in a poem

MODULE 3: READING				
<i>Topic</i>	<i>General Objectives</i>		<i>Specific Objectives</i>	
	<i>Learners should be able to:</i>		<i>Learners should be able to:</i>	
3.1 Instructions and Directions	3.1.1	Understand instructions and directions	3.1.1.1	Follow a set of instructions in order to complete a task.
			3.1.1.2	Follow written directions to different points around the school
3.2 Passages	3.2.1	Understand a written text	3.2.1.1	Observe punctuation marks in a written text
			3.2.1.2	Identify new vocabulary from a written text
			3.2.1.3	Identify general details from a text read
			3.2.1.4	Interpret pictorial information.
3.3 Reports	3.3.1	Understand written reports	3.3.1.1	Identify specific details on written reports about personal experiences.
			3.3.1.2	Identify specific details from reports on events around the school.
			3.3.1.3	Interpret a written weather report
3.4 Stories and Drama	3.4.1	Understand and appreciate stories and drama	3.4.1.1	Follow events in their logical order
			3.4.1.2	Form images while reading
			3.4.1.3	Read for enjoyment
			3.4.1.4	Mime parts of a story/drama
			3.4.1.5	Assess actions of characters
			3.4.1.6	Identify figurative speech in a story/drama
3.5 Poetry	3.5.1	Read and appreciate poetry	3.5.1.1	Read poems for enjoyment
			3.5.1.2	Determine the meaning of a poem
3.6 Reference Skills	3.6.1	Utilise reference materials	3.6.1.1	Use a dictionary to find meaning and spelling of words.
			3.6.1.2	Use table of contents to locate information in a book.
			3.6.1.3	Interpret road signs correctly.
3.7 Reading culture	3.7.1	Develop a personal culture of reading	3.7.1.1	Read widely for interest and enjoyment
			3.7.1.2	Select a good book
			3.7.1.3	Read a variety of texts with understanding

MODULE 4: WRITING				
<i>Topic</i>	<i>General Objectives</i>		<i>Specific Objectives</i>	
	<i>Learners should be able to:</i>		<i>Learners should be able to:</i>	
4.1 Conversations	4.1.1	Write conversations	4.1.1.1	Write a dialogue about personal experiences using correct punctuation
			4.1.1.2	Use correct punctuation to show direct speech, questions, commands and statements
			4.1.1.3	Use appropriate vocabulary to write about formal and informal situations
4.2 Instruction/ Directions and Requests	4.2.1	Write Instructions/ directions and requests	4.2.1.1	Outline simple instructions on how to perform a task
			4.2.1.2	Outline simple directions around the school
			4.2.1.3	Write simple requests
4.3 Continuous Writing and Letter Writing	4.3.1	Develop Composition writing skills	4.3.1.1	Write about personal experiences and events sequentially and logically using correct punctuation
			4.3.1.2	Use appropriate vocabulary with correct spelling
			4.3.1.3	Write specific details from a text written/heard
			4.3.1.4	Produce a text from pictorial information
	4.3.2	Write informal letters	4.3.2.1	Use appropriate layout for writing personal letters with correct punctuation, spelling and grammar
			4.3.2.2	Write personal letters to friends and relatives
			4.3.2.3	Write an E-mail to a friend/relative
	4.3.3	Write for various purposes	4.3.3.1	Write invitation cards, post cards and school notices
			4.3.3.2	Address envelopes and post cards
4.4 Reports	4.4.1	Write a report	4.4.1.1	Write a report on personal experiences shared
			4.4.1.2	Write a report about the weather
			4.4.1.3	Write a report based on an environmental issue around the school
			4.4.1.4	Write book reports

MODULE 5: GRAMMAR AND SYNTAX			
<i>Topic</i>	<i>General Objectives</i>		<i>Specific Objectives</i>
	<i>Learners should be able to:</i>		<i>Learners should be able to:</i>
5.1 Nouns	5.1.1	Understand and use nouns	5.1.1.1 Identify and use common nouns 5.1.1.2 Use singular and plural nouns 5.1.1.3 Use proper nouns 5.1.1.4 Identify and use pronouns 5.1.1.5 Identify and use articles
5.2 Verb Tenses	5.2.1	Recognise and use correct tense	5.2.1.1 Identify and use verbs 5.2.1.2 Use present tense 5.2.1.3 Use past tense 5.2.1.4 Use correct tenses to share personal experiences
5.3 Adverbs	5.3.1	Understand and use adverbs	5.3.1.1 Identify and use adverbs 5.3.1.2 Use appropriate adverbs to show time 5.3.1.3 Use appropriate adverbs to show place 5.3.1.4 Use appropriate adverbs to show manner
5.4 Prepositions	5.4.1	Understand and use prepositions	5.4.1.1 Use prepositions of place 5.4.1.2 Use prepositions of direction 5.4.1.3 Use prepositions of time 5.3.1.4 Use wh-questions
5.5 Sentence Construction	5.5.1	Construct Simple Sentence	5.5.1.1 Write simple sentences using nouns and verbs 5.5.1.2 Write simple sentences with subject – verb agreement 5.5.1.3 Use simple sentences to write a paragraph 5.5.1.4 Use correct sentence construction in sharing experiences

