

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

INSTITUTE OF ADULT EDUCATION



**THE ENHANCEMENT OF ACCESS AND QUALITY TO SECONDARY EDUCATION THROUGH
ALTERNATIVE EDUCATION PATHWAY**

**ENGLISH LANGUAGE SYLLABUS
FOR ALTERNATIVE SECONDARY EDUCATION PATHWAY**

STAGE I&II

2026

Designed and prepared by;
Institute of Adult Education
Dar es Salaam
Tanzania

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1.0 Introduction

English Syllabus for Alternative Secondary Education Pathway comprises of both Stage One (Equivalent to Form One and Two) and Stage Two (Equivalent to Form Three and Four) written in a modular format. It has integrated components that originate from formal education syllabus. The integrated syllabus has been prepared to allow learners to complete the course within two years' time. It is designed for learners outside the formal education system to enable them sit for Ordinary Certificate of Secondary Education Examination using acquired competences, both competently and professionally in their daily undertakings. The syllabus uses Competence Based Education and Training (CBET) approach, which is result based, outlining what a learner is expected to accomplish upon completing the course.

2.0. Objectives of Education in Tanzania

The objectives of education in Tanzania are to:

- a) Guide the development and improvement of the personalities of the citizens of Tanzania, their human resources and effective utilization of their resources in bringing about individual and national development;
- b) Promote the acquisition and appreciation of culture, customs and traditions of the people of Tanzania;
- c) Promote the acquisition and appropriate use of literary, social, scientific, vocational, technological, professional and other forms of knowledge, skills and understanding for the development and improvement of man and society;
- d) Develop and promote self-confidence and an inquiring mind; an understanding and respect for human dignity and human rights and readiness to work hard for self-advancement and national improvement;
- e) Promote and expand the scope of acquisition, improvement and upgrading of mental, practical, productive and other skills needed to meet the changing needs of industry and the economy;
- f) Enable every citizen to understand and uphold the fundamentals of the national constitution as well as the enshrined human and civil rights, obligations and responsibilities;
- g) Promote love and respect for work, self and wage employment and improved performance in the production and service sectors;
- h) Inculcate principals of national ethics and integrity, national and international cooperation, peace and justice through the study, understanding and adherence to provisions of the national constitution and other international basic charters; and
- i) Enable a rational use, management and conservation of the environment.

3.0. Objectives of Secondary Education in Tanzania

The objectives of Secondary Education in Tanzania are to:

- a) Consolidate and broaden the scope of baseline ideas, knowledge, skills and principals acquired and developed at primary education level;
- b) Enhance further development and appreciation of national unity, identity and ethical personal integrity, respect for and readiness to work, human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations;
- c) Promote the development of competency in linguistic ability and effective use of communication skills in Kiswahili and at least one foreign language;
- d) Provide opportunities for the acquisition of knowledge, skills, attitudes and understanding in prescribed or selected fields of study;
- e) Prepare learners for tertiary and higher education; vocational, technical and professional training;
- f) Inculcate a sense and ability for self-study, self-reliance and self-advancement in new frontiers of science and technology, academic and occupational knowledge and skills; and
- g) Prepare the learners to join the world of work.

4.0. Objectives of Secondary Education through Alternative Education Pathway in Tanzania

The objectives of Secondary Education through Alternative Education Pathway are to;

- a) Provide equivalent education to children, youth and adults who could not get the opportunity in the formal education system;
- b) Complement government efforts of achieving Education for All (EFA) objectives;
- c) Cater for youth and adults who dropped out of school due to various reasons; and
- d) Provide education to disadvantaged and marginalized groups including girls.

5.0. General Competences for the Subject

By the end of this course, the learner should be able to demonstrate ability to:

1. Express kinship, occupations, ownership, and character and describe physical appearance;
2. Talk about his/her home routine so as to be able to communicate effectively issues related to habit;
3. Narrate events about elections, celebrations, accidents and health;
4. Express opinions and feelings correctly;

5. Write letters, friend cards and telephone messages;
6. Analyse literary work, write business letters and read for specific and general information;
7. Listen to general and specific information, deliver speech, and conduct discussion and interviews;
8. Write appropriate speech, curriculum vitae, and business letters;
9. Use appropriate English to communicate in a variety of settings;
10. Use English to achieve academic content in all areas; and
11. Communicate in English using signs and read using Braille for the deaf and the blind respectively.

6.0. **Structure of the Syllabus**

The syllabus for English subject comprises the following:

i) Name of the Module

This implies set of separate learning activities that can be joined together to form a part of a subject course of study.

ii) Main competence

Main competences imply what learners do after the completion of the subject course.

iii) Specific Competence

Specific learning outcome implies what learners are supposed to do after completion of a particular topic.

iv) Learning Activities

These are the observable tasks and content to be done by learners in realizing the specific learning outcome.

v) Suggested learning and facilitation strategies

This part indicates what a facilitator and learners are expected to do in the process of facilitation and learning. This includes self-learning and face to face sessions.

vi) Assessment criteria

This part indicates to what extent the desirable learning objectives have been successfully reached.

vii) Suggested teaching and learning resources

These are learning and facilitation materials which are used to support the whole process of facilitation and learning.

viii) Estimated time of study

These are proposed hours of learning which can be used for self-study and face to face facilitation

7.0. Number of modules

This syllabus has two stages; stage one has five modules and stage two has six modules which makes a total of eleven modules as shown below.

Stage I modules

Module 1: Managing ICT in Real Situations

Module 2: Mastering of English language skills for Communication Purposes in Daily Life.

Module 3: Communicate effectively when talking about one's family and giving descriptions.

Module 4: Applying Language Skills to produce and interpret different texts from different sources.

Module 5: Communicating effectively in different situations.

Stage II modules

Module 1. Managing information from different sources for daily life

Module 2: Appreciating literary works in daily life.

Module 3: Writing using appropriate language, content and style.

Module 4: Mastering of English language skills for communication purposes in daily life.

Module 5: Using appropriate expressions when communicating in different contexts.

Module 6: Applying basic English language skills in daily life.

8.0. Further readings

A number of books are recommended for further reading in this module.

ENGLISH SYLLABUS STAGE I

COMPETENCES FOR ENGLISH STAGE I

Upon completion of English stage I modules, a learner should be able to:

1. Communicate simple oral texts and express simple English texts;
2. Manage information search from different sources (Including ICT) for lifelong learning;
3. Express oneself appropriately in different situations using simple English structures;
4. Read intensively texts and explain the content in English for comprehension;
5. Write simple descriptions and texts in English;
6. Express oneself orally in English using slightly complex sentences;
7. Read intensively a variety of simple English texts; and
8. Explain content of simple English readers in different genres.

SUBJECT: ENGLISH

STAGE: I

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
1.0 MANAGING ICT IN REAL LIFE SITUATIONS	1.1 Manage information search from different sources for lifelong learning	1.2 Apply ICT tools to search for information from different sources for learning	(a) Familiarize with various types of search engines (e.g., Google, Google Scholar, Bing	<p>Exploration: A learner has to explore different types of search engines and the information a learner can search through them.</p> <p>Library Search: A learner has to go to the library to search various materials.</p> <p>Peer Learning: A learner has to contact colleagues to share knowledge.</p>	<p>Lecturette: Guide learners to provide answers related to search engines. Then, make clarification from their answers and come up with correct answers</p> <p>Buzz group: Guide the learners in groups to complete web search tasks to find information on a given topic</p>	Various types of search engines are familiarized and used effectively	Relevant texts, smart phones, computers, tablets, modem and journals, recommended books from TIE.	4 hours	2 hours

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			(b) Utilize ICT tools to search for general information (e.g., computers, mobile phones, websites, etc)	<p>Exploration: A learner has to explore the procedures necessary for searching contents in Internet.</p> <p>Online search: A learner has to search and extract contents from the internet using ICT tools.</p> <p>Recording: A learner has to record the searched contents for further learning.</p>	<p>Questions and answers: Guide learners to answer questions related to procedures for searching contents in Internet.</p> <p>Practical: Guide learners through completing web search tasks to find books, journals, articles, and images.</p>	ICT tools are utilized effectively in searching for general information	Relevant texts, Smart phones, Computers, tablets, Modem and journals, recommended books from TIE.	2 hours	1 hour
			c) Use search engines to obtain specific information from different online sources	<p>Online search: A learner has to search and extract contents</p>	<p>Group work: Provide the learners, in groups, with some book</p>		Relevant texts, Smart phones, Computers, tablets, Modem and journals, recommended	2 hours	1 hour

