



FEDERAL MINISTRY OF EDUCATION

Accelerated Basic Education Curriculum English Studies (Level 3: Stage 1 - 3)



NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)

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Foreword

One of the targets set out by the Federal Government of Nigeria under the current dispensation is the eradication of the menace of out-of-school children that has bedeviled the country since the past three decades. This target area of concern formed one of the 10 pillars of the Ministerial Strategic Plan (2016 -2019) which have metamorphosed into the Ministerial Strategic Plan (2018 -2022). The effort asserted in this direction, is in line with the Constitution of the Federal Republic of Nigeria, which recognizes education as a fundamental right of every child, irrespective of ethnic background, social-economic status, religious affiliation and family background.

One of our turnaround strategies, as outlined in the Ministerial Strategic Plan, is to create opportunities for the education of all children and youths, who for one reason or the other, are out of school. These children, who are found in many parts of Nigeria, constitute about 5% of the world's population of Out-of-School children.

The turnaround strategies were based on identified gaps and challenges in the education sector. One obvious gap identified was the lack of well-thought educational programme that specifically addresses the peculiarities of average children who are not in school. The Accelerated Basic Education Programme (ABEP) is therefore a step taken towards filling the identified gap. Aside from addressing our domestic situation, the programme is in line with global best practices

The specific goal of the Programme is to mop-up (or reduce to the barest minimum) and bring back to school the large number of overage and out-of-school children who are disadvantaged, marginalized and affected by crises,

disasters or other socio-economic factors.

I am therefore pleased to note that the Nigerian Educational Research and Development Council (NERDC) has taken this step towards the provision of the curriculum to drive the AEP programme. I congratulate NERDC and her partners for successfully completing the development of the Accelerated Basic Education Curriculum for the Implementation of the Accelerated Basic Education Programme in Nigeria. I wish to particularly thank Plan International and Save the Children International for supporting the development of the curriculum under the European Union funded project: The EU Response, Early Recovery and Resilience in Borno State: Education Component. I also acknowledge the contributions of all experts who worked hard in the development of the curriculum. The curriculum is flexible and provides learning options and pathways for learners.

It is therefore my pleasure to present the curricula to all Nigerians and our foreign partners for the education of out-of-school children under the accelerated education programme.

My utmost hope is that the effective use of the curricula will bring about our desired aim of providing quality basic education to all Nigerian children irrespective of the circumstances surrounding their existence.

ADAMU ADAMU

Honourable Minister of Education, FME, Abuja.

October 2019

Preface

Nigeria, in the recent past, has been rated as one of the countries in the world with a huge population of out-of-school children and youths. The situation became worsened by the escalation of insurgency in the northeast leading to closure of many schools and the displacement of huge number persons including children and adolescents. Credible sources have it that many schools in the northeast states were closed from November 2014 to June 2015. By August 2017, an estimated 57% of schools were still closed in Borno.

Although many of the schools have been reopened, a high percentage of children are yet to return to school due to poverty and other socio-economic factors. There are also pockets of attack, psychosocial factors that affect human instability including where to start education again, having been out of school for many years (up to 10 years, in some instances).

Further, in the recent times, there have been widespread happenings, across the country, that have led to long term disruption of the educational pursuits of children and youths. These children and youths, in most instances, are either overage to continue schooling from where they stopped or are overage to start schooling from the foundation class (Primary 1). Incidentally, this group of children are found in many parts of the country.

Addressing this situation required the articulation of a special form of educational programme that will meet the peculiar circumstances of children in this category. Whereas pockets of efforts have been made towards addressing the challenge, Nigeria lacks a strategically designed educational programme and curriculum standards that suits the peculiarities

of children in this category. Understandably, some non-governmental organizations have attempted to provide some interventions in this regard but these had been done without a nationally established framework and curriculum standards. Importantly, the Ministerial Strategy Plan (2018-2022) had clearly identified containing the menace of out-of-school children as one of the 10 pillars of the programmes targeted at bringing about change in the Nigerian education sector.

The above scenario informed the need for the development of a National Accelerated Education Curriculum with the overarching objective of providing a catchup educational programme suitable for the educational needs of out-of-school children, and in the process mainstream them to formal school programme or provide them with alternative career path through enrolment into vocational training centres, after completing basic education. The intention to develop the curriculum arose also because of the need to provide a national curriculum standard that can be used in all states of Nigeria, where there are such peculiarities.

The Nigeria Accelerated Education Programme (NAEP) specifically targets out-of-school children between ages 10 and 18 who were in school but had their education interrupted and are overage to continue schooling from where they stopped and; those who have never been to school and are overage to start formal education from the foundation class (Primary 1).

The NAEP is structured into 3 Levels as exemplified below:

- Level 1 (Stage 1 -3) to cover the curriculum contents of Primary 1 – 3
- Level 2 (Stage 1 -3) to cover the curriculum contents of Primary 4 – 6
- Level 3 (Stage 1 -3) to cover the curriculum contents of JS 1 -3.

Each level will run for one academic year of 3 terms, similar to the regular school programme but with a flexible timetable in learner-friendly centres. The structure is further explained in the table below:

Level	Target group
Level 1	<ul style="list-style-type: none"> Those who have never been to school aged 10 and above
Level 2	<ul style="list-style-type: none"> Those who have been to school up to primary 2 or 3 but dropped out due to one reason or the other.
Level 3	<ul style="list-style-type: none"> Those who have been to school up to primary 5 or 6 but dropped out due to one reason or the other.

Five subjects were selected for the implementation of the programme. These are: English Studies, Mathematics, Basic Science and Technology, Nigerian History and Values and one Nigerian Language (Hausa, Igbo and Yoruba, in the interim).

The development of the Accelerated Basic Education Curriculum involved a systematic procedure in which the 9-Year Basic Education Curriculum (for the selected subjects) was condensed into a 3-Year accelerated basic education curriculum without compromising the quality.

NERDC's four-stage approach to curriculum development was adopted in the process. These are:

- i. Planning, which involves concepts and strategy formulation,

- ii. Writing (crafting) of the initial draft of the curriculum document;
- iii. Critique of the draft curriculum document; and
- iv. Editorial and finalization of the curriculum document.

Teacher's Guide, with detailed and well sequenced contents, instructional strategies and assessment procedures is also developed to strengthen teachers' capabilities to effectively teach the curriculum.

It is my delight to acknowledge the role played by Plan International and Save the Children International in the development of the curriculum under the European Union funded project: The EU Response, Early Recovery and Resilience in Borno State : Education Component.

My appreciation also goes to all our resource persons for their efforts, expertise and commitment to the success of the project. It is my deepest conviction that the use of this curriculum will be of immense benefit to the nation in the bid to addressing the problem of out-of-school children in Nigeria.