STANDARD 6

MODULE 1: LISTENING				
<i>Topic</i>	<i>General Objectives</i>		<i>Specific Objectives</i>	
	<i>Learners should be able to:</i>		<i>Learners should be able to:</i>	
1.1 Conversations	1.1.1	Interpret the conversation appropriately	1.1.1.1	Respond with appropriate gestures in conversations
			1.1.1.2	Determine the speaker's tone of voice
			1.1.1.3	Respond appropriately to mood and emotions of the speaker
1.2 Instructions and Directions	1.2.1	Respond appropriately to oral instructions and directions	1.2.1.1	Follow oral instructions on how to carry out a process.
			1.2.1.2	Follow directions from own house to school.
			1.2.1.3	Follow directions given through audio-visual media
1.3 Passages	1.3.1	Understand the text heard	1.3.1.1	Determine the main points in a text heard
			1.3.1.2	Identify unfamiliar words used in a text
			1.3.1.3	Identify odd words in a text.
1.4 Reports	1.4.1	Understand oral reports given in different situations	1.4.1.1	Identify specific details on news reported
			1.4.1.2	Determine the main points in news heard
			1.4.1.3	Form an opinion about news heard
1.5 Stories/Drama	1.5.1	Understand and follow a variety of oral stories	1.5.1.1	Identify the characters in a story/drama heard
			1.5.1.2	Mime parts of a story/drama heard
			1.5.1.3	Determine the setting
			1.5.1.4	Make predictions about events in a story/drama heard.
1.6 Poetry	1.6.1	Understand and develop interest in poetry	1.6.1.1	Express emotions relevant to moods in a poem
			1.6.1.2	Determine the meaning of a poem heard.
			1.6.1.3	Listen to the sounds of specific words

MODULE 2: SPEAKING			
<i>Topic</i>	<i>General Objectives</i>		<i>Specific Objectives</i>
	<i>Learners should be able to:</i>		<i>Learners should be able to:</i>
2.1 Conversations	2.1.1	Engage in a conversation	2.1.1.1 Initiate a conversation 2.1.1.2 Formulate appropriate questions 2.1.1.3 Make appropriate requests 2.1.1.4 Maintain eye contact 2.1.1.5 Use appropriate non-verbal language 2.1.1.6 Participate in a discussion with several speakers
2.2 Instructions and Directions	2.2.1	Give clear oral instructions and directions	2.2.1.1 Give oral instructions on how to carry out a process. 2.2.1.2 Follow directions from any point in the village/ town to school
2.3 Reports	2.3.1	Understand and Evaluate news reports	2.3.1.1 Report news they have heard/read 2.3.1.2 State the main points in news reported 2.3.1.3 Express an opinion about news reported
2.4 Stories/Drama	2.4.1	Demonstrate narrative skills	2.4.1.1 Re-tell stories with expressions to show different moods and emotions. 2.4.1.2 Act/dramatise stories 2.4.1.3 Act drama 2.4.1.4 Share information from books read
2.5 Poetry	2.5.1	Understand and analyse a poem	2.5.1.1 Give different points of view on a poem heard 2.5.1.2 Deduce the moral of a poem heard 2.5.1.3 Recreate a poem into a song