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			(e.g., google, Bing, etc)	from the internet using ICT tools. Recording: A learner has to record the searched contents for further learning.	titles, journals, articles and reports, and guide them through obtaining such documents on the Internet, and then let them discuss and present their work to the class.		books from TIE.		
			d) Use online platforms to develop vocabulary (e.g., online dictionaries, online word building games)	Recording: A learner should have a list of vocabulary to be searched in an online platform. Construction: A learner has to construct sentences using the listed	Online search: Provide the learners with various contexts and guide them through using online sources to find different vocabulary items used in such contexts, their	Online platforms to develop vocabulary are used appropriately.	Relevant texts, Smart phones, Computers, tablets, Modem and journals, recommended books from TIE.	2 hours	1 hour

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				vocabulary. Practical: A learner has to use online platforms to find programmes, games and applications that relate to vocabulary development.	meanings, constructing sentences using the vocabulary and presenting the work to the class. Word games: Guide the learners in pairs or groups to use online word games (e.g., word wipe, Word Zen, codeword/cross word puzzle) to develop vocabulary.				
			(e) Use ICT to extract and store information	Brainstorming: A learner has to think about crosscutting issues to be extracted. Practical:	TPS: (Think, pair, share): Guide learners to Think alone, then Pair and share	ICT is used to extract and store information properly	Relevant texts, Smart phones, Computers, tablets, Modem and journals, recommended books from TIE.	2 hours	1 hour

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				With the aid of Internet, a learner has to use electronic devices to extract contents related to cross-cutting issues. Practical: A learner has to use electronic devices to store the extracted contents related to cross-cutting issues.	different topics with other learners, (e.g. cross-cutting issues) and guide them through extracting their contents from the Internet and storing such contents on smartphones, tablets or computers				
2.0. MASTERING OF ENGLISH LANGUAGE SKILLS FOR COMMUNICATION PURPOSES IN DAILY LIFE	2.1. Demonstrate mastery of English language skills	2.2. Develop listening skills	(a) Answer questions based on information from presentations/tasks	Brainstorming: A learner has to think of topics for presentation. (e.g. Cross-cutting issues) Recording: A learner has	Questions and answers: Lead the learners to select topics for presentation.	Questions based on the information from presentations/tasks are answered correctly	Texts about a wide range of events, recorded materials on various situations, pictures, songs, tongue twisters, recommended books from TIE	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				to listen to and note down important points from the given presentations , e.g. Presentations from Audio devices or Audio-visual devices. Presentation : A Learner has to provide answers related to questions from the presentations given.	Group work: Guide the learners in groups to present their topics and respond to questions from others' presentations		and language games		
			(b) Participate in various conversations in different communicative settings (e.g., peer discussions, storytelling)	Discussion: With aid of electronic devices, a learner has to conduct discussions on cross-cutting issues	Storytelling: Ask the learners in pairs to tell stories by taking turns, write down important ideas and	Participations in conversations in various communicative settings is done effectively	Texts of a wide range of events, pictures and recorded materials on various situations, songs, language games,	3 hours	2 hours

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				and note down important ideas and presenting the work to the class.	present them to the class Practical: Guide the learners through acting out a dialogue on various interesting events (football matches, tourism trips, visits to grandparents, and school leaders' election) and ask them questions from the dialogue Interview: Guide some learners (interviewers) through interviewing others (interviewee) on various		recommended books from TIE.		

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					issues/topics Round table circle: Guide the learners through a discussion on the selected topics using the round table circle and presenting their work to the class				
			(c) Summarize information from oral presentations and audio/audio visual sources	Discussion: A learner has to discuss and summarise the information from the presentation, and present their work to the class Recordings: A learner has to summarize recorded information (e.g.,	Presentation : Make a presentation on any interesting topic and ask the learners listen to it attentively Discussion: Guide the learners through discussing the main issues in a story 5Ws and 1H, First	Information from oral presentations and audio/audio visual sources is summarized logically.	Texts of a wide range of events, pictures and recorded materials on various situations, songs, language games, recommended books from TIE.	2 hours	1 hour

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				recorded song, dialogue, speech and interview) played in class using digital devices (e.g., smartphone, tablet, computer, radio) and then present work	Then Finally, SWBST, and SAAC Method: Guide the learners through summarising various stories using the aforementioned methods Project activity: Ask the learners listen to the radio and watch the news on the TV at both home and school. Then, ask them to summarize the news broadcast and present the work to the class				

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			(d) Paraphrase the information presented orally	Paraphrasing: A learner has to paraphrase information from the story then present it to colleagues. (With the aid of social platforms)	Narrating stories: Narrate an interesting story to the learners, and guide them through paraphrasing information from the story and presenting their work to the class	Information presented orally is paraphrased correctly	Texts of a wide range of events, pictures and recorded materials on various situations, songs, language games, recommended books from TIE.	2 hours	1 hour
		2.3. Produce short and coherent oral messages with intelligible pronunciation and fluency	(a) Construct sentences with proper intonation	Exploration: A learner has to explore various communication contexts/ settings (e.g., market, sports and games, hospital, restaurant/hotel) and identifying vocabulary used in such contexts/ settings	Scenario/case study: Guide the learners through using some vocabulary and grammatical items from a scenario/case study to construct different sentences orally	Sentences with proper intonation are constructed appropriately	Dictionaries, recommended books from TIE, speakers, written texts, recorded materials on various situations	2 hours	1 hour

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				ngs Sentence construction : A learner has to construct sentences orally using the identified vocabulary					
			(b) Use cohesive devices to deliver oral presentations of events (e.g., first of all, moreover, but, however, yet, in contrast, although, otherwise, still, on contrary)	Discussion: A learner has to prepare and make presentations using cohesive devices.	Discussion: Guide the learners in pairs through preparing and making presentations using cohesive devices	Cohesive devices are used to deliver oral presentations logically	Dictionaries, recommended books from TIE, speakers, written texts, recorded materials on various situations	2 hours	1 hour
		2.4. Develop vocabulary from conversations and written texts	(a) Recognize words with opposite meanings from conversations and written texts	Exploration: A learner has to explore the opposite meanings of some words used in the hot seat.	Role-play: Use a role-play to guide the learners in pairs or in groups through acting out	Words with opposite meanings from conversations and written texts are recognized	Audio and audio-visual materials (audio/video clips, recommended books from TIE recorded	2 hours	1 hour

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				<p>Construction: A learner has to make sentences using the words with opposite meanings.</p> <p>Memory card game: A learner has to recognize words with opposite meanings from the texts read by playing the memory card game, finding their meanings and using them to construct sentences</p>	<p>different roles. (e.g., doctor and patient, teacher and learners, chairperson and villagers)</p> <p>TIPS: Provide the learners with some words from the role-play and guide them through TIPS to find their opposite meanings and use them to construct sentences</p> <p>Hot seat: Guide the learners through using the hot seat to ask and respond to questions based on the</p>		<p>stories), texts of different types, dictionaries, encyclopaedia, thesaurus</p>		

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					topics provided to them Discussion: Provide the learners with texts to read, discuss their contents and make presentations .				
			(b) Use words from conversations and written texts to produce new vocabulary by attaching suffixes and prefixes (e.g., kind-unkind; slow-slowly)	Prefix and suffix bingo: A learner has to use the prefix and suffix bingo to form new vocabulary then constructing sentences using the new formed vocabulary	Talk show: Guide the learners through participating in talk shows on different topics/themes and use some vocabulary from the talk shows to produce new vocabulary by attaching suffixes and prefixes and then constructing	New vocabulary is correctly formed from conversations and written texts by attaching suffixes and prefixes	Audio and audio-visual materials (audio/video clips, recommended books from TIE recorded stories), texts of different types, dictionaries, encyclopaedia, thesaurus	3 hours	2 hours

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					sentences using the new vocabulary learned.				
		2.5. Use appropriate grammar and vocabulary in both oral and written language tasks	(a) Produce contextualized oral and written descriptions based on personal experiences	Description: A learner has to describe different events, places, and living things, and non-living things, based on their experience using descriptive words in both oral and written forms	Description: Guide the learners through describing different events, places, and living things and non-living things, based on their experience using descriptive words in both oral and written forms	Oral and written descriptions based on personal experience are produced logically	Audio and audio-visual materials (audio/video clips, recorded stories), texts of different types, dictionaries, head set, media player/ recorder, recommended books from TIE	2 hours	1 hour
			(b) Compose passages on specific contexts (structure: tenses –past progressive, present	Jumbled sentences/paragraphs: A learner has to rewrite jumbled sentences/paragraphs to	Brainstorming: Guide the learners in pairs through brainstorming different contexts for		Audio and audio-visual materials (audio/video clips, recorded stories), texts of different types, dictionaries,	6 hours	3 hours