PROF. ISMAIL JUNAIDU
Executive Secretary, NERDC

Introduction

The Accelerated Basic Education Programme (ABEP) is a catchup education programme meant to take care of the educational needs of overage children and youths between the age 10 and 18 who for certain reasons could not enroll into regular school or had their educational programmes interrupted. The Philosophy for ABEP, like the overall philosophy of Nigeria education; is to develop the individual into a sound and effective citizen and the provision of equal opportunities for the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life-skills; as well as the ethical, moral, security and civic values needed for laying a solid foundation for life-long learning. On a more specific note, the ABEP is designed to mop-up (or reduce to the barest minimum) and bring back to school the large number of out-of-school children spread across many parts of Nigeria. The programme targets two categories of these children. These are:

- Children and youths whose education programme were interrupted and are overage to continue schooling from where they stopped.
- Children and youths who have never been to school and are overage to start formal education from the foundation class (Primary 1).

The ABEP, which is unique in all its ramifications, is to be implemented in 3-Levels comprising:

- Level 1 equivalent of Primary 1 - 3
- Level 2 equivalent of Primary 4 - 6
- Level 3 equivalent of JS 1- 3

In each of these levels, learners are expected to acquire basic education

competencies equivalent to their mates in the regular school programme.

Given the uniqueness of the programme, it became imperative to redesign and condense the 9-Basic Education Curriculum in such a manner as to meet the peculiarities and needs of the intended beneficiaries of ABEP without compromising quality. Thus, the Accelerated Basic Education Curriculum (ABEC) is developed to provide the recipients unique learning experiences that will enable them to acquire basic knowledge, skills and competencies sufficient for mainstreaming and coping with the curriculum contents in the formal school system.

The English Studies Curriculum for ABEP is specifically focused on giving the learners the opportunities to:

1. Develop reading skills as foundation for further education and lifelong learning;
2. acquire functional literacy and communication skills for successful living;
3. cultivate the skills for effective communication in English as the national lingua franca; and
4. acquire basic cultural values, respect for elders and other people's views as a basis for interaction with members of their immediate community.

The thematic approach was adopted in the selection of the contents and learning experiences in the curriculum. These contents are organized under 4 themes at each Level as shown in the table below:

Level	Theme
1	Oral language
	Concept of print and writing
	Phonemic awareness and phonics
	Fluency, vocabulary and comprehension
2	Oral language
	Concept of print and writing
	Phonemic awareness and phonics
	Fluency, vocabulary and comprehension
3	Literary appreciation
	Concept of print and writing
	Phonemic awareness and phonics
	Fluency, vocabulary and comprehension

The curriculum has been further scoped and sequenced into lesson topics for ease of implementation at the ABEP learning centres. Since English Studies is a fundamental subject for lifelong learning, 5 hours every week is to be dedicated to the teaching and learning of the curriculum contents. This means that, out of the 4 hours daily learning period for the ABEP, 1 hour shall be used for the teaching and learning of English Studies.

Teacher's Guide has also been developed to further support the effective implementation of the curriculum by both teachers and policy makers. It is therefore recommended that the curriculum be implemented with due reference to the teacher's guide. Finally, it is envisaged that education managers, teachers, Development Partners and other stakeholders will provide the necessary infrastructure and support required for the actualization of the objectives of the curriculum.

Dr. Garba D. Gandu

Director, Curriculum Development Centre, NERDC

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ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: LITERARY APPRECIATION

LEVEL: THREE

STAGE: ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Figurative Language	Learners should be able to : 1. define figurative language; 2. identify figurative expressions in a text; and 3. give examples of figurative language.	Concept of figurative language. • Expressions used to give pictorial or illustrative effect to language.	1. Explains the concept of figurative language. 2. Shows examples of figurative language in a text 3. Guides the learners to give examples of figurative statements.	1. Listen as the teacher explains the concept of figurative language. 2. Recognise the examples. 3. Give examples of figurative expressions in English, using the dictionary.	1. Dictionary. 2. Short passages containing figurative language 3. Cardboard paper strips with one figurative expression written on each strip.	Learners to: 1. explain the concept of figurative language; 2. identify figurative language from given texts; and 3. give examples of figurative language.
Idioms	Learners should be able to : 1. recognize the difference between the literal use and idiomatic use of language 2. identify English idioms; and 3. use some idiomatic expressions in oral and written forms	Concept of Idioms with examples, e.g. • To blow one's trumpet (to boast). • To let the cat out of the bag (to reveal a secret). (Note that proverbs are not idioms)	1. Explain the concept of idioms in English language. 2. Shows examples of idioms in selected short passages.	1. Listen as the teacher explains the concept of idiomatic expressions 2. Recognize the examples in passages.	1. Sentence strips 2. Chalkboard 3. Short passages containing idioms	Learners to: 1. recognize the difference between the literal and idiomatic use of language 2. identify some idioms; and 3. use some idiomatic expressions orally and in written form.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: LITERARY APPRECIATION

LEVEL: THREE

STAGE: ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Poetry	Learners should be able to : 1. explain what poetry is; 2. list the features of a poem and 3. read a selection of poems (oral and written poetry)	Concept and features of poetry e.g. in verses, uses sound effects, e.g. rhyme, etc.	1. Explains the concept of poetry. 2. Guidesthe learners to list the features of poetry with examples. 3. Reads aloud a poem written from a large cardboard paper or the chalkboard to learners.	1. Listen to the teacher's explanation of the concept and take down notes. 2. List the features of poetry giving examples 3. Listen tothe poem read by teacher.	1. A large cardboard paper with a short poem written on it. 2. Poetry books.	Learners to: 1. explain the concept of poetry; 2. list the features of poetry;and 3. read a selected poem.
Drama	Learners should be able to : 1. explain the features of drama; and 2. differentiate between drama and poetryby identifying the features of both	Drama: Features e.g. theme, stage, costume, audiences, performance, etc.	1. Explains the features of drama. 2. Guides the learners to read and dramatize a selected play or incident of food contamination aloud. 3. Leads them to discuss the story in the drama and identify the unique features of the drama 4. Compares the features with those of a poem.	1. Listen to explanābns on the features of drama. 2. Read the selected play/drama and dramatize it. 3. Discuss the story and features of the drama. 4. Make a comparison list showing the difference between drama and poetry.	1. A short play from recommended texts 2. Appropriate costumes and props 3. Any other relevant material	Learners to: 1. explain the features of drama; and 2. differentiate between drama and poetry by identifying the features of both.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: LITERARY APPRECIATION

LEVEL: THREE

STAGE: ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Prose	Learners should be able to : 1. explain the concept of prose; 2. Identify its features; and 3. discuss the features of prose.	Concept of Prose and its features e.g. plot, characterisation, style, setting, theme, etc.	1. Explains /discusses the concept of prose. 2. Guides the learners to read a given text, identifying and discussing the features of prose (theme, style, characters, setting plot, etc. 3. Asks the learners to write their own stories/prose in groups.	1. Listen attentively and takes notes as the teacher explains the concept of prose. 2. Read the given text and list the features of prose; discuss each feature in groups (one feature per group). 3. A few learners write a short story on the chalkboard and identify the features of prose in their story. 4. Write a short story in groups.	1. Short story books. 2. Novels.	Learners to: 1. explain the concept of prose; 2. list two features of a prose; and 3. discuss the features of prose.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: CONCEPT OF PRINT AND WRITING

