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| **Competence** | **General Objective** | **Month** | **Week** | **Main Topic** | **Sub - topic** | **Periods** | **Teaching Activities** | **Learning Activities** | **T/L Materials** | **References** | **Assessment** | **Remarks** |
| Identify general information on events in simple oral/written materials she/he encounters | Listen to and understand various simple oral texts |  JANUARY | 4th to 3rd  | 1.0 Listening to and understanding various simple English texts on variety of events and situations | 1.1 Listening to and understanding simple oral texts on events |  |  12  | Providing some guiding questions to students so as to attract their listening |  Careful listening and brainstorming some essential vocabulary in a text  |  sports ,accidents |  | Students to respond the questions given |  |
| 1.2 Listening to and understanding simple texts on situations |  | Conducting a pronunciation drills to solve students pronunciation problems noted |  | Paying attention to the pronounced words and noting the correct pronunciation of the terms |  texts on graduation,  |  English Text Book  |  |  |
| Students giving answers about simple oral texts on situations |  |
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| 1.3 Listening to dictations | Writing the correct version of the text on the board providing students with copies of the text | Students to listen to a dictation as the teacher reads the text then to use it for correcting their works | Using different |  Oxford Secondary E  | To be able to write  down what has been read, |  |
| **Competence** | **General Objective** | **Month** | **Week** | **Main Topic** | **Sub-topic** | **Periods** | **Teaching Activities** | **Learning Activities** | **T/L Materials** | **References** | **Assessment** | **Remarks** |
| Give and respond to directions / requests using simple English sentences | Students should be able to give and respond to the directions given |  February |  1st  | 2.0 Giving directions | 2.1 Stating directions | 6 | Giving students a text about giving and asking for directions Using maps to demonstrate how to state directions using the four points of the compass | Practicing the giving and asking for directions to a different places in the school, villageStating the positions of different things using guiding questions given | Maps ,globe, a text about directions |  Oxford Secondary English Book 1 | Students will give directions and ask for directionsStudents will be assigned to show four points of the compass |  |
| Use appropriate English pronunciation and intonation in a variety of settings | At the end of this topic student should be able to use a dictionary |  February  |  2nd  | 3.0 usıng a dictionary  | Using a dictionary |  6 | Brainstorming on showing how to get meanings of words in a dictionaryProviding students with activities for developing the skills of looking up for words in dictionaries to get meanings and spellings | Students brainstorming the ways in which meanings of difficult words are obtainedStudents practicing the use of dictionaries to obtain meanings and spellings of words | Dictionaries, entry copied from dictionaries | students to have an ability to use dictionary to obtain meanings and spellings of words |
| **Competence** | **General Objective** | **Month** | **Week** | **Main Topic** | **Sub-topic** | **Periods** | **Teaching Activities** | **Learning Activities** | **T/L Materials** | **References** | **Assessment** | **Remarks** |
| Express in English orally and in writing needs, feelings and ideas using appropriate vocabulary | Able to express oneself appropriately in different situations using simple English structures |  February |  3rd  | 4.0 expressing personal and group routine / habits | 4.1 Expressing personal routine/habits4.2 expressing group routine/habits |  6**5** | Showing pictures expressing habits of everyday life activities by talking about his/her daily routine and guiding them to write itGuiding students, using pictures, to write routine of other groups of learners through guided activities | Initiating and practicing by giving an account of their daily routine activities, and writing itWith teacher guidance, students to prepare oral and written presentation about other groups of learners daily life activities  | Pictures on daily routine/habitsPictures on class or group routine/habits | **Oxford Secondary English Book One** | Students going to be asked to talk about his/her home routine/habitsStudents can be assigned to talk about class routine/habits |  |