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			perfect, past perfect, present progressive, adjectives, adverbs, coordinators, prepositions, determiners, conjunctions)	form a meaningful passage about a specific context Composing: A learner has to compose passages on the chosen contexts using appropriate grammar and vocabulary.	composing passages and present the work to the class Discussion: Guide the learners in groups through discussing important considerations when composing passages. Then, let each group present its work to the class.		head set, media player/ recorder, recommended books from TIE		
			(c) Express activities and events taking place in different times (e.g. sports and games, celebrations, funerals, accidents).	Exploration: A learner has to suggest different events that occur in society and then write a passage on any event they	Discussion: Provide learners with composition titles and guide them to write using appropriate tenses.	A variety of events are expressed using appropriate tenses.	Written scripts, Texts of different types, recommended books from TIE, Pictures showing various events.	4 hours	2 hours

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				attended.					
			(d) Present messages in formal discussions on various issues using correct grammar and vocabulary.	Discussion: A learner should be given topics to discuss using proper grammar and vocabulary when starting, contributing to, and concluding discussions.	Round table circle: Guide the learners through participating in discussion on the selected topic using the round table circle and presenting their work to the class discussions.	Messages in formal discussions on various issues using correct grammar and vocabulary are presented rationally	Written scripts, Texts of different types, recommended books from TIE, Pictures showing various events	2 hours	1 hour
3.0. COMMUNICATING EFFECTIVELY WHEN TALKING ABOUT ONE'S FAMILY AND GIVING DESCRIPTIO	3.1. Demonstrate ability to express kinship, occupations ownership, describe physical appearanc	3.2. Express Kinship and occupations using appropriate words or texts.	(a) Express family relationship and occupations (Structure: Present Simple and present progressive).	Singing: A learner has to sing songs and play games about family relationships and occupations. Pictures with occupations	Brainstorming: Guide the learners in pairs through brainstorming ideas about family relationship and different kinds of	Family relationship and occupations are expressed correctly.	Relevant written texts, pictures of people and other objects, relevant books from TIE, cards with different occupations.	2 hours	1 hour

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
NS.	e and character.			and occupations with their descriptions.	occupations Real-life expression: A learner expresses the occupations of their parents/ guardians and other relatives using the present simple progressive tense. The use of pictures: Display pictures of people with different occupations and ask the learners to express their occupations using the present simple progressive tense.				

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			(b) Express ownership/ possession (structure: have/has in present simple and had in past simple, apostrophe, possessive pronouns	<p>Brainstorming: A learner has to write down words that express ownership.</p> <p>Construction: A learner has to make different sentences to express ownership.</p> <p>Real-life expression: A learner has to make sentences to show real objects possessed by his/her family.</p>	<p>Information search: Guide the learners through reading texts on expressing possession using have, has, had, apostrophe, and possessive pronouns</p> <p>Conversation: Guide the learners in groups through engaging in conversations about what their relatives and neighbours possess.</p>	Ownership/ possession is expressed correctly.	Relevant written texts, pictures of people and other objects, relevant books from TIE, cards with different occupations.	2 hours	1 hour
			(c) Express quality and quantity of objects and living	<p>Brainstorming: A learner has to brainstorm on the texts</p>	<p>Brainstorming: Guide learners to brainstorm on texts that</p>	Description of physical appearance and other things is done properly	Relevant written texts, pictures of people and other objects, relevant		

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			organisms (structure: adjectives, quantifiers, adverbs)	that describe various objects. Real life expression: A learner has to describe appearance of people by providing oral and written descriptions of famous people in the community.	describe various objects Description: Guide the learners through describing various objects and living organisms orally.		books from TIE.		
4.0. APPLYING LANGUAGE SKILLS TO PRODUCE AND INTERPRET TEXTS FROM DIFFERENT SOURCES.	4.1. Demonstrate ability to create a variety of texts for different communicative purposes using the: i) expression. ii) tone and register	4.2. Use appropriate grammar and vocabulary for different communicative purposes	(a) Recognize the main stages of writing texts (e.g., pre writing, drafting, revising, editing)	Discussion: A learner has to discuss stages of writing texts (Using social networks like WhatsApp, Telegrams) Demonstration: A learner should demonstrate how to begin writing different	Discussion: Guide the learners through discussing stages of writing texts and presenting their work to the class Demonstration: Guide learners on how to demonstrate	The stages of writing texts are recognized appropriately	Relevant texts, relevant books from TIE, dictionaries, samples of friendly letters, official letters (request and claim letters), forms from different fields, different sample of diaries, invitations and printed e-mails.	3 hours	2 hours

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				types of texts	writing by asking them to contribute in planning the text.				
		4.3. Create a variety of texts for different communicative purposes using the appropriate tone and register	(a) Write a variety of letters, including friendly letters, claim letters, request letters. Additionally, practice, filling out forms, writing things in diary entries, taking notes and invitations (vocabulary: Dear Father/ Uncle, Dear Mother/Aunt, Mr/Mrs..., Dr./ Prof./Madam/ Ms ...) (e.g., learning facilities, sports gear,	Brainstorming: A learner should write a variety of letters, invitations, take notes, maintain a diary and fill out different forms.	Observation: Display or distribute samples of friendly letters and invitations for the learners to study and discover their parts Collaboration: Guide the learners through collaborating on writing friendly letters and invitations	A variety of letters, forms from different fields, diaries and invitations are written correctly	Relevant texts, relevant books from TIE, dictionaries, samples of friendly letters, official letters (request and claim letters), forms from different fields, different sample of diaries, invitations and printed e-mails.	8 hours	4 hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			result report – Structure: I would like to bring your kind attention... I am writing to request...)						
			(b) Compose E-mails on various issues using appropriate language	Composing: A learner has to compose emails on various issues	Gallery walks: Guide the learners through a gallery walk to discuss and present components of e-mail and important things to consider when composing e-mails	Emails on various issues are composed using expression language	Recommended books from TIE, printed e-mails, smartphones, tablets, computers	2 hours	1 hour
			(c) Create short stories on various topics (structure: once upon a time ..., I wonder...,	Demonstration: A learner has to choose a topic and demonstrate how to create a short story step-by-step	completion: Create a short story based on a few sentences or paragraphs, then guide	Short stories on various topics are created		4 hours	2 hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			what if..., back in time...		learners through completing the story. Finally, have them read their work aloud to the class				
			(d) Express the main ideas and messages from texts.	<p>Skimming: A learner has to identify the main ideas of the texts read.</p> <p>Discussion: A learner should discuss with colleagues' main ideas identified in the texts read, expressing them both, orally and in writing.</p>	<p>Lecturette: Guide the learners in groups to identify main ideas of the texts read then correct their answers where necessary.</p> <p>Presentation : Guide learners to present their work in the class.</p>	The meanings of unfamiliar words and idiomatic expression from a given text is inferred accurately	A variety of texts, recommended books from TIE, selected class readers, poems, newspaper articles, journals, encyclopaedia, books	10 hours	5 hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			(e) Infer meanings of unfamiliar words and idiomatic expressions from a given text.	Discussion: A learner should infer the meanings of unfamiliar words and idiomatic expressions from a given text.	Pair work: Guide the learners in pairs through inferring the meanings of unfamiliar words and idiomatic expressions from a given text and present their work to the class.	The meanings of unfamiliar words and idiomatic expression from a given text is inferred accurately.		2 hours	1 hour
			(f) Relate the core messages from a text to real life experiences	Individual work: A learner has to identify the core messages of the texts, relate them to their life experiences	Group work: Provide learners with texts to read in groups. Ask them to identify the core messages of the texts, relate these messages to their life experiences, and present their work to	The core messages from a text are related reasonably to real-life experiences.		2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					the class.				
5.0. COMMUNICATING EFFECTIVELY IN DIFFERENT SITUATIONS	5.1. Demonstrate ability to communicate effectively in different contexts.	5.2. Use appropriate grammar and vocabulary for oral communication in a variety of contexts.	(a) Describe various locations (structure: prepositions, adjectives, adverbs) and the use of cardinal points.	The use of library: A learner has to visit a library for studying Group discussion: A learner should apply technology such as WhatsApp, telegram to make discussion with colleague(s)	Description: Guide the learners through describing various locations orally (e.g., towns, streets, markets, and hospitals) using appropriate grammar and vocabulary	Various locations are well described.	Recorded materials (audio/video clips, maps, relevant books from TIE, recorded stories) on various situations	4 hours	2 hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			(b) Give directions	<p>Brainstorming: A learner has to search for appropriate vocabulary that provides directions.</p>	<p>Information search: Guide learners through searching for information on how to ask for and give directions and present the work to the class.</p> <p>Map reading: Guide the learners in pairs through directing each other how to reach to various stations/points (from one point to another) as indicated on the map.</p> <p>Group work: Guide</p>	Directions are given appropriately	Dictionaries, a variety of texts, relevant texts from TIE.	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					the learners in groups through asking for and giving directions on how to reach to various places (e.g., offices, classrooms, and toilets) within the school compound.				
			(c) Negotiate prices using appropriate expressions (e.g., convincing a customer to buy a product, convincing a seller to lower the price) (Structure: May I..., I would like..., could you ..., I offer you...)	Brainstorm: A learner should write appropriate words for shopping Imitation: A learner has to practice a conversation to be used when negotiating prices. Real life practice: A	Dialogue: Guide learners through reading aloud and acting out a dialogue set in a market context where a seller persuades the customer to buy a product,	Negotiations over the price using appropriate expressions are done	Recorded materials (audio/video clips, relevant books from TIE, Sample of pictures showing markets	4 hours	2 hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				learner has to go for shopping and negotiate prices.	while the customer negotiates with the seller to lower the price. Role-play: Assign the learners in pairs the role of a seller and a customer and guide them through acting out such roles using appropriate grammar and vocabulary Discussion: Guide the learners through discussing what has been role-played and presenting their work to				