LEVEL: THREE

STAGE: ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Punctuation	Learners should be able to: 1. identify the suggested punctuation marks; 2. explain the use of these punctuation marks: colon, the semi-colon, dash, and bracket; and 3. label pictures of the identified punctuation marks.	More on Punctuation Marks e.g. colon (:), semi-colon (;), dash (-), bracket (()).	1. Shows each of the punctuation marks and explains its use. 2. Distributes one flashcard of each punctuation mark to each group of learners and conducts a show and tell activity. 3. Asks groups to exchange punctuation mark flashcards and repeat the show and tell activity this time using a new flashcard. 4. Supports learners as they use the punctuation marks in sentences.	1. Observe the pictures of the punctuation marks as the teacher shows the flashcards and listen attentively as the teacher explains the use of the punctuation marks. 2. Show the punctuation mark flashcards to their groups and explain their use with examples of its use in sentences. 3. In turn, each learner shows the new punctuation mark to the group and mention its use. The group then labels the flashcard with the name of the punctuation mark. Write a sentence on a 4. sheet of paper in their groups using the punctuation mark.	1. Flashcards of each punctuation mark with space at the end of it for labelling. 2. A large cardboard paper with the punctuation marks written clearly on it.	Learners to write one sentence using one or two of the punctuation marks.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: CONCEPT OF PRINT AND WRITING

LEVEL: THREE

STAGE: ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Spelling and Dictation	Learners should be able to spell simple polysyllabic words.	1. Spelling of polysyllabic words	<ol style="list-style-type: none"> Writes and reads simple polysyllabic words on the chalkboard e.g. education, minimise, paraphrase) Uses the Say and Clap method to model how to identify each syllable in the polysyllabic words Uses Spelling Rhythms to spell the polysyllabic words: e.g. a) Segment: sim/pli/fy b) Uses the letter names to spell each letter: simp l ify- simplify (using a rhythmic tone as if singing a song sim;pli; fy- simplify), then writes the spelling. Dictates/shouts out sentences containing the multisyllabic words. 	<ol style="list-style-type: none"> Repeat each polysyllabic word after the teacher. Practice the Say and Clap method to segment syllables using the words on the chalkboard Use Spelling Rhythms to spell the polysyllabic words Write some polysyllabic words as the teacher dictates the spelling Dictate sentences containing the multisyllabic words. 	<ol style="list-style-type: none"> Chalkboard A large cardboard paper with the steps of "Spelling Rhythm" clearly written on the cardboard paper. 	<ol style="list-style-type: none"> Learners spell polysyllabic words using Spelling Rhythms and the slash sign to separate the syllables then exchange their books with their partners. Use the teacher's list to check the words for the correctness

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: CONCEPT OF PRINT AND WRITING

LEVEL: THREE

STAGE: ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Creative Writing: narrative, argumentative and descriptive	Learners should be able to: 1. identify the different types of writing and the purpose 2. explain each type of writing mentioned; and 3. label the writing samples provided	Explanation of types of composition: narrative, argumentative and descriptive writing.	0. Explains the four types of writing 1. Identifies the different types of writing and elicits the learners' opinion on the purpose of each type using leading questions. e.g. I) what do you think is the purpose of a descriptive text/passage ii) what kind of words do you expect in a descriptive text? iii) why will such words be used in a descriptive text/passage? Explains that persuasive writing sets out to convince with supporting arguments and justifications a. Explains that descriptive writing describes aspects of something or an event, etc b. The teacher uses a table drawn out on the chalkboard, to record the feedback from the learners. 2. Presents two pieces of writing e.g. newspaper advertorial and a paragraph from a novel, each pasted on 4 cardboard sheets to be read in 4 groups by the learners; guides the learner to decide what type of writing each is.	1. Listen as the teacher explains the different types of writing 2. Identify the types of writing and match to their purposes and features, e.g. a. narrative- tells a story b. argumentative- justifies/argues c. Descriptive- describes, etc. 3. Read the two pieces of writing in the groups and discuss what type each of them is with reasons, with the teacher supporting them.	1. A chart to link each type of writing to its purpose 2. A newspaper article 3. A paragraph from a novel, written on a thick cardboard paper/ chalkboard	1. Write the purpose of the different types of writing. 2. Write a letter of complaint to the Local Government Chairman, telling him why the refuse bin in your area should be relocated to a different place.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: CONCEPT OF PRINT AND WRITING

LEVEL: THREE

STAGE: ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Reading Labels and Signposts	Learners should be able to describe the visual aspects of labels and signposts	Description of labels and signposts.	<ol style="list-style-type: none"> 1. Explains what labels and signposts are 2. Asks the learners to give examples of labels and signposts, then asks the to mention some examples of signposts and labels 3. Mentions and describes a few labels, e.g.: brainstorm on the colours and designs of some labels and signposts (brought to the class by the teacher). 4. Draws and colour some labels and signposts in groups. 	<ol style="list-style-type: none"> 1. Listen to the teacher's definition of labels and signposts. 2. Give some examples of signposts and labels and describe them (discussion/interactive). 3. Say the colours and designs of some labels and signposts (group discussion/interactive). 4. In their groups, draw and colour some labels and signposts. 	<ol style="list-style-type: none"> 1. Cardboard paper/A4 paper. 2. Some food labels and pictures of signposts. 	<ol style="list-style-type: none"> 1. Describe one food label and one signpost.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: PHONEMIC AWARENESS AND PHONICS

LEVEL: THREE

STAGE: ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNER		
Learning Exceptions (Silent Letters, Assimilations)	Learners should be able to : 1. give the meaning of silent and assimilated letters; 2. underline the silent letters in given words; and 3. use words with silent letters in sentences.	Explanation of what silent and assimilated letters mean.	1. Guides the learners to explain the meaning of silent and assimilated letters. 2. Writes selected words with silent letters on the chalkboard.(tomb, listen, science, debt, night, knock e.t.c) 3. Pairs up learners to find and underline the silent and assimilated letters in the given words 4. Helps the learners use the words in constructing sentences.	1. With the assistance of the teacher, explain the meaning of silent and assimilated letters in words. 2. Copy the selected words with silent and assimilated letters from the chalkboard/cardboard paper. 3. In pairs, underline silent letters in the given words; check the work with the teacher. 4. Write sentences using words with silent/assimilated letters.	1. Sample words with silent and assimilated letters, written on cardboard paper with the silent/assimilated letters underlined. 2. Course book. 3. Other selected materials.	1. Identify silent and assimilated letters. 2. Point to the words containing silent and assimilated letters on the chalkboard, in and out of order, for learners to say them correctly 3. Write four (4) sentences using one of the words.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: FLUENCY, VOCABULARY AND COMPREHENSION