| Use simple English to communicate in social interactions and settings | Student should be able to give an expression of an ongoing activity |  February |  4th | 5.0 Expressing ongoing activities | 5.1 Talking about ongoing activities |  6 | Using questions and answers basing on the text to demonstrate ongoing activities, posed in both negative and positive formGuiding them to write short texts on ongoing activities and to read them  | In pairs, students to practice by asking and responding questions on ongoing activitiesUsing teacher’s guidance students to write short texts on ongoing activities and practice reading them |  Written texts and pictures | An ability to express things done by oneself and other creatures / things by students |  |
| **Competence** | **General Objective** | **Month** | **Week** | **Main Topic** | **Sub-topic** | **Periods** | **Teaching Activities** | **Learning Activities** | **T/L Materials** | **References** | **Assessment** | **Remarks** |
|  |  |  March | 1st  |  |  |  |  **Midterm Exams are going**  | **to be held** |  |  |  |  |
|  2nd  |  |  |  |  **Quarter Holiday** |  |  |  |  |  |
| **Competence** | **General Objective** | **Month** | **Week** | **Main Topic** | **Sub-topic** | **Periods** | **Teaching Activities** | **Learning Activities** | **T/L Materials** | **References** | **Assessment** | **Remarks** |
| Engage in simple conversations and transactions on familiar topics | Students should be able to produce an expression on likes /dislikes |  March

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 |  3rd  | 6.0 Expressing likes and dislikes | 6.1 Expressing likes/dislikes |  6 | Using pictures and recorded materials, teacher to express his/her likes /dislikes using a meaningful context | To practice expressing in pairs their likes/dislikes To write what they/their friends /their parents likes/dislikes |  |  | To be assigned to talk about likes/dislikes |  |
| 6.2 Expressing preferences | Providing students with guiding questions, teacher to express his/her preferences using a meaningful contexts and pictures | With guided questions student to express their preferences and reading dialogues on preferences |  |  | Having an ability to express preferences |  |
| Express in English orally and in writing needs, feelings and ideas using appropriate vocabulary | Student should be able to describe family relations |  4th  | 7.0talking about one’s family | 7.1Expressing family relations7.2 talking about occupations |  6 | Using a family tree diagram, describing family relationsGuiding students to brainstorm different occupations of their family members | Students to draw their individual family trees and talk about them very appropriatelyBrainstorming various conditions of people in the school and write and talk about different occupations of their family members  |  |  | Students ability to express family realtionship orally and in writing An ability of students to talk about different occupations |  |

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| Express in English orally and in writing needs, feelings and ideas using appropriate vocabulary | Student should be able to describe their family relations |  April |  1st and 2nd  | 7.0talking about one’s family | 7.3 Talking about ownership or possession7.4 Describing physical appearance7.5 Describing characters | 12 | Using pictures, teacher demonstrates what he/she owns or possessesTalking about the appearance of well known people in the school or community Basing on texts and going around the class teacher to encourage students to speak individually and in groups | Each students to talk about his/her possession, what their relatives and parents owStudying the text individually and in groups and explain the physical appearance of well known peopleStudents to go through texts with descriptions of people’s character and each student to talk about his/her character in a group |  Appropriate texts |  Oxford Secondary English Book One | Students ability to talk about what he/she owns and his family ownsAbility to give descriptions of people’s physical appearanceDescriptions to be given by students on their character |  |
| Express oneself appropri- ately in different situations  |  3rd  | 8.0Expressing opinions and feelings  | 8.1 Expressing personal opinions |  6 | Guiding students to give their personal opinions on a chosen subject | With teacher’s guidance students debate on a chosen topic/subjectReading a text on either child labour or road safety | A written texts on child labour and road safety | Students ability to clearly express his/her opinions on familiar issues |  |
| **Competence** | **General Objective** | **Month** | **Week** | **Main Topic** | **Sub-topic** | **Periods** | **Teaching Activities** | **Learning Activities** | **T/L Materials** | **References** | **Assessment** | **Remarks** |