MODULE 3: READING				
<i>Topic</i>	<i>General Objectives</i>		<i>Specific Objectives</i>	
	<i>Learners should be able to:</i>		<i>Learners should be able to:</i>	
3.1 Instructions and Directions	3.1.1	Understand instructions and directions	3.1.1.1	Follow a set of written instructions on how to carry out a process.
			3.1.1.2	Follow written instructions on how to play a game
			3.1.1.3	Follow written directions from any point in the village/town to school
3.2 Passages	3.2.1	Understand the written text	3.2.1.1	Determine the main points from a written passage
			3.2.1.2	Use a dictionary to find the meaning of unfamiliar words
			3.2.1.3	Read to get information about specific countries, places and people.
			3.2.1.4	Recognise odd words from a text read
			3.2.1.5	Relate pictorial information to a written text.
3.3 Reports	3.3.1	Understand news reports	3.3.1.1	Identify specific details on news read
			3.3.1.2	Identify main points from news read
			3.3.1.3	Form an opinion about news read
3.4 Stories and drama	3.4.1	Understand and appreciate stories and drama	3.4.1.1	Establish preferences for specific books and authors.
			3.4.1.2	Follow events of a story/drama read.
3.5 Poetry	3.5.1	Read and appreciate poetry	3.5.1.1	Determine mood and emotions in a poem
			3.5.1.2	Identify characters in a poem
			3.5.1.3	Determine setting in a poem
3.6 Reference skills	3.6.1	Develop reference skills	3.6.1.1	Use a telephone directory to locate telephone numbers.
			3.6.1.2	Use glossary to determine the meaning of peculiar words and phrases.
			3.6.1.3	Extract information from encyclopaedia on different subjects
3.7 Reading culture	3.7.1	Develop a personal culture of reading	3.7.1.1	Read widely for interest and enjoyment
			3.7.1.2	Distinguish between different genres
			3.7.1.3	Read for general information and knowledge

MODULE 4: WRITING				
<i>Topic</i>	<i>General Objectives</i>		<i>Specific Objectives</i>	
	<i>Learners should be able to:</i>		<i>Learners should be able to:</i>	
4.1 Conversations	4.1.1	Write conversations	4.1.1.1	Use relevant language to depict the mood and tone of a conversation
			4.1.1.2	Formulate appropriate questions
			4.1.1.3	Outline specific details expressed by speakers in a conversation
			4.1.1.4	Use correct punctuation for reported speech
4.2 Instructions/ Directions and Requests	4.2.1	Give directions and instructions about a process	4.2.1.1	Write instructions about how to carry out a process
			4.2.1.2	Write directions from any point in the village/town to school
			4.2.1.3	Write directions and instructions given through audio-visual media
4.3 Continuous Writing and Letter Writing	4.3.1	Develop composition writing skills	4.3.1.1	Write a descriptive account based on the immediate environment
			4.3.1.2	Use different types of sentence structure
			4.3.1.3	Express ideas clearly and coherently
			4.3.1.4	Maintain the flow of ideas within a paragraph using topic sentences, development sentences and concluding sentences
			4.3.1.5	Use the right format of the composition
	4.3.2	Write formal letters	4.3.2.1	Write a formal letter using the recommended format
			4.3.2.2	Use appropriate vocabulary and correct spelling
			4.3.2.3	Check own work for mistakes
	4.3.3	Write for various purpose	4.3.3.1	Record day to day events in a diary
			4.3.3.2	Fill in forms about personal details
			4.3.3.3	Write book reviews
4.4 Reports	4.4.1	Write a report	4.4.1.1	Write a report on news heard/read
			4.4.1.2	Write own opinion about the news heard/read
			4.4.1.3	Write the main points of the news heard/read
			4.4.1.4	Write a report on HIV and AIDS

MODULE 5: GRAMMAR AND SYNTAX			
<i>Topic</i>	<i>General Objectives</i>		<i>Specific Objectives</i>
	<i>Learners should be able to:</i>		<i>Learners should be able to:</i>
5.1 Nouns	5.1.1	Understand and use nouns	5.1.1.1 Identify and use countable and uncountable nouns 5.1.1.2 Identify and use collective nouns 5.1.1.3 Identify and use possessive case of singular nouns 5.1.1.4 Use different types of nouns in news reporting
5.2 Verb Tenses	5.2.1	Recognise and use correct tense	5.2.1.1 Use third person subject-verb agreement in the present tense 5.2.1.2 Use the present continuous tense 5.2.1.3 Use correct tense in reporting 5.2.1.4 Use correct tense and punctuation
5.3 Comparatives and Superlatives	5.3.1	Understand and use adjectives	5.3.1.1 Identify and use adjectives 5.3.1.2 Identify and use comparatives 5.3.1.3 Identify and use superlatives 5.3.1.4 Use adjectives to make clarification in descriptive writing
5.4 Sentence Construction	5.4.1	Understand and use compound sentences	5.4.1.1 Identify and use linking words 5.4.1.2 Use determiners in sentences 5.4.1.3 Use compound sentences in paragraphs 5.4.1.4 Use adjectives in descriptive writing