LEVEL: THREE

STAGE: ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Stress and Intonation	Learners should be able to: 1. describe stress; 2. describe Intonation; and 3. use the syllables to demonstrate stress positions in words.	Introduction to Stress and Intonation Pattern.	<ol style="list-style-type: none"> 1. Reads the polysyllabic words written on the chalkboard. 2. Reads polysyllabic words and emphasises the stress syllables in each word. 3. Asks the learners to identify the stressed part of the polysyllabic words. 4. Asks the learners to explain what they understand by intonation and give examples. 5. Listens to the group presentations and corrects unclear ideas with examples and give feedback to groups. 	<ol style="list-style-type: none"> 1. Explain what they understand by stress. 2. Give examples of stress using words and discuss those examples in groups. 3. Present their conclusion/decision on which part of a word is stressed to the teacher. 4. State their understanding of intonation in groups, with examples. 5. Groups read some sentences with correct intonations and get feedback. 	A list of polysyllabic words written on the chalkboard.	<ol style="list-style-type: none"> 1. Explain Stress and Intonation in their own words. 2. Read some sentences with the correct intonation.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: FLUENCY, VOCABULARY AND COMPREHENSION

LEVEL: THREE

STAGE: ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
			TEACHER	LEARNERS		
Comprehension Questions: Literal, inferential and Critical	Learners should be able to: 1. read class/age appropriate texts accurately; and 2. answer questions on the given passage.	<ul style="list-style-type: none"> Reading short class/age appropriate passages on emerging issues, e.g. food and drug safety, climate change, trafficking in persons etc. 	1. Provides short texts on drug abuse or any emerging issue. 2. Guides the learners to read the texts. 3. Emphasizes the pronunciation of the key words. 4. Asks questions on what they have listened to in the text.	1. Read the text fluently. 2. Pronounce key words appropriately. 3. Answer questions on the text read.	1. Selected texts on emerging issues. 2. Charts. 3. Pictures. 4. Supplementary readers . 5. Flash cards showing the key words.	Learners to: 1. read given text fluently; and 2. answer questions on the text.
Paraphrase	Learners should be able to: 1. read and paraphrase the main ideas in the selected passage, making it simpler by using different words to make them clearer without changing the meaning ; and 2. demonstrate how to arrange information	Reading Selected class appropriate passages/stories on emerging issues, e.g. road accident, human trafficking.	1. Guides the learners to define paraphrase with examples. 2. Leads the learners to read the passage on an emerging issue and underline the sentences to be paraphrased. 3. Guides the learners to re-read the passage in groups and re-tell the story orally to the whole class using simpler and clearer words and expressions	1. Define paraphrase and give examples. 2. In groups read and the passage identify the underlined main ideas/key issues from each paragraph and paraphrase them. 3. Arrange the information obtained after re-reading each paragraph and paraphrasing it. 4. Use simpler synonyms/ to replace	1. Selected passages with emerging issues . 2. Posters. 3. Pictures. 4. Recommended course texts.	Learners to: 1. define paraphrase; 2. identify sentences, difficult words/ expressions that can be paraphrased; and 3. write paraphrases that convey key issues in a given passage.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: FLUENCY, VOCABULARY AND COMPREHENSION

LEVEL: THREE

STAGE: ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
	extracted from a passage.		4. Uses synonyms to replace sets of words in paraphrasing.	words equivalents as a strategy in paraphrasing.		
Summary	<p>Learners should be able to:</p> <ol style="list-style-type: none"> 1. identify the topic sentences from given paragraphs/ passages; e.g. on Civil Unrest-types and causes; Human Trafficking, and the concept of entrepreneurship 2. identify key ideas from different paragraphs;and 3. identify words and expressions that redirect attention to the main points. 	<ol style="list-style-type: none"> 1. Reading selected class appropriate passages on emerging issues and identifying topic sentences, e.g. <ul style="list-style-type: none"> - road traffic management; - safe storage of foods; - meaning and importance of entrepreneurship; and - Civil Unrest and Management, Types and Causes; - How to prevent/ avoid Civil Unrest - Early Warning Signs on Civil Unrest; and - Civil Societies Against Human Trafficking. 	<ol style="list-style-type: none"> 1. Presents appropriate passages. 2. Guides the learners to identify the topic sentences. 3. Guidethe learners to identify and list key ideas in different paragraphs/passages 4. Guidethe learners to use appropriate words and expressions to emphasisethe main points in the topic sentence 	<ol style="list-style-type: none"> 1. Read the passages provided by the teacher. 2. Identify the topic sentences and key ideas in the passage. 3. Identify words and expressions that emphasise the topic sentence/ideas 4. 5. Write down the key pointsof the topic sentence as summarised by the teacher using appropriate words and expressions 	<ol style="list-style-type: none"> 1. Passages /texts from newspaper/magazine cuttings that show diagrams and effects of civil unrest and Human Trafficking e.g. the people affected (victims). 2. Supplementary readers. 3. Passages from Course books 4. Other relevant materials. 	<p>Learners to:</p> <ol style="list-style-type: none"> 1. accurately identify the topic sentences in the given paragraphs/ passages; 2. identify the main ideas in the different paragraphs; and 3. write phrases and sentences that summarise/paraphrase the topic sentence in the given passage.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: FLUENCY, VOCABULARY AND COMPREHENSION

LEVEL: THREE

STAGE: ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Registers	Learners should be able to identify registers in given passages.	Identification of registers in given topics: language use according to the subject of discourse or situation of use.	<ol style="list-style-type: none"> Explains the meaning of register with examples and leads class discussion on the topic. Reads a class appropriate passage on emerging issues from a recommended text, e.g. stock exchange, catering, marriage ceremony, etc. Supports the learners as they read the passage in groups and highlight the registers. Guides the learners to fill in the gaps in the passage with the appropriate registers. 	<ol style="list-style-type: none"> Listen as the teacher explains the meaning of register and take part in the class discussion. Listen as the teacher reads the passage aloud. Read the passage and highlight the registers. Fill in the gaps in the passage with the appropriate registers. 	<ol style="list-style-type: none"> Course books. Classroom organisation. Model speech. Sample of reports. A class appropriate text written on cardboard with gaps for learners to fill in the correct registers. A list of ten (10) registers. 	<p>Learners to:</p> <ol style="list-style-type: none"> use the appropriate format in making speeches on different occasions; identify the appropriate register for different occasions; and make speeches with clear pronunciations, correct stress and intonations.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: FLUENCY, VOCABULARY AND COMPREHENSION