|  |  |  April |  4th  |  |  |  | Eastern  |   Holiday |  |  |  |  |
| Express in English orally and in writing, needs feelings and ideas using appropriate vocabulary | Express oneself appropriately in different situations using simple English structures |  May |  1st  |  8.0 Expressing opinions and feelings | 8.2 Expressing state of health |  6 | Using a relevant texts to dramatize a certain state of health | Students to play roles of a doctor and a sick student in pairsWriting conversations between a doctor and patient |  |  | Students having an ability to state the condition of his /her health |  |
|  2nd  | 8.3 Expressing feelings |  6 | Using pictures, teacher to guide students demonstrating feelings | With the given guidance, students to practice expressing feelings |  |  | An ability of students in expressing feelings |  |
| **Competence** | **General Objective** | **Month** | **Week** | **Main Topic** | **Sub-topic** | **Periods** | **Teaching Activities** | **Learning Activities** | **T/L Materials** | **References** | **Assessment** | **Remarks** |
| Identify general information on events in simple oral/written texts he/she encounters | Write simple descriptions in English |  May |  3rd and 4th  | 9.0 talking about past events activities | 9.1 expressing past activities |  6 | Guiding students to brainstorm their past activities done in the previous week, months or yearsTeacher to express his/her activities he/she did in the past | Brainstorming their past activities done in the previous times (week, months or year )Reading a text on past activities, and identifying various words showing past activities in groups | A text on past activities and a substitution table |  Oxford Secondary English Book 1 | Students to give a clear expression on past events |  |
| 9.2 expressing past events |  6 | In groups, teacher to guide students to discuss/narrate their past events | Students in their respective groups to narrate their past events in class | A text on past events | An ability to express past events |  |
|  |  |  June & July |  |  |  |  |  TERMINAL EXAMS AND  | LONG VACATION |  |  |  |  |
| **Competence** | **General Objective** | **Month** | **Week** | **Main Topic** | **Sub-topic** | **Periods** | **Teaching Activities** | **Learning Activities** | **T/L Materials** | **References** | **Assessment** | **Remarks** |
| Use English to obtain, process , construct and provide subject matter information in spoken and in written form | Express oneself appropriately in different situations using simple English structures | July |  3rd and 4th  | 10.0 Expressing future plans /activities | 10.1 Talking about future plans/activities |  12 | The teacher to ask guiding questions on activities planned to take place on the following day | Students to practice expressing future plans individuallyStudents in groups to write about future plans using school calendar | Time table, calendar, travelling schedule |  Oxford Secondary English Book 1 | Students an ability to express future plans |  |
| Identify general information on events in simple oral/written texts he/she encounters | Read intensively text s in English for comprehension |  August |  1st and 2nd  | 11.0 Reading a variety of texts | 11.1 Intensive reading |  12 | Using texts on a variety of issues, such as causes of environmental degradation, terms of child labour, ways of eliminating drug abuse, bad effects of inequality, teacher to introduce new vocabulary in meaningful context | With a copy of text, students to read the text silently, and respond to set questions individually or groups/ in pairs | A variety of texts on environmental degradation , child labour and drug abuse | Students to be able to respond questions on a text read |  |
| **Competence** | **General Objective** | **Month** | **Week** | **Main Topic** | **Sub-topic** | **Periods** | **Teaching Activities** | **Learning Activities** | **T/L Materials** | **References** | **Assessment** | **Remarks** |
| Identify general information on events in simple oral/written texts he/she encounters | Interpret different literary works |  August |  3rd and 4th 2nd and 3rd  4th  |  12.0 Interpreting literary works | 12.1 Interpreting simple stories |  6 | Guiding students to use title and illustrations to predict what a book will be about; and organizing students in groups to discuss on characters and message  | Using title and illustrations, students to predict the book content and students to write a brief book report |  Simple readers |  Oxford Secondary English Book 1 | An ability of interpreting simple storiesStudents to have an ability to answer questions on poems read |  |