STANDARD 7

MODULE 1: LISTENING			
<i>Topic</i>	<i>General Objectives</i>		<i>Specific Objectives</i>
	<i>Learners should be able to:</i>		<i>Learners should be able to:</i>
1.1 Conversations	1.1.1	Follow a line of argument in a conversation	1.1.1.1 Determine the theme of a conversation 1.1.1.2 Distinguish opinion from facts
1.2 Instructions and Directions	1.2.1	Respond appropriately to oral instructions and directions	1.2.1.1 Follow oral instruction on how to carry out a procedure 1.2.1.2 Follow instructions on how to play a game. 1.2.1.3 Follow directions from any point in the village/town to school.
1.3 Passages	1.3.1	Understand text heard	1.3.1.1 Infer meanings of words in context 1.3.1.2 Distinguish between literal and contextual meanings of words
1.4 Reports	1.4.1	Understand oral reports given	1.4.1.1 Obtain current information from news 1.4.1.2 Identify the main points in a situational report given about HIV/ AIDS and Environmental issues. 1.4.1.3 Distinguish between fact and opinion in a report given
1.5 Stories and Drama	1.5.1	Understand and follow a variety of oral stories	1.5.1.1 Recognise characters in a story heard 1.5.1.2 Recognise the setting of a story heard 1.5.1.3 Follow events that occurred in a story heard 1.5.1.4 Recognise use of figurative speech in a story
1.6 Poetry	1.6.1	Develop interest in poetry	1.6.1.1 Identify characters 1.6.1.2 Determine the theme 1.6.1.3 Determine the setting in a poem 1.6.1.4 Determine the mood of a poem

MODULE 2: SPEAKING				
<i>Topic</i>	<i>General Objectives</i>		<i>Specific Objectives</i>	
	<i>Learners should be able to:</i>		<i>Learners should be able to:</i>	
2.1 Conversations	2.1.1	Sustain a conversation	2.1.1.1	Interject appropriately
			2.1.1.2	Maintain a line of argument
			2.1.1.3	Use appropriate stress and intonation.
			2.1.1.3	Use appropriate language forms
2.2 Instructions and Directions	2.2.1	Give clear oral instructions and directions	2.2.1.1	Give oral instruction on how to carry out a procedure
			2.2.1.2	Give instructions on how to play a game.
			2.2.1.3	Give a series of directions to any destination point.
2.3 Reports	2.3.1	Demonstrate an understanding of different types of report	2.3.1.1	Give a situational report
			2.3.1.2.	Discuss current affairs
			2.3.1.3	Distinguish between fact and opinion in giving a report.
2.4 Stories and Drama	2.4.1	Appraise Stories and Dram	2.4.1.1	Appraise different characters
			2.4.1.2	Discuss the roles of characters in a story/drama
			2.4.1.3	Discuss the setting of a story
			2.4.1.4	Recount events that occurred in a story /drama
			2.4.1.5	Discuss figurative language in a story/drama
			2.4.1.6	Justify their choice of book to friend/teacher/colleague
2.5 Poetry	2.5.1	Understand and Develop interest in poetry	2.5.1.1	Discuss characters in a poem
			2.5.1.2	Discuss the theme of a poem
			2.5.1.3	Discuss the moral of a poem
			2.5.1.4	Compose a poem on a subject of interest

MODULE 3: READING				
<i>Topic</i>	<i>General Objectives</i>		<i>Specific Objectives</i>	
	<i>Learners should be able to:</i>		<i>Learners should be able to:</i>	
3.1 Instructions and Directions	3.1.1	Understand instructions and directions.	3.1.1.1	Follow written instructions on how to carry out a procedure
			3.1.1.2	Follow instructions and directions presented in graphic form
			3.1.1.3	Follow a series of directions to any destination point
3.2 Passages	3.2.1	Read with increasing fluency confidence, and understanding.	3.2.1.1	Recognise the literal and contextual meanings of words in a passage.
			3.2.1.2	Infer the meaning of unfamiliar words used in a text.
			3.2.1.3	Interpret graphic information
3.3 Reports	3.3.1	Understand written reports	3.3.1.1	Obtain current information from a variety of written journalistic reports about local, national and international issues.
			3.3.1.2	Identify the main points from a written situational report.
			3.3.1.3	Distinguish between fact and opinion in a written report.
3.4 Stories and Drama	3.4.1	Understand and appreciate stories and drama	3.4.1.1	Relate text read to real life experiences
			3.4.1.2	Distinguish different types of genres.
			3.4.1.3	Identify characters in a story/drama
			3.4.1.5	Determine the setting in a story/drama.
			3.4.1.6	Interpret figurative language
			3.4.1.7	Make predictions
3.5 Poetry	3.5.1	Understand and analyse poems	3.5.1.1	Identify simile and metaphor in a poem
			3.5.1.2	Determine the theme of a poem
			3.5.1.3	Deduce the moral of a poem
3.6 Reference skills	3.6.1	Develop reference skills	3.6.1.1	Use index to locate extensive information about a topic/subject
			3.6.1.2	Gather specific information from various sources
			3.6.1.3	Search for specific information in the internet
3.7 Reading culture	3.7.1	Develop a personal culture of reading	3.7.1.1	Read widely for interest and enjoyment
			3.7.1.2	Use different techniques of reading to access information
			3.7.1.3	Read more challenging and demanding texts