LEVEL: THREE

STAGE: ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Singular and plural	<p>Learners should be able to:</p> <ol style="list-style-type: none"> distinguish between singular plural forms of nouns; and distinguish between singular and plural forms of verbs. 	<p>Discussing the differences between singular and plural: nouns e.g cat/cats bag/bags.etc;</p> <p>verbs e.g. singular-</p> <p>I go/ you go; she goes, he goes;</p> <p>e.g. plural:</p> <p>we go; you go; they go.</p>	<ol style="list-style-type: none"> Explains the words 'singular' and 'plural'. Introduces the sound /s/ as a mark of plural (more than one thing)for many nouns and asks learners if they can hear the sound /s/ in these words e.g. one boy, two boys, one girl, two girls. Shows the simple table of nouns: how the plural forms of nouns vary depending on their endings. Creates a similar table with verbs. 	<ol style="list-style-type: none"> Listen to the meaning of singular and plural; Listen to the plural s sound in plural noun endings; Study the table in groups and add more plural forms of nouns to the table following the pattern in the table. 	<ol style="list-style-type: none"> Chalk board. Flash cards. Course book. 	<p>Learners to:</p> <ol style="list-style-type: none"> form the plural forms of nouns ending in oy, -ey and; and or; compare the singular and plural forms of verbs.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: FLUENCY, VOCABULARY AND COMPREHENSION

LEVEL: THREE

STAGE: ONE

Tenses	<p>Learners should be able to:</p> <ol style="list-style-type: none"> 1. Explain the present perfect tense and the past continuous tense. 2. Use the present perfect and past perfect in sentences; and 3. Explain the present continuous and past continuous. 	<p>Explanation of the present perfect, past perfect, present continuous and past continuous tenses.</p>	<ol style="list-style-type: none"> 1. Explains the present perfect tense and describes its features: e.g.: I have finished the work. 2. Writes sentences in present tense and present perfect for the learners to recognise and see the difference. 3. Introduces the past perfect as something that happened and ended in the past before something else happened; gives examples using sentences. 4. Explains the present continuous and past continuous and guides learners on how to use them in writing. 	<ol style="list-style-type: none"> 1. Listen as teacher explains the concept of present perfect 2. Identify the present perfect tense in sentences and construct their own sentences using present perfect tense. 3. Listen to the teacher's explanation of the past perfect tense. 4. Construct sentences using past perfect tense. 5. Listen as the teacher explains the present continuous and the past continuous and work in groups to write sentences using present continuous and past continuous tenses. 	<ol style="list-style-type: none"> 1. Course text book. 2. Chalk board. 3. Flash cards. 	<p>Learners to :</p> <ol style="list-style-type: none"> 1. make four simple sentences in the present perfect; 2. describe an event that happened and ended in their school using the present perfect; and 3. describe an event that happened and ended in their family using past perfect.
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ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: LITERARY APPRECIATION

LEVEL: THREE

STAGE: TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Figurative /language	Learners should be able to: 1. explain the meaning of metaphor and give examples; 2. explain a simile and give examples; and 3. define oxymoron and use it in a sentence.	Types of figurative language, e.g. metaphor, simile, oxymoron, personification, etc: 1 metaphor – He is a devil 2 simile – He is like a devil 3 oxymoron – Cruel `` kindness 4 Personification: Fate smiled on her.	1. Asks questions to recall the meaning of figurative language 2. Explains the meaning of the figurative language under discussion, with examples.	1. Share what they already know about figures of speech. 2. Note and take down notes.	1. Dictionaries. 2. strips of paper with names of the figures of speech written on each.	1. Mention two figures of speech and explain their uses, giving examples.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: LITERARY APPRECIATION

LEVEL: THREE

STAGE: TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		MATERIALS	EVALUATION GUIDE
			TEACHER	LEARNERS		
Idioms	Learners should be able to: 1. recognise the difference between the literal and the idiomatic use of language; 2. list some idiomatic expressions; 3. use some idiomatic expressions in sentences; and 4. read a play/prose aloud and identify the idiomatic expressions in them.	Identification of idiomatic expressions in plays and prose; and using them in sentences.	1. Models how to read a poem with rhythm and expression. 2. Identifies one idiomatic expression and guides the learners to identify more from the poem. 3. Put idioms in one basket, and their meanings in another and asks the learners to match the idioms to their meanings. 4. Guides the learners to use idioms in sentences 5 Guides them to read aloud the idiomatic expressions constructed and give the literal meaning of the expressions.	1. Read the selected poem, imitating the teacher 2. Identify the idiomatic expressions in the poem/prose or play 3. Match idioms and their meanings as guided by the teacher. 4. use idiomatic expressions in sentences that bring out their meanings 5. Read to the class the sentences and idiomatic expressions constructed and give the literal meanings of the idiomatic expressions.	1. A set of flashcards in a basket, containing the idioms and another set of flashcards, containing the meaning of the idioms in another basket. 2. Course books. 3. List of idiomatic expressions.	1. Learners to state the difference between literal and idiomatic uses of language; 2. give some idiomatic expressions; and 3. use four idiomatic expressions in sentences.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: LITERARY APPRECIATION

LEVEL: THREE

STAGE: TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Poetry	<p>Learners should be able to:</p> <ol style="list-style-type: none"> 1. read a selection of poems (oral and written poetry); 2. identify the language of poetry; 3. explain the meaning of selected poems; and 4. list the types of poetry. 	<ol style="list-style-type: none"> 1. Language of poetry: emotionally charged, concise, unique. 2. Types of poetry: <ol style="list-style-type: none"> a. Dirge b. Epic c. Lyric d. Dramatic poetry, etc. 	<ol style="list-style-type: none"> 1. Reads a poem to the learners 2. Leads them to identify the language of poetry using guiding questions e.g. <ol style="list-style-type: none"> a) how does the poet express... b) what words does he use to convey... c) what feeling/ emotion is the poet expressing in lines...?. 3. Leads the learners to discuss and explain the meaning of the poem e.g. <ol style="list-style-type: none"> a) What is the main idea in the poem?. 	<ol style="list-style-type: none"> 1. Listen to the teacher's oral presentation. 2. Follow teacher's cues to discuss the language of the poem and the type of poetry. 3. Read the poem with fluency and expression and discuss its meaning. 	<ol style="list-style-type: none"> 1. Poetry books. 2. Other relevant resources. 	<p>Learners to:</p> <ol style="list-style-type: none"> 1. read poems correctly; 2. Identify the language of poetry; 3. Explain the meaning of selected poems; and 4. List the types of poetry.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: LITERARY APPRECIATION