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					the class.				
			(d)Request for services in different contexts	<p>Brainstorming: A learner has to find out different services available in society.</p> <p>Imitating: A learner has to imitate an activity of asking for services.</p>	<p>Dialogue: Guide the learners through reading aloud and acting out a dialogue based on requesting for services</p> <p>Role-play: Guide the learners in pairs through roleplaying to request services and provide such services in different contexts</p> <p>Discussion: Guide the learners through discussing</p>	Requests for services in different contexts are done correctly	Recorded materials (audio/video clips, relevant books from TIE, Sample of pictures showing hotels, telephones, computers, sample of pictures for different ports, stations and hotels.	6 hours	3 hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					what has been role-played and presenting their work through a gallery walk				
			(e) Participate in various conversations in different contexts (e.g., discussions, dialogues) by initiating, intervening, changing a topic, turn-taking and closing	<p>Discussion: A learner has to discuss various topics using appropriate technological devices ((Smart phones, Computers) when initiating, intervening in, changing a topic, taking turns and closing discussions.</p> <p>Practical: A learner has to practice conversation in different contexts.</p>	<p>Discussion: Guide the learners through discussing various topics using appropriate language when initiating, intervening in, changing a topic, taking turns and closing their discussions</p> <p>Jigsaw: Guide the learners through jigsaw activity to discuss</p>	Participations in various conversations in different contexts by initiating, intervening, changing a topic, turn-taking, closing are done	Relevant texts, relevant books from TIE, Recorded materials (audio/video clips	4 hours	2 hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					various topics, including cross-cutting issues Dialogue: Guide the learners through reading aloud and acting out dialogues in different contexts Interview: Let some learners (the interviewers) interview others (the interviewees) on various issues/ topics (e.g., Job interview and panel interview) Talk show: Guide the learners in groups				

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					through preparing and participating in short talk shows on the chosen topics/themes Hot seat: Let some learners interview others on the chosen topics/themes through the hot seat.				
		5.3. Respond appropriately in a variety of oral and written communication contexts	(a) Communicate ideas and opinions using appropriate expressions and non-verbal cues in different interpersonal communication settings (e.g., I think..., I guess..., In my	Information search: A learner should seek information that helps express ideas and opinions in interpersonal communication Discussing: A learner has	Scenario: Use a controversial scenario to guide the learners through expressing their opinions, both orally and in writing Discussion:	Ideas, opinions and non-verbal cues are expressed correctly in different interpersonal communication settings	Dictionaries, a variety of texts, relevant texts from TIE.	6 hours	3 hours

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			opinion..., I would say ...)	to use technological devices to discuss with colleagues on the meanings of nonverbal cues. Practical: A learner has to interpret and act different nonverbal cues.	Guide the learners through discussing the meaning of different nonverbal cues and presenting the work to the class. Act it out: Guide learners in groups as they act out and interpret nonverbal cues.				
			(b) Use proper grammar and vocabulary in different interpersonal communication contexts (e.g., greetings, bidding farewell, apologizing)	Practical: A learner should practice using different vocabulary in various interpersonal communication contexts	Roleplay: Guide the learners through roleplaying greeting guests, bidding farewell and apologizing using proper grammar and vocabulary.	Grammar and vocabulary are used correctly in various interpersonal communication contexts	Dictionaries, a variety of texts, relevant texts from TIE.	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			(c) Use appropriate language and expressions in communicating with people of different age groups and statuses (e.g., peers, elders, family members, leaders)	Brainstorming: A learner has to brainstorm ideas on the differences in conversations among various groups of people.	Brainstorming: Guide learners in groups as they brainstorm ideas about the differences in conversations among various groups of people. Dialogue: Guide the learners through participating in dialogue among different age groups and statuses.	Appropriate language and expressions are used with different age groups and statuses	Dictionaries, a variety of texts, relevant texts from TIE.	2 hours	1 hour
			(d) Express the activities using Present Progressive Tense (structure:	Brainstorming: A learner has to think of vocabulary that expresses on	Brainstorming: Guide learners to provide important structure of	Ongoing activities are expressed correctly	Dictionaries, a variety of texts, relevant texts from TIE.	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			present progressive)	going activities. Discussion: A learner should contact other learners to discuss the structure of sentences that express ongoing activities Construction: A learner has to construct sentences that express on going activities.	vocabulary expressing on going activities. Questions and answers: Guide the learners to provide answers related to on-going activities. Description: Guide the learners through describing events as they occur (e.g., wedding ceremonies, birthday parties, burial ceremonies, public events) using the present progressive				

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION STRATEGIES		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					tense.				

ENGLISH SYLLABUS STAGE II

COMPETENCES FOR ENGLISH STAGE TWO

Upon completion English stage II modules, the learner should be able to:

1. Use appropriate language content and style in expressing her/his ideas, opinions and feelings orally and in writing;
2. Apply reading comprehension strategies to extend and enhance content area knowledge;
3. Use appropriate language to summarize, report and give his/her opinion;
4. Read and narrate a story/event using appropriate language structures;
5. Listen to, analyse texts and relate them to real life situations;
6. Use English to obtain, process, construct and provide subject matter information in spoken and written form;
7. Read literary texts appreciating messages and themes read;
8. Read, analyse texts and relate them to real life situations;
9. Start, intervene and close a discussion on a familiar topic using suitable phrases;
10. Present orally and in writing descriptions of complex subjects;
11. Express herself/himself clearly, orally and in writing, expressing points of view at some length;
12. Read and express long and complex factual texts;
13. Scan a text for relevant information;
14. Listen to and point out relevant information; and
15. Writing descriptive compositions/essays, speeches, curriculum vitae (CV), application letters and creative writings.
16. Use Basic English language knowledge to provide important services in the community.