MODULE 4: WRITING				
<i>Topic</i>	<i>General Objectives</i>		<i>Specific Objectives</i>	
	<i>Learners should be able to:</i>		<i>Learners should be able to:</i>	
4.1 Conversations	4.1.1	Write conversations	4.1.1.1	Write a conversation on any theme using correct punctuation
			4.1.1.2	Maintain a line of argument
			4.1.1.3	Write clearly to distinguish between fact and opinion
			4.1.1.4	Use correct forms of language to state point of view
4.2 Instructions and Directions	4.2.1	Give Instructions and directions about tasks	4.2.1.1	Outline instructions on how to carry out a procedure in writing
			4.2.1.2	Write instructions on how to play a game
			4.2.1.3	Write directions from any point in the village /town to school
			4.2.1.4	Write a series of directions from any point of destination.
4.3 Continuous writing and letter writing	4.3.1	Develop composition writing skills	4.3.1.1	Give an account based on facts and experience using correct vocabulary and spelling
			4.3.1.2	Write coherently using linking words
			4.3.1.3	Use figurative language
			iv.	Proof read by exchanging work
	4.3.2	Write formal letters	4.3.2.1	Write a letter responding to different types of advertisement using the recommended format
			4.3.2.2	Order goods using the recommended format
			4.3.2.3	Use appropriate format and register to write to an authority.
	4.3.3	Write for various purposes	4.3.3.1	Write a journal on emerging issues
			4.3.3.2	Fill in different types of forms
			4.3.3.3	Write a biography based on topic of own choice
			4.3.3.4	Write a brief account of a story/drama heard/read
			4.3.3.5	Compose a poem
4.4 Reports	4.4.1	Write a report	4.4.1.1	Write a report based on local, national and international issues
			4.4.1.2	Write the main points from a situational report based on emerging issues
			4.4.1.3	Write a report making a distinction between fact and opinion

MODULE 5: GRAMMAR AND SYNTAX				
<i>Topic</i>	<i>General Objectives</i>		<i>Specific Objectives</i>	
	<i>Learners should be able to:</i>		<i>Learners should be able to:</i>	
5.1 Nouns	5.1.1	Understand and use nouns	5.1.1.1	Identify and use abstract nouns
			5.1.1.2	Use plurals that do not end with 's'
			5.1.1.3	Express possession by using nouns
			5.1.1.4	Express possession by using pronouns
			5.1.1.5	Use the pronoun 'one'
5.2 Verb Tenses	5.2.1	Recognise and use correct tense	5.2.1.1	Use future tense
			5.2.1.2	Use 'going to' to express future
			5.2.1.3	Use modal verbs in correct tenses
			5.2.1.4	Employ correct tenses in imaginative writing
5.3 Sentence Construction	5.3.1	Understand and use complex sentences	5.3.1.1	Identify and use relative pronouns
			5.3.1.2	Use relative clauses in sentences
			5.3.1.3	Use adverbial clauses in sentences
			5.3.1.4	Use linking words to organize ideas
			5.3.1.5	Use clauses with 'when', 'if', 'because' in complex sentences
	5.3.2	Show an understanding of other kinds of sentences	5.3.2.1	Apply negative sentences
			5.3.2.2	Construct and use questions appropriately
			5.3.2.3	Use direct and indirect speech
			5.3.2.4	Use the imperatives
			5.3.2.5	Use active and passive voice in sentences
			5.3.2.6	Use either/or and neither/nor