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|  12.2 Interpreting poems |  6 | Reading a poem loudly to guide students on how to read poemsUsing question and answers to guide students to discuss the message of the poem | Individually, student to read the poemResponding to the questions to discuss message of the poem |  Selected poems |
| **Competence** | **General Objective** | **Month** | **Week** | **Main Topic** | **Sub-topic** | **Periods** | **Teaching Activities** | **Learning Activities** | **T/L Materials** | **References** | **Assessment** | **Remarks** |
| Identify general information on events in simple oral/written texts he/she encounters | Analyse different information from various media |  September |  1st  | 13.0 Analysing nformation from the media | 13.1 Analysing information from the media |  6 | Guiding students to point out facts from newspapers, TV, and brochures | Students practicing to point out facts from newspapers, TV and radio brochures | TV, radio, newspaper s, in brochures |  Oxford Secondary English Book 1 | An ability to identify facts from the media |  |
| 13.2 Analysing non factual information from the media | Teacher to assign students to find out/point out facts from newspapers, TV, brochures orally and in writing | Studying on assigned texts with factual and non factual information from media | TV, radio, newspapers | Students to identify non-factual information from media |  |
| Use simple English to communicate in social interactions and settings | Express oneself appropriately in different situations using simpl En simplEEng. |  2nd  | 14.0 writing personal letters  | 14.1 writing friendly letters |  6 | Guiding students to study the formal and personal letters using model letters | Practicing to write meaningful letters to different members of their family and friends | Models of personal letters | Students ability to write friendly letters |  |
| **Competence** | **General Objective** | **Month** | **Week** | **Main Topic** | **Sub-topic** | **Periods** | **Teaching Activities** | **Learning Activities** | **T/L Materials** | **References** | **Assessment** | **Remarks** |
| Engage in simple conversations and transactions on familiar topics | Write simple descriptions in English | September |  3rd and 4th  |  15.0 Taking notes | 15.1 writing notes from oral texts |  12 | Reading simple oral texts to the students | Students to take notes from simple texts from simple texts read and discuss in groups and discuss and correct any mistakes noted | Various simple oral texts |  Oxford Secondary English Book 1 | An ability of students to take down some important notes from oral texts read |  |
| 15.2 writing notes from written texts | Assigning students to read selected written texts | Students to answer questions based on the text read, and discuss in groups, and write notes from the texts read | various simple written texts | Ability to write down important notes from simple written texts |  |
| Use English to obtain, process, construct and provide subject matter information in spoken and writing form | Students should be a very well knowledgeable on how to write a variety of texts |  October |  1st  | 16.0 writing a variety of texts | 16.1 Filling in forms 16.2 writing things in a diary | 6 | Showing students any of official forms and directing them on how to fill in the formsPassing around the class to see if they are correctly filled in by students | Students to fill in forms independently In pairs students to discuss the filled in forms | Bank forms, immigration forms, hospital forms, school adm. forms | Students to fill in the forms  |  |
| **ompetence** | **General Objective** | **Month** | **Week** | **Main Topic** | **Sub-topic** | **Periods** | **Teaching Activities** | **Learning Activities** | **T/L Materials** | **References** | **Assessment** | **Remarks** |
| Use English to obtain, process, construct and provide subject matter information in spoken and writing form | Students should be a very well knowledgeable on how to write a variety of texts |  October |  2nd  | 16.0 writing a variety of texts | 16.2 Writing thing s in a diary |  6 | The teacher to show the students a sample of the diary Guiding students to brainstorm on the uses of diaries | Students to keep/write diaries for a given period Brainstorming on the uses of diary and to write their personal diaries | A diary calendar | Oxford Secondary English Book 1 | An ability of students to write things / notes in a diary |  |
|  |  | 3rd and 4th  |  |  |  |  Midterm test and  | Quarter holiday |  |  |  |  |
|  |  | Nov. |  |  |  |  | Revisions |  |  |  |  |  |
|  |  | Dec. |  |  |  |  |  Annual exams and | Long vacation |  |  |  |  |