LEVEL: THREE

STAGE: TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Drama	<p>Learners should be able to:</p> <ol style="list-style-type: none"> 1. read aloud and dramatise different kinds of drama texts; 2. explain the different themes and features of each kind of drama; and 3. write a short play. 	<p>Kinds of drama: e.g. Comedy, Tragedy, Tragi-comedy, melodrama, etc.</p>	<ol style="list-style-type: none"> 1. Guides the learners to read aloud meaningfully a selected play or incident on food contamination paying attention to diction. 2. Leads them to discuss the story of the drama. 3. Guides them to discuss various drama features e.g dramatisation, dialogue, character, plots, theme etc. 4. Leads them to identify and describe kinds/forms of drama e.g. comedy, tragedy, (tragi-comedy, melodrama, etc.) 5. Guides them to write a short play. 	<ol style="list-style-type: none"> 1. Read aloud selected plays. 2. Discuss the storyline. 3. Identify features of drama (dramatisation, character, plot, etc.). 4. Brainstorm on and describe kinds /forms of drama. 5. Write a short play. 	<ol style="list-style-type: none"> 1. Selected plays from recommended texts. 2. Appropriate costumes/props. 3. Any other relevant materials. 	<p>Learners to:</p> <ol style="list-style-type: none"> 1. correctly read and dramatise a given text successfully; 2. explain different themes and features of each kind of drama; and 3. write a play.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: LITERARY APPRECIATION

LEVEL: THREE

STAGE: TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Prose	Learners should be able to: 1. identify the types of prose; 2. list the features of prose; 3. differentiate between the two types of prose; and 4. write own stories using the types of prose.	1. Fiction and biography; explanation of their differences. 2. Aspects of fiction • setting • characterisation • plot • theme • technique/style.	1. Leads learners to identify different types of prose . 2. Guides the learners to list the features of each type . 3. Presents the learners with short texts of the different types of prose: fiction and biography. 4. Guides them to write a preferred type of prose.	1. I identify different types of prose 2. list the features of each type of prose . 3. Read a different type of prose in groups and list the features, then share with the whole class. 4. Each group writes a story on a type of prose of their choice. .	1. Storybooks 2. Supplementary books/readers . 3. Short texts from different types of prose.	Learners to: 1. identify types of prose; 2. explain accurately the features of prose; 3. differentiate between two types of prose ; and 4. write their own stories on one type of prose.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: CONCEPT OF PRINT AND WRITING

LEVEL: THREE

STAGE: TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Punctuation	Learners should be able to: 1. use punctuation marks such as colon, semi-colon exclamation marks, dash, etc. correctly. 2. punctuate unpunctuated sentences correctly using a colon, semicolon, dash or brackets.	1. Punctuating short, unpunctuated written sentences.	1. Writes sample sentences with the appropriate punctuation marks, such as colon, semi-colon, dash etc. 2. Explains various uses of the colon, semicolon, etc. 3. asks learners to match sentences with the missing/ appropriate punctuation marks. 4. Writes the sentences with the correct punctuation marks. 5. Asks learners to write their own example sentences using the correct punctuation marks, in their books.	1. Read the sentences provided 2. Listen to teacher's explanations of the uses of the punctuation marks. 3. Match sentences with the appropriate punctuation marks. 4. Write teacher's examples in their books, 5. Construct sentences of their own in their books, using the correct punctuation marks.	1. Selected passages from the course book. 2. Sample sentences showing the punctual marks. 3. Four or five sentences without punctuation (one sentence per group). 4. Flashcards with enough mix of the marks to go round 4-5 groups.	1. Learners to use punctuation marks correctly in their own sentences. 2. Learners to punctuate two unpunctuated sentences individually.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: CONCEPT OF PRINT AND WRITING

LEVEL: THREE

STAGE: TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Spelling and Dictation	Learners should be able to spell difficult words using the look, say, cover, write, and check method; using the rhythmic pronunciation of the words.	1. Spelling of difficult words e.g. occasion, accurate, impossible, mosquito, diarrhea, etc.	<ol style="list-style-type: none"> Explains that some sounds are difficult to spell due to their peculiar letter combinations and sometimes because they are spelt differently from their pronunciations. Writes some examples of difficult spelling words on the chalkboard. Models the Look-Say-Cover-Write-and-Check (LSCW&C) spelling method to spell difficult words, e.g. accurate 1st look closely at spelling the word. 2nd Say the word out loud to yourself. 3rd Cover the word so you can't see it but try to visualise it. 4th. Write the word in your book. 5th. Check to see if your spelling is correct Guides the learners as they practice the LSCW&C spelling method. 	<ol style="list-style-type: none"> Listen attentively to the features of difficult spelling words. Copy the examples given by the teacher and watch keenly as the teacher models Look, Say, Cover, Spell and Write (LSCW) spelling method Practice using the LSCW method to spell each difficult words provided <ul style="list-style-type: none"> write the new spelling words in the spelling exercise books as the teacher calls them out. 	<ol style="list-style-type: none"> Large Cardboard paper to write the features of different spelling words. Chalkboard. 	<ol style="list-style-type: none"> Learners to spell 5 difficult words using the LSCW&C.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: CONCEPT OF PRINT AND WRITING

LEVEL: THREE

STAGE: TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Creative Writing: Descriptive, Narrative, Argumentative	<p>Learners should be able to:</p> <ol style="list-style-type: none"> 1. identify various types of writing; 2. list elements of writing; 3. write on different topics using either: <ul style="list-style-type: none"> • Narrative • Argumentative • Descriptive styles. 	<p>Elements of composition- Introduction, Body, Conclusion, Arrangement of ideas in a logical order.</p>	<ol style="list-style-type: none"> 1. Leads the learners to identify different types of writing. 2. Leads the learners to list elements of composition. 3. Guides the learners to re-arrange ideas in a logical sequence. 	<ol style="list-style-type: none"> 1. Identify types of composition writing. 2. List elements of a composition with examples of related expressions. 3. Re-arrange the ideas generated in a logical sequence. 	<ol style="list-style-type: none"> 1. Selected topics. 2. Different types of passages. 3. Feature articles. 	<ol style="list-style-type: none"> 1. Identify various types of composition. 2. List the elements of composition particularly expository and argumentative writing. 3. Write an expository/ argumentative essay on given topics on emerging issues.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: CONCEPT OF PRINT AND WRITING

LEVEL: THREE

STAGE: TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Reading/ labels and Signposts	Learners should be able to: 1. Predict the use of a product from its label; and 2. explain the terms: signposts, bills boards and their use.	Recognition of information on Signposts, Labels and bill boards.	1. Designs a shop corner filled with goods/products with different labels. 2. Shows learners the goods/products with their labels. 3. Asks the learners to identify the products with their labels. 4. Discusses aspects of labels and signposts that affect the user.	1. Volunteer to role-play the short drama (about 2 -3 learners) 2. Look at the products and identify them with their labels together with their teacher 3. Identify other products with their labels, independently on labels, signposts and billboards.	1. Different kinds of objects with labels e.g. "bournvita" cans yoghurt packages, empty detergent packets toothpaste tubes, body creams, etc. 2. Pictures of signposts with labels.	1. Describe your experience and the influence of labels as you buy or sell goods in the market/supermark ets. 2. List some of the similarities and differences between labels and signposts.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: PHONEMIC AWARENESS AND PHONICS