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
1.0. MANAGING INFORMATION FROM DIFFERENT SOURCES FOR DAILY LIFE	1.1. Demonstrate ability to manage information search from different sources	1.2 Organize information obtained from different sources	(a) Identify different ways/strategies for organizing information from various sources	Brainstorming: A learner has to brainstorm on different ways of organizing information from various sources. Practical: A learner has to organize different ways/strategies for organizing information from various sources	Information search: Guide the learners through searching for different ways/strategies for organizing information from various sources Presentation: Guide the learners to present their work to the class	Strategies for organizing information from various sources are identified	Relevant texts, relevant books from TIE, Journals, written texts, newspapers, encyclopaedias, magazines	2 hours	1 hour
			(b) Sort and categorize information obtained from various sources into related themes	Brainstorming: A learner has to brainstorm on ways of sorting and categorizing information from various sources. Sorting: A learner has to sort the	I do, we do, you do (Gradual release of responsibility): Guide the learners through using the “I do, we do, you do” method to sort and categorize information	Information obtained from various sources is sorted and categorized appropriately into related themes	Relevant texts, relevant books from TIE, Journals, written texts, newspapers, encyclopaedias, magazines	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				obtained information with related themes. Discussion: Using electronic devices such as smart phones and computers, a learner has to make discussion with colleagues.	obtained from various sources. Questions and answers: Guide learners to provide answers on various questions related to sorting and categorizing information.				
			(c) Compile information searched from various sources	Brainstorming: A learner has brainstorm on ways of compiling information searched from various sources. I do, we do, you do: A learner has to use “I do, we do, you do” method to compile the	TPS (Think, Pair, Share): Guide the learners to compile the information searched on various sources. Project: Lead the learners to conduct a project work to search for information from different	Information searched from various sources is compiled properly	Relevant texts, relevant books from TIE, Journals, written texts, newspapers, encyclopaedias, magazines	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				information searched on various sources.	sources.				
2.0 APPRECIATING LITERARY WORKS IN DAILY LIFE	2.1. Interpret and create literary works	2.2. Interpret the aesthetics and value of literature	(a) Assess the language used in selected poems, plays and novella.	Shared practice: Select a poem, play and novella and collaborate with the colleagues to assess the language used with the aid of electronic devices Scanning: A learner has to identify the language and aesthetics observed in selected poems, plays and novella.	Brainstorming: Guide the learners in groups through brainstorming the language used in poems and plays, and presenting their work to the class Collaborative and independent practice: Provide the learners in pairs/ groups and individually with poems and plays to read and guide them through assessing the language used	The language used in selected poems, play, and novella is assessed appropriately.	Relevant literary texts, audio/ audio-visual materials, artistic drawings, dictionaries and relevant books from TIE	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			(b) Compare own values and perspectives with those implied in the selected poems and plays	<p>Brainstorming: A learner has to brainstorm Tanzanian values.</p> <p>Comparison: A learner has to compare Tanzanian own values from those implied in the selected poems and plays.</p>	<p>TIPS: Guide the learners through identifying own values and perspectives using TIPS.</p> <p>Pair work: Guide the learners in pairs through comparing own values and perspectives with those implied in the selected poems and plays, and presenting their work to the class.</p>	Own values and perspectives are compared appropriately with those implied in selected poems and plays	Literary texts, audio/ audio-visual materials, artistic drawings, dictionaries, relevant materials from TIE	2 hours	1 hour
		2.3 Evaluate the context in which literary texts are written, read and understood	(c) Assess the socio political and cultural contexts in which the selected poems and plays were written	<p>Brainstorming: A learner has to think of various socio-political aspects in which the selected</p>	<p>Information search: Guide the learners through searching for information on the techniques to identify the</p>	The socio political and cultural contexts in which the selected poems and plays were written are assessed	A variety of relevant literary texts, dictionaries, Audio visual contents, relevant books from TIE	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				poems and plays were written. Discussion: A learner has to discuss different cultural contexts in which selected poems and plays were written with colleagues with the aid of electronic devices.	setting of a poem and presenting their work to the class Group work: Guide the learners through assessing the socio-political and cultural contexts of the selected poems and plays.	appropriately			
			(d) Relate the context of the selected poem, plays and novella to real life experiences	Narration: A learner has to narrate the context of a story to colleagues with the aid of electronic devices. Practice: A learner has to relate context of the story with the real-life situations	Role-play: Guide the learners to act the story of the selected poems, plays and novella, relating them to real-life experiences and present their work to the class. Question and Answer:	The context of the story in the selected novella is related appropriately to real-life experiences	A variety of relevant literary texts, dictionaries, Audio visual contents, relevant books from TIE	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					Guide learners to provide answers on issues related to acted genre.				
		2.4. Analyse genres of literature works and appreciate their conventions.	(a) Describe different genres of written literature and their conventions.	<p>Brainstorming: A learner has to think of types of different genres of literature</p> <p>Description: A learner has to provide distinctive features of each type of genres of literature</p>	<p>Identification: Guide learners through identifying genres of written literature using the 'Two Truths and a Lie' activity</p> <p>Group work: Guide the learners in groups through describing different genres of written literature and their conversations. Then, guide each group through presenting its</p>	Different genres of literature and their conventions are described correctly	A variety of relevant literary texts, dictionaries, Audio visual contents, relevant books from TIE	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					work to the class				
			(b) Analyse techniques of critiquing poems, plays and novella based on their conventions	<p>Library work: A learner has to go to the library and search materials related to techniques of criticizing literary works</p> <p>Discussion: A learner has to discuss with colleagues on the techniques of analysing literary works (via electronic devices)</p>	<p>Information search: Guide the learners through searching for information about the techniques for critiquing poems, plays and novella based on their conventions.</p> <p>Pair work: Guide the learners in pairs through sharing the information searched about the techniques for critiquing poems, plays and novella and analysing the techniques and presenting them to the class.</p>	Techniques for critiquing poems and plays based on their conventions are analysed appropriately	A variety of relevant literary texts, dictionaries, Audio visual contents, relevant books from TIE	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			(c) Critique/ Analyse selected poems, plays and novella based on form and content	Discussion: A learner has to analyse poems, plays and novella based on form and content (via electronic devices). Library work: A learner has to go to library and search materials related to criticizing form and content of literary works.	Brainstorming: Guide the learners in pairs through brainstorming the elements of form and content in a literary work and presenting their work to the class Group work: Guide the learners in groups critiquing poems, plays and novella based on form and content	Poems, plays and novella are clearly critiqued based on form and content	A variety of relevant literary texts, dictionaries, audio visual contents, relevant books from TIE	2 hours	1 hour
			(d) Dramatize episodes/acts from selected novella and plays	Brainstorming: A learner has to think of important items to be considered when acting Rehearsing: A learner has to rehearse acting the	Dramatization: Guide the learners in groups through dramatizing episodes/acts from the selected novella and plays	Episodes from the selected novella are dramatized properly	A variety of relevant literary texts, dictionaries, Audio visual contents, relevant books from TIE	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				respective episodes/acts.					
		2.5 Create simple literary works	(a) Compose free verse poems and short stories on various topics using literary language	<p>Brainstorming: A learner has to think of characteristic of free verse poems and short stories as well as important items to be considered when creating free verse poems.</p> <p>Practice: A learner has to create various free verse poems and short stories.</p>	<p>Think-aloud-pair problem solving: Guide the learners through think-aloud pair problem solving to explain steps in composing poems and short stories.</p> <p>Collaborative and independent practice: Guide the learners, in groups and individually, through composing free verse poems and short stories on various topics using literary language.</p>	Topics for composing poems and short stories are identified appropriately	Literary texts, audio/ audio-visual materials (audio/ video clips, recorded stories), artistic drawings, dictionaries	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			(b) Publish the poems on various platforms (e.g., note boards and online platforms)	Practice: A learner has to publish poems on various platforms.	Publishing: Guide the learners through publishing their poems composed on various platforms (e.g., note boards, or on the Internet).	Poems are published properly on various platforms	Literary texts, audio/ audio-visual materials (audio/ video clips, recorded stories), artistic drawings, dictionaries, relevant books from TIE	2 hours	1 hour
3.0. WRITING USING APPROPRIATE LANGUAGE CONTENT AND STYLE	3.1 Communicate effectively in different contexts	3.2 Create a variety of texts for different communicative purposes using the appropriate tone and register	(a) Write a letter to the editor, an order letter, a complaint letter and application letter (structure: Dear editor., I would like to order.... We are glad to place our first order..., I am writing to complain about..., I am writing to bring your attention..., a complaint against...)	Brainstorming: A learner has to think of different types of official letters. Discussion: A learner has to hold a discussion with colleagues on language used in official letters. (Via electronic devices). Observation: A learner has to study	Observation and discussion: Guide the learners through studying letters to the editor, order letters and complaint letters and discussing important considerations when writing such letters Collaborative and independent	Letter to the editor, order and complaint letters, application letters are written correctly	Relevant texts, recommended books from TIE, dictionaries, samples of official letters	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				different samples of official letters. Practice: A learner has to compose different types of official letters.	practice: Guide the learners in groups and individually through writing letters to the editor, order letters and complaint letters using appropriate grammar and vocabulary.				
			(b) Write Curriculum Vitae (CV) for different purposes	Brainstorming: A Learner has to think of components of CV and different situations where a CV is needed. Observation: A learner has to observe various sample of CVs. Practice: A learner has to write different	Jigsaw: Guide the learners through explaining the meaning, components and the importance of curriculum vitae using jigsaw practice: Guide individual learners through writing their	Curriculum Vitae (CV) for different purposes is written properly	Relevant texts, recommended books from TIE, dictionaries, samples of various written CVs.	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				CVs.	CVs and sharing them in pairs for comments and improvement Publishing/storing: Guide the learners in groups through storing or publishing their CVs on different platforms.				
			(c) Prepare and deliver short speeches about common topics/cross cutting issues (e.g., entrepreneurship, corruption, child rights and security, gender education, cyber security education, disaster management, health and	Brainstorming: A learner has to think of different topics that can be used to compose short speeches Observation: A learner has to observe samples of written speeches (i.e. characteristics, organization, and language	Brainstorming: Guide the learners through brainstorming the structure of speeches Demonstration: Demonstrate how to begin writing a speech by asking the learners to give ideas and help you plan	Short speeches about common topics are prepared and delivered appropriately	Written texts of different types, dictionaries, encyclopaedia, oral texts, audio- and audio-visual materials (audio/video clips, recorded stories), recommended books from TIE, samples of written speeches	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			reproductive education, drug abuse, life skills, financial management education, taxation)	used) Composition: A learner has to compose speeches on various cross cutting issues Rehearse and Practice: A learner has to rehearse delivering a speech with colleagues via electronic devices	the speech Collaborative practice: Guide the learners in pairs or groups through writing speeches on a variety of topics, including cross cutting issues. Project work: Ask the learners to listen to various short speeches in their environment or from online sources and analyse them based on their characteristics, parts, the language used and techniques used in				