LEVEL: THREE

STAGE: TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Learning Exceptions (Silent Letters, Assimilation)	<p>Learners should be able to:</p> <ol style="list-style-type: none"> 1. identify silent and assimilated sounds /letters in words that you know. 2. list five words that have different silent letters. 3. use the words to construct sentences correctly. 	<ol style="list-style-type: none"> 1. Identification of silent letters and assimilated sounds/letters with examples. 	<ol style="list-style-type: none"> 2. Lead the learners to identify silent and assimilated sounds/letters in words. 3. Guides the learners to list five (5) different words with silent letters /sounds 4. In groups assists the learners to construct two (2) sentences using the words with silent and assimilated sounds/letters. 	<ol style="list-style-type: none"> 1. Identify words with silent and assimilated sounds and letters. 2. In pairs list five (5) words with silent and assimilated sounds and letters. 3. In groups construct two (2) sentences using the words with silent and assimilated letters. 	<ol style="list-style-type: none"> 1. Word cards. 2. Sound cards. 3. Sentence strip. 4. Storybook. 5. Board/marker. 	<ol style="list-style-type: none"> 1. Circle the words with silent and assimilated sounds /letters from a list of given words. 2. List five (5) words and underline the silent and assimilated sounds correctly. 3. Construct two sentences using words with silent sounds.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: FLUENCY, VOCABULARY AND COMPREHENSION

LEVEL: THREE

STAGE: TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Stress and intonation	<p>Learners should be able to:</p> <ol style="list-style-type: none"> 1. define stress and intonation; 2. identify the three intonation patterns (statement, command and question); and 3. explain word and sentence stress. 	<p>Distinguishing between stress and unstressed patterns in words and sentences:</p> <p>mono-syllabic, bi-syllabic, and polysyllabic e.g.</p> <p>'give, 'can, 'sure, 'import-im'port, 'conduct con'duct, edu'cation, confir'mation.</p>	<ol style="list-style-type: none"> 1. Guides the learners to define stress and intonation using examples, comparing stressed and unstressed word patterns. 2. Uses the three intonation patterns to make statements, asks questions and gives command while the learners listen. 3. Introduce word and sentence stress and leads the learners to identify syllables of words using a game/cards. 	<ol style="list-style-type: none"> 1. Define stress and intonation with examples and render stressed and unstressed words. 2. Practice using intonation patterns in sentences. 3. Listen and read words underlined words with stressed syllables: picture/import etc. 	<ol style="list-style-type: none"> 1. Word cards. 2. Games. 3. Recommended course text. 4. Substitution table. 5. Other relevant materials. 	<p>Learners to:</p> <ol style="list-style-type: none"> 1. define stress and intonation; 2. identify the intonation patterns of given structures; and 3. Stress given words correctly orally.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: FLUENCY, VOCABULARY AND COMPREHENSION

LEVEL: THREE

STAGE: TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
			TEACHER	LEARNERS		
Comprehension Questions: Literal, Inferential and Critical	Learners should be able to: 1. read a given text accurately; 2. identify main ideas in the text/passages read; and 3. answer questions on the given passage.	Identifying main ideas in the text/passages read	1. Provides short texts on any emerging issue. 2. Guides the learners to read the texts. 3. Guides the learners to identify main ideas in the text. 4. Asks questions on what they have read in the text.	1. Read the text fluently. 2. Identify the main ideas in the text. 3. Answer questions on the text read.	1. Selected texts on emerging issues. 2. Charts. 3. Pictures. 4. Supplementary readers. 5. Flash cards showing the key words.	Learners to: 1. read given text fluently; 2. identify main ideas in the text/passages read; and 3. answer questions on the text.
Paraphrase	Learners should be able to: 1. explain paraphrase correctly; 2. read and paraphrase the main ideas in the selected passage; and 3. identify how to arrange information produced in the passage.	Rephrasing passages, bringing out the main ideas and information from passages read.	1. Guides the learners to define paraphrase with examples. 2. Leads the learners to read the passages in groups, underline and paraphrase the sentences with the main ideas 3. Discusses how to paraphrase, i.e. through reduction of clauses/sentences replacement of synonyms etc.	1. Define paraphrase and give examples 2. In a group, read the passages and identify/underline the main ideas from each paragraph and paraphrase 3. Arrange the information obtained from each paragraph through reduction of clauses /sentences replacement of synonyms	1. Selected passage with emerging issues 2. Posters. 3. Pictures. 4. Recommended course text.	Learners to: 1. define paraphrase ; 2. identify two (2) sentence, clauses that can be paraphrased and paraphrase them; and 3. write paraphrases that convey key issues in the passage.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: FLUENCY, VOCABULARY AND COMPREHENSION

LEVEL: THREE

STAGE: TWO

TOPICS	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Summary	<p>Learners should be able to:</p> <ol style="list-style-type: none"> 1. identify topic sentences in given paragraphs/ passages; 2. identify the key ideas from different paragraphs; 3. summarise given passages/paragraphs; and 4. explain the meaning of monitoring devices. 	<ol style="list-style-type: none"> 1. Explanation of main ideas and discussing strategies for summarizing a passage: 2. Essentials in summary writing: <ol style="list-style-type: none"> i. identification of topic sentences in given paragraphs/ passages . ii. identification of key ideas in different passages. 	<ol style="list-style-type: none"> 1. Selects and presents appropriate passages to the learners. 2. Leads the learners to identify topic sentences in the passages. 3. Leads the learners to identify the key ideas in different paragraphs 4. Guides the learners to summarise given paragraphs or passages. 5. Gives a model summary of a given passage. 	<ol style="list-style-type: none"> 1. Read materials/passages given by the teacher. 2. Identify ideas, repetitions in the passages. 3. Summarises the given passages or paragraphs. 4. Give a model summary of a given passage. 	<ol style="list-style-type: none"> 1. Newspaper/ magazine cuttings. 2. Course books. 3. Supplementary readers. 4. Reports. 5. Other relevant materials. 	<p>Students to:</p> <ol style="list-style-type: none"> 1. identify accurately topic sentences from paragraphs in given selections; 2. identify two main ideas from different paragraphs; and 3. summarise any two passages or paragraphs.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: FLUENCY, VOCABULARY AND COMPREHENSION