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					delivering such speeches. Presentation: Guide the learners through presenting their work to the class Speech delivery: Guide the learners through preparing short speeches on common topics and delivering such speeches to the class using appropriate techniques.				
			(d) Compose different types of essays (narrative, descriptive, argumentative and expository) using correct grammar and	Brainstorming: A learner has to think of different topics for writing essays. Discussion: A learner has to	Observation: Guide the learners through observing and discussing the characteristics and language	Different types of essays are composed using correct grammar and vocabulary	Written texts of different types, dictionaries, encyclopaedia, oral texts, audio- and audio-visual materials (audio/video	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			vocabulary	write different essays with colleagues. (Via electronic devices).	used in different types of essays. Then, let each group present its work to the class Composing/essay writing: Guide the learners through composing different types of essays based on their characteristic		clips, recorded stories), recommended books from TIE, samples of different essays.		
			(e) Write reports on various events (e.g., sports, graduation, study tours	Recalling: A learner has to recall about various events he/she attended (e.g., sports, graduation, study tours) Observation: A learner has to observe samples of different reports.	Observation: Guide the learners through studying reports on various events, discussing their different aspects, including parts of the reports and the language used	Reports on various events are written appropriately	Written texts of different types, dictionaries, encyclopaedia, oral texts, audio- and audio-visual materials (audio/video clips, recorded stories), recommended books from TIE, samples of different reports.	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				<p>Practice: A learner has to write various reports with to appropriate structure and grammar.</p>	<p>and presenting their work to the class.</p> <p>Project activity: Guide the learners through observing live events or participating in such events, writing reports on them, and presenting the work to the class.</p>				
			(f) Write biographies (structure: past and present tense, third person)	<p>Library search: A learner has to go to library and search for biographies of famous people.</p> <p>Discussion: A learner has to write biographies of famous</p>	<p>Project: Guide the learners through reading and summarising biographies of famous people in writing.</p> <p>Gallery walks: Guide the learners to write and</p>	Biographies are written correctly	Relevant texts, Internet, recommended books from TIE, Samples of different written biographies.	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				people, (Via electronic devices)	display biographies of famous people: Then guide them to walk around and read them.				
			(g) Compose stories using proper grammar and vocabulary (structure: tenses, adverbs, adjectives, active and passive voice, conjunctions, coordinators, prepositions)	<p>Brainstorming: A learner has to brainstorm on various created stories.</p> <p>Prior knowledge: A learner has to think on important parts that make stories.</p> <p>Practical: A learner has to compose stories by observing proper grammatical aspects and vocabulary.</p> <p>Sharing: A learner has to</p>	<p>Brainstorming: Guide the learners through brainstorming ideas on the main parts of stories and reading stories with appreciation.</p> <p>Story mapping: Guide the learners through planning the structure of stories using a story map graphic organizer.</p> <p>Composition: Guide the</p>	Stories using proper grammar and vocabulary are composed	Written texts of different types, dictionaries, encyclopaedia, oral texts, audio and audio-visual materials (audio/video clips, recorded stories), recommended books from TIE, sample of different written stories.	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				share the composed story(s) with colleagues. (With the aid of technological devices).	learners through using their story plans to compose stories using proper grammar and vocabulary and sharing the stories for discussion.				
4.0 MASTERING OF ENGLISH LANGUAGE SKILLS FOR COMMUNICATION PURPOSES IN DAILY LIFE	4.1. Demonstrate mastery of English language skills	4.2. Use appropriate grammar and vocabulary in oral and written language tasks	(a) Hold conversations about various contexts using appropriate grammar and vocabulary (structure: tenses, adverbs, adjectives, active and passive voice, conjunctions, coordinators, prepositions	Discussion: With the aid of social networks and different advanced technological devices, a learner has to discuss with colleagues on components of grammar. Extensive reading: A learner has to read various sources to find knowledge on aspects of	Case study: Give the learners a scenario to share ideas in groups using conversation techniques, appropriate grammar and vocabulary. Debates: Guide the learners through developing topics for conversations and participating	Conversations about various contexts using appropriate grammar and vocabulary are held.	Written texts of different types, dictionaries, encyclopaedias, oral texts, audio and audio - visual materials (audio/video clips, recorded stories), mobile phones, recommended books from TIE	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				grammar. related to grammatical components. Dialogue: A learner has to make a conversation with colleagues to share about grammatical components. (By using mobile phones).	in debates on the topics given. Telephoning: Guide the learners through making telephone conversations on various topics using appropriate grammar and vocabulary				
			(b) Describe events (e.g., general elections, funerals, School's Day) using correct grammar and vocabulary	Brainstorming: A learner has to brainstorm ideas on the events to include when describing them. Practice: A learner has to describe the events he has attended using correct grammar and	Talk show: Guide the learners through preparing scripts for talk shows to describe events and participate in the talk shows. Description: Guide the learners through describing	Events are described by using correct grammar and vocabulary	Sample of described written events, dictionaries, encyclopaedias, oral texts, audio and audio - visual materials (audio/video clips, recommended books from TIE.	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				vocabulary	events orally and in writing using correct grammar and vocabulary.				
			(c) Distinguish facts from opinions within a given text	<p>Reading: A learner has to extract parts from given texts which represent facts and opinions.</p> <p>Composition: A learner has to compose sentences, which express facts and opinions.</p>	<p>Questions and answers: Present statements in class and ask the learners to decide whether the statements are facts or opinions and give reasons for their responses</p> <p>Pair work: Guide the learners in pairs through writing short passages by including facts and opinions.</p>	Facts and opinions within a given text are distinguished correctly	Books, dictionaries, encyclopedia, newspaper articles, journals	2 hours	1 hour
			(d) Express connotative meanings of words in relation to a text	<p>Brainstorming: A learner has to find meaning of connotative</p>	<p>Discussion: Guide the learners through discussing and</p>	Connotative meanings of words in relation to a text are expressed	Recommended books from TIE dictionaries, encyclopaedias, newspaper	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				words Discussion: A learner has to provide examples of sentences expressing connotative meaning.	providing examples of connotative meanings of words in relation to the texts read, interpreting such meanings and presenting the work to the class.	appropriately.	articles, journals and different relevant texts.		
			(e) Paraphrase a given text	Paraphrasing : A learner has to paraphrase texts from different sources, both orally and in writing using appropriate techniques	Brainstorming : Guide the learners through brainstorming ideas on the differences between paraphrasing and summarising and present such differences to the class. Snowball discussions : Guide the learners through the	A given text is paraphrased correctly	Recommended books from TIE dictionaries, encyclopaedias, newspaper articles, journals and different relevant texts.	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					snowball discussions to discuss the techniques for paraphrasing.				
		4.3 Comprehend oral messages with increasing difficulty	(a) Discuss information from various oral sources	Practice: A learner has to listen to and watch various oral sources (such as radio, TV), to get information and then discuss this work with colleagues via electronic devices.	Discussions: Guide learners to read passages aloud and play recorded information. Then, guide them through discussing the information heard and present the work to the class. Interview: Guide the learners in pairs or groups as they participate in interviews on topical issues.	Information from various oral sources is discussed appropriately	Oral texts, audio and audio-visual materials (audio/video clips, recorded stories), recommended books from TIE.	2 hours	1 hour
			(b) Respond to various oral messages	Listening: A learner has to listen attentively to	Role-play: Guide the learners through role-	Various oral messages are responded to accordingly	Oral texts, audio and audio-visual materials (audio/video	2 hours	1 hour

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				given oral messages. Practice: A learner has to respond according to the given oral message.	play to respond to oral instructions (e.g. instruction manual and computer application), announcements and advertisement. Interviews: Guide the learners through preparing for and participating in field specific interviews (e.g., journalism, sports, and politics).		clips, recorded stories)		
			(c) Make comments on oral messages	Listening: A learner has to listen attentively to given oral messages.	Investigation: Guide the learners in pairs or groups as they investigate	Oral messages are commented on precisely	Oral texts, audio and audio-visual materials (audio/video clips, recorded stories),	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				<p>Observation: A learner has to observe samples of texts that show techniques of making comments.</p> <p>Practice: A learner has to comment on the given oral message.</p>	<p>techniques for commenting on messages and present their findings to the class.</p> <p>Songs/reading aloud: Lead some learners to sing a song or read aloud a text for others to listen. Then, guide them in groups to make comments on the given oral messages.</p> <p>Presentation: Play a recorded presentation/speech for learners to listen to and guide learners to listen to played recorded presentation</p>		recommended books from TIE.		

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					/speech and let the learner's comment.				
		4.4. Respond appropriately in a variety of oral and written communication context	(a) Express ideas, opinions and facts in mass communication contexts	Discussion: A learner has to discuss with colleagues on a controversial topic by each expressing ideas, opinions and facts in writing and publishing their works. (via electronic devices).	Talk show: Guide the learners through TV or radio talk show to express their ideas, opinions and facts on a controversial or opinion topic.	Opinions and facts in mass communication are expressed clearly	Dictionaries, a variety of texts, audio- and audio-visual materials (audio/video clips, recorded stories), recommended books from TIE.	2 hours	1 hour
			(b) Use and interpret appropriate nonverbal cues in mass communication	Brainstorming: A learner has to brainstorm on different nonverbal cues used in mass communication. Practice: A learner has to practice different	Watching TV shows: Guide the learners through watching TV programmes/shows, identifying and interpreting non-verbal cues used. Group work: Guide the	Non-verbal cues in mass communication are interpreted and used appropriately	Dictionaries, a variety of texts, audio- and audio-visual materials (audio/video clips, recorded stories), recommended books from TIE.	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				nonverbal cues as used in mass communication. Sharing: A learner has to share with colleagues on different nonverbal cues. (Via electronic devices).	learners in groups through using non-verbal cues in writing information and present their work to the class				
			(c) Use appropriate language to respond to contextualized public messages (e.g., responding to criticism, accomplishment)		Brainstorming: Guide learners through brainstorming ideas about criticisms and accomplishments they or others have experienced, how they responded to them, and then presenting their work to the class. Group work:	Contextualized public messages are responded to by using appropriate language	Dictionaries, a variety of texts, audio- and audio-visual materials (audio/video clips, recorded stories), recommended books from TIE.	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					Guide learners in groups as they take turns expressing their personal experiences, offering constructive criticism, and responding appropriately to criticisms				
			(d) Use appropriate language in public communication settings, (e.g., interviews, presentations)	Brainstorming: A learner has to think of language to be used in different public communication settings Dialogue: A learner has to make conversation with a colleague by using appropriate language as	Interview: Guide the learners through preparing and participating in interviews (e.g., panel interview, job interview, group interview, community interview) Presentation: Guide the learners through	Language in public communication/ settings is used appropriately	Dictionaries, a variety of texts, audio- and audio-visual materials (audio/video clips, recorded stories), recommended books from TIE.	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				used in different public communication settings	preparing and making presentations on various topics Debate: Guide the learners through preparing debates and participate in such debates.				
			(e) Express appreciation of other people's ideas in public communication	Dialogue: A learner has to prepare and act out a dialogue with a colleague imitating different scenarios and appreciate each other's ideas via electronic devices	Gallery walk: Guide the learners in groups through gallery walk to discuss and present words/expressions used in appreciating other people's ideas.	Appreciations of other people's ideas in public communication are expressed suitably	Dictionaries, a variety of texts, audio- and audio-visual materials (audio/video clips, recorded stories), recommended books from TIE.	2 hours	1 hour
			(f) Evaluate information received through mass	Brainstorming: A learner has to think of the important	TPS: Guide the learners through TPS to identify	Information received through mass communication	Dictionaries, a variety of texts, audio- and audio-visual	2 hours	1 hour

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			communication	clues to consider when evaluating information from the media. Practice: A learner has to evaluate information from the media	issues to consider in evaluating information from mass communication (e.g., radio, television, newspapers, magazines, and social media) Modelling: Show the learners how to evaluate information from mass communication (Use newspapers or magazines or information from radio/TV).	is evaluated appropriately	materials (audio/video clips, recorded stories), recommended books from TIE.		
		4.5 Construct meaning from a variety of texts	(a) Compare ideas from various texts	Library search: A learner has to go to a library and read various texts. Comparison:	Brainstorming: Guide learners through brainstorming how to compare ideas	Ideas from various texts are compared correctly	Recommended books from TIE, dictionaries, encyclopaedias, newspaper articles, journals	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				A learner has to make comparison of ideas from various texts read	from various texts and present their work to the class Close reading: Provide the learners with various texts to read and guide them through comparing ideas from the texts read.				
			(b) Read and generate meanings from a variety of texts	Library search: A learner has to go to library and read various texts Practice: A learner has to generate meaning from a variety of texts read	Pair work: Guide the learners in pairs through identifying different types of meaning and present their works to the class. Discussion: Guide the learners through reading a variety of	Meanings from a variety of texts are generated	Dictionaries, a variety of texts, audio- and audio-visual materials (audio/video clips, recorded stories), recommended books from TIE.	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					texts, discuss different meanings contained in the texts and present their works to the class.				
			(c) Infer meanings of unfamiliar words from a variety of texts	<p>Library search: A learner has to go to a library and read various texts.</p> <p>Identification: A learner has to point out unfamiliar words from variety of texts read.</p> <p>Practice: A learner has to generate meaning of unfamiliar words spotted out from a variety of texts read.</p>	<p>Modelling: Show the learners how to infer meanings of unfamiliar words from a variety of texts (Use different clues, including contextual meaning).</p> <p>Collaborative and independent practice: Guide the learners in groups and individually through inferring</p>	Meanings of unfamiliar words from a variety of texts are inferred correctly	Dictionaries, a variety of texts, audio- and audio-visual materials (audio/video clips, recorded stories), recommended books from TIE.	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					meanings of unfamiliar words using insights from the texts read.				
			(d) Paraphrase textual information from multiple sources	<p>Discussion: A learner has to discuss with colleagues on important items to consider when paraphrasing (via electronic devices).</p> <p>Library search: A learner has to read texts from different sources.</p> <p>Paraphrase: A learner has to paraphrase different texts.</p>	<p>Modelling: Guide the learners on how to paraphrase textual information from multiple sources using different techniques.</p> <p>Shared practice: Collaborate with the learners to paraphrase textual information from multiple sources using different techniques.</p>	Textual information from multiple sources is paraphrased properly	Dictionaries, a variety of texts, audio- and audio-visual materials (audio/video clips, recorded stories), recommended books from TIE.	2 hours	1 hour
5.0 USING APPROPRIATE EXPRESS	5.1. Demonstrate ability to	5.2. Use appropriate grammar and	(a) Express opinions through debates, dialogues and	<p>Brainstorming: A learner has to think of the nature and</p>	<p>Debate: Guide the learners through using</p>	Opinions are expressed through debates, dialogues, and	Recommended books from TIE, Speakers, recorded	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
IONS WHEN COMMUNICATING IN DIFFERENT CONTEXTS	communicate effectively in different contexts	vocabulary for oral communication in a variety of contexts	impromptu speeches using formulaic language (e.g., In my opinion..., personally..., I think ..., I would say..., In my view..., from my perspective..., My point is..., It seems to me that..., I believe...)	type of language used when giving Opinions. Discussion: A learner has to discuss with colleagues via electronic devices when giving opinions through debates, dialogue and impromptu speeches. Practice: A learner has to give opinions through debates, dialogue and impromptu speeches via electronic devices.	formulaic language to give their opinions in debates. Dialogue: Guide the learners through reading aloud and acting out a dialogue with an opinion topic. Practice: Guide the learners through delivering impromptu speeches on opinion topics using formulaic language.	impromptu speeches using formulaic language	materials (audio/video clips, recorded stories) on various situations		
			(b) Present facts logically using appropriate formulaic language (e.g.,	Library search: A learner has to read different articles and	Presentation: Guide the learners through preparing and	Facts are logically presented using appropriate formulaic	Recommended books from TIE, Speakers, recorded materials	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			due to the fact that..., it is true that..., the bottom line is..., the reality is..., in fact...actually... according to...)	documents expressing facts. Real life experience: A learner has to express facts using appropriate formulaic language.	making presentations with factual information using formulaic language Debate: Guide the learners through participating in debates and using formulaic language to present facts.	language	(audio/video clips, recorded stories) on various situations		
			(c) Describe conditions about various situations and circumstances (structure: conditional sentences)	Brainstorming: A learner has to brainstorm on language structures that express conditions. Practice: A learner has to provide real structure conditional sentences.	Investigation: Guide the learners through investigating the structure of conditional sentences and present the work to the class. Chain conditionals (Conditional train): Guide	Conditions about various situations and circumstances are described appropriately	Recommended books from TIE, Speakers, recorded materials (audio/video clips, recorded stories) on various situations	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					the learners through constructing conditional sentences orally using chain conditionals.				
			(d) Ask and respond to questions in interview sessions (e.g. job interview, panel interview, TV/radio interview)	<p>Brainstorming: A learner has to think of ‘dos’ and ‘don’ts’ during interview sessions.</p> <p>Discussion: A learner has to discuss with colleagues on appropriate ways of asking and answering questions during interview sessions.</p> <p>Practice: A learner has to rehearse on the roles of</p>	<p>Modelling: Use recorded interview sessions on different topics to model learners on how to ask and respond to interview questions.</p> <p>Role play: Guide the learners through engaging in interviews by acting the role of interviewees and interviewers.</p>	Interview questions are asked and responded to correctly	Recommended books from TIE, Speakers, recorded materials (audio/video clips, recorded stories) on various situations	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				interviewer and interviewee.					
6.0APPLYING BASIC ENGLISH LANGUAGE SKILLS IN DAILY LIFE	6.1. Provide basic English language services to the community	6.2. Apply principles of editing and proofreading in a variety of texts	(a) Recognize the basic principles of editing and proofreading texts (e.g., sentence construction, language clarity, grammar, semantic rules, logical flow)	Brainstorming: A learner has to think of basic principles of editing and proofreading texts. Library search: A learner has to study on principles of editing and proofreading.	Discussion: Guide the learner to discuss the basic principles of editing and proofreading. Question and Answer: Guide the learners to provide answers on the principles of editing and proof reading.	The basic principles of editing and proofreading are recognised	Relevant texts, school rules and regulations, fliers, user manuals, various essays/compositions, dictionaries, recommended books from TIE	2 hours	1 hour
			(b) Describe the main steps of editing and proofreading	Discussion: A learner has to discuss on the steps of editing and proofreading.	Assignment: Lead learners to find out the main steps in editing and proofreading and present their work.	The main steps in editing and proofreading are described accurately	Recommended books from TIE, relevant texts, school rules and regulations, fliers, user manuals, various essays/compositions, dictionaries	2 hours	1 hour
			(c) Describe the basic principles	Brainstorming: A learner	Description: Guide the	The basic principles and	Recommended books from TIE,	2 hours	1 hour

NAME OF MODULE	MAIN COMPETENCES	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	SUGGESTED LEARNING & FACILITATION METHODS		ASSESSMENT CRITERIA	FACILITATION/LEARNING RESOURCES	TIME (HOURS)	
				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			and methods of editing and proofreading	has to brainstorm on basic principles and methods of editing and proofreading. Library search: A learner has to read different articles and documents on principles and methods of editing and proofreading. Discussion: A learner has to discuss with colleagues on principles and methods of editing and proofreading.	learners to describe the basic principles and methods of editing and proofreading. Presentation: Guide the learners to present their work to the class	methods of editing and proofreading are described properly	relevant texts, school rules and regulations, fliers, user manuals, various essays/compositions, dictionaries		
			(d) Use the principles of editing and proofreading to edit and proofread simple and short texts in	Library Search: A learner has to read variety of simple and short texts for editing and	Project work: Guide the learners with assignments of editing and proofreading various	The principles of editing and proofreading simple texts in the school context are used appropriately		2 hours	1 hour

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			and outside a school context (e.g., laboratory rules, announcements, posters, fliers, user manuals)	proofreading. Shared practice: A learner has to work with colleagues on editing and proof reading various simple and short text. Practice: A learner has to edit and proofread various simple and short texts in a school context.	written documents. Modelling: Guide the learners by showing them how to edit and proofread texts. Collaborative and independent practice: Provide the learners in pairs and individually with simple and short texts in the school context and guide them through editing and proofreading the texts.				
		6.3 Apply principles of interpretation to provide simple authentic	(a) Explain the concept of interpretation	Brainstorming: A learner has to brainstorm on concept of interpretation.	Know Want Learned (KWL) chart: Guide the learners through using	The concept of interpretation is explained accurately	Dictionaries, oral texts, audio- and audio-visual materials (audio/video clips, recorded	2 hours	1 hour

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
		interpretations		<p>Library Search: A learner has to go to library to read texts to get the meaning of interpretation.</p> <p>Sharing: A learner has to share with colleagues on the meaning of interpretation. (With the aid of electronic devices)</p>	<p>KWL chart to get their prior knowledge, expectations and what they have learnt about the concept of interpretation.</p> <p>Group work: Guide the learners through explaining the concept of interpretation and presenting their work to the class.</p>		stories), recommended books from TIE		
			(b) Elaborate the principles of interpretation	<p>Brainstorming: A learner has to brainstorm on principles of interpretation.</p> <p>Discussion: A learner has to discuss with colleagues on principles of interpretation. (Via electronic</p>	<p>Information search: Guide the learners through searching for information about the principles of interpretation and present their work to the class.</p> <p>Questions</p>	The principles of interpretation are elaborated precisely	Dictionaries, oral texts, audio- and audio-visual materials (audio/video clips, recorded stories, relevant texts, recommended books from TIE	2 hours	1 hour

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				devices). Practice: A learner has to write various principles of interpretation.	and answers: Guide the learners to provide answers on questions related to principles of interpretation.				
			(c) Interpret a short simple spoken text in a school context and large formal settings (e.g., greetings, self-introductions, church, mosque, meetings) (English to Kiswahili and vice versa)	Listening: A learner has to listen to different simple spoken texts for interpretation. Practice: A learner has to interpret short simple spoken texts in school context, (e.g. English to Kiswahili and vice versa).	Simultaneous and consecutive interpretation: Guide the learners in pairs through interpreting messages in the school context using simultaneous and consecutive interpretation.	Short spoken messages in the school context are interpreted appropriately	Recommended books from TIE, relevant texts, school rules and regulations, fliers, user manuals, various essays/compositions, dictionaries, sample of various interpreted texts.	2 hours	1 hour
		6.4 Apply principles of translation to produce simple authentic translation	(a) Explain the concept of translation	Brainstorming: A learner has to brainstorm on concept of translation. Library	Brainstorming: Guide the learners in groups through brainstorming the concept of	The concept of translation is explained correctly	Dictionaries, a variety of texts, recommended books from TIE,	2 hours	1 hour

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
				<p>Search: A learner has to go to library to read texts so as to get the meaning of translation.</p> <p>Practice: A learner has to explain the concept of translation.</p>	<p>translation.</p> <p>Presentation: Guide the learners to present their work on concept of translation to the class</p>				
			(b) Elaborate the principles of translation	<p>Brainstorming: A learner has to brainstorm on principles of translation.</p> <p>Discussion: A learner has to discuss with colleagues on principles of translation. (via electronic devices).</p> <p>Practice: A learner has to write various principles of translation.</p>	<p>Discussion: Guide the learners to discuss the principles of translation.</p> <p>Presentation: Guide the learners to present the principles of translation as they have discussed in groups.</p>	The principles of translation are elaborated correctly	Dictionaries, a variety of texts, recommended books from TIE,	2 hours	1 hour

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			(c) Translate a simple short texts and long texts in a school context (e.g., laboratory rules, timetables, joining instructions) (English to Kiswahili and vice versa)	<p>Library search: A learner has to read different simple texts for translation.</p> <p>Practice: A learner has to translate short simple texts in school context. (e.g. English to Kiswahili and vice versa).</p>	<p>Modelling: Model the learners by showing them how to translate texts through communicative translation. (Use a text in the school context).</p> <p>Shared practice: Work with the learners to use communicative translation to translate a text in the school context.</p> <p>Collaborative and independent practice: Guide the learners in groups and individually through translating texts in the</p>	Texts in the school context are translated correctly	Dictionaries, a variety of texts, recommended books from TIE, sample of translated texts.	2 hours	1 hour

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					school context using communicative translation.				
		6.5. Manage short translation and editing projects using Computer Assisted Tools	(a) Describe the use of Computer Assisted Tools in translating and editing	<p>Brainstorming: A learner has to brainstorm on Computer Assisted Tools in translating and editing different texts.</p> <p>Discussion: A learner has to discuss with colleagues on Computer Assisted Tools in translating and editing different texts.</p> <p>Description: A learner has to provide description of Computer Assisted Tools in translating and editing different texts.</p>	<p>Group work: Guide the learners in groups to describe the use of Computer Assisted Tools in translating and editing different texts.</p> <p>Questions and answers: Guide learners to provide correct answers on description of Computer Assisted Tools in translating and editing different texts.</p>	The use of Computer Assisted Tools in translating and editing different texts is described correctly	Dictionaries, a variety of texts, recommended books from TIE, computers, tablets, smartphones.	2 hours	1 hour

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
			(b) Use Computer Assisted Translation Tools to translate and edit short simple texts	<p>Discussion: A learner has to discuss with colleagues on how to use Computer Assisted Tools to translate and edit short simple texts, (Via electronic devices).</p> <p>Practice: A learner has to use Computer Assisted Devices to translate various texts.</p>	<p>Exploration: Guide the learners through exploring the computer-Assisted Tools used for translation and editing different texts.</p> <p>Modelling: Demonstrate to the learners how to use Computer-Assisted Tools in translating and editing texts.</p> <p>Shared practice: Work with the learners to translate and edit texts using Computer-Assisted Translation Tools.</p> <p>Collaborative</p>	Computer Assisted Translation Tools are used appropriately to translate and edit short simple texts	Dictionaries, a variety of relevant texts, recommended books from TIE, sample of translated texts, computers, tablets, smartphones	2 hours	1 hour

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				SELF LEARNING	FACE TO FACE			SELF LEARNING	FACE TO FACE
					and independent practice: Guide the learners in groups and individually to translate and edit texts using Computer-Assisted Tools.				