LEVEL: THREE

STAGE: TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Registers	Learners should be able to speak in public using appropriate registers for different occasions/activities.	Holding discussions and debates on emerging issues using appropriate registers e.g. Child Trafficking, Drug abuse, Cultism, etc.	<ol style="list-style-type: none"> 1. Leads the class discussion on the topic to be treated. 2. Guides the learners to discuss some emerging issues using appropriate registers. 3. Gives learners adequate time to practice speaking. 4. Designs strategies to make the lesson orderly and interesting, e.g. limit individual speaking time to five minutes. 	<ol style="list-style-type: none"> 1. Contribute to the discussion. 2. Discuss the appropriate registers in the passages on emerging topics. 3. Practice speaking on other emerging issues using appropriate registers. 4. Ensure that their speech or roles fit in with agreed timing. 	<ol style="list-style-type: none"> 1. Course books. 2. Classroom organization. 3. Model speech. 4. Sample passages on emerging issues with focus on register. 	<p>Learners to:</p> <ol style="list-style-type: none"> 1. use the appropriate format for making speeches for different activities; 2. hold discussions/debates using appropriate registers; and 3. Role-play a meeting session of a school club focusing on register of emerging issues.
Singular and Plural	Learners should be able to construct sentences with singular and plural verbs	Constructing sentences with singular and plural verbs, e.g: Singular: It goes; He eats Plural: They go; We go	<ol style="list-style-type: none"> 1. Explains the words 'singular' and 'plural'. 2. Introduces the letters /es/ as mark of the singular in verbs(I walk – you walk; he/she/walks) and asks 	<ol style="list-style-type: none"> 1.Listen to the meaning of singular and plural 2. Listen to the plural /s/ sound in plural verb endings. 3. Study the table in groups and add more plural forms of verbs to the table, 	<ol style="list-style-type: none"> 1. Chalk board. 2. Flash card. 3. Course textbook. 	Learners to construct sentences highlighting singular and plural verbs.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: FLUENCY, VOCABULARY AND COMPREHENSION

LEVEL: THREE

STAGE: TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
		<p>Singular: I have one friend; He has one bag.</p> <p>Plural: We have many friends; They have many bags.</p>	<p>learners if they can hear the sound /s/ in these words e.g. one cat, two cats, one cup, two cups.</p> <p>3. Shows the simple table of verbs in singular and plural and how the plural forms vary depending on the number of subjects.</p> <p>4. Creates a similar table with verbs,</p>	<p>following the pattern in the table</p>		
Tenses	<p>Learners should be able to:</p> <ol style="list-style-type: none"> 1. explain the Perfect tense and the past continuous tense; 2. use present tense and past tense in sentences; and 	<p>Using present perfect, past perfect, present continuous, and past continuous in sentences; present perfect using 'ed' and 'en' endings, e.g.:</p> <p>Past simple:</p> <p>"I went to Jos last year" (Finished time)</p> <p>Present perfect:</p> <p>"I have been to Jos twice"</p>	<ol style="list-style-type: none"> 1. explains the present perfect tense and describes its features, e.g. <ol style="list-style-type: none"> a. The present perfect refers to action completed in the present time uses an auxiliary verb with a past participle. b. Present perfect can also be seen as unfinished time or an unbroken connection 	<ol style="list-style-type: none"> 1. Listen as teacher explains the concept of present perfect 2. reproduce the time line in their exercise books 3. Identify the present perfect tense in the sentences and construct their own sentences in the present perfect tense. 4. Listen to the teacher's explanation 	<ol style="list-style-type: none"> 1. Course book 2. Sentence strips 3. Charts 4. Substitution table 	<p>Learners to :</p> <ol style="list-style-type: none"> 1. make one sentence individually, using the simple past; 2. make one (1) simple sentence in the present perfect; 3. make one (1) simple sentence in the present perfect; 4. describe an event that happened and ended in your school using the present perfect; and

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: FLUENCY, VOCABULARY AND COMPREHENSION

LEVEL: THREE

STAGE: TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
	3. use -'ed' and 'en' endings of present and past perfect. tenses	(Ongoing experiences of life-Unfinished time)	<p>between the past and the present.</p> <p>2. Uses time line to demonstrate present perfect against past simple.</p>	<p>of the past perfect tense and situate the past perfect in the time line.</p> <p>5. Identify the past and present continuous tenses in given sentences</p> <p>6. Make their own time lines in their groups and locate the times described in the sentences they construct.</p>		Write to your parents describing your experience as a school prefect.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: LITERARY APPRECIATION

LEVEL: THREE

STAGE: THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
			TEACHER	LEARNERS		
Figurative Language	Learners should be able to: use figurative Language in expressions – oral and written.	Using figurative language in expressions: in speech, writing or some other methods.	1. Reads out more statements in speeches with figurative language. 2. Lists out some statements containing figurative language.	1. Listen to the teacher read speeches to identify the figurative language used in their notes and list examples listed out by teacher.	1. Short passages containing figurative language. 2. Course book.	Learners to: Use figurative language in oral and written forms.
Idioms	Learners should be able to recognise the difference between the literal and the idiomatic use of language	Recognising the difference between the literal and idiomatic use of language; idioms expressed by phrasal verbs, i.e. idiomatic use of languages as opposed to the literal use, e.g: my friend came round ten minutes after he had fainted; my friend came round to see me.	1. Puts idioms in one basket, and their meanings in another. 2. Lets learners match the idioms to their meanings. (There should not be more than five cards at a time).	Match idioms and their meanings as guided by the teacher.	1. Flash cards containing the idioms as well as their meanings. 2. Course book. 3. List of idiomatic expressions.	State the difference between literal and idiomatic uses of language.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: LITERARY APPRECIATION

LEVEL: THREE

STAGE: THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
			TEACHER	LEARNERS		
Poetry	Learners should be able to: 1. read a selection of poems (oral and written poetry); 2. explain the meaning of selected poems; 3. identify the language of poetry; and 4. write simple poems of their own.	<ul style="list-style-type: none"> Reading/recitation of selected poems and explanation of the poems. 	1. Reads a poem to the learners. 2. Leads the learners to discuss and explain the contents of the poem. 3. Leads the learners to identify the language of poetry. 4. Leads them to write a poem.	1. Listen to the teacher's presentation 2. Read poems effectively 3. Discuss and explain the poems 4. Identify the language of poems on their own	1. Poetry books 2. Short poems	1. read poems correctly. 2. explain the meaning of given poems. 3. identify the beautiful language forms of poetry. 4. write simple poems.
Drama	Learners should be able to: 1. read and dramatise a given play; and 2. write a play.	<ul style="list-style-type: none"> Reading of selected plays. 	1. Guides the learners to read a selected play 2. Leads them to discuss the story 3. Guides them to dramatise/act the play 4. Guides them to write simple plays.	1. Read selected plays. 2. Discuss the story line and the major characters of the play. 3. Act the play. 4. Write a short play.	1. Selected plays from recommended texts. 2. Appropriate costumes/ props.	1. read and act given plays. 2. write a play.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: LITERARY APPRECIATION

LEVEL: THREE

STAGE: THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
			TEACHER	LEARNERS		
Prose	Learners should be able to: 1. read short stories; 2. explain their themes; and 3. highlight lessons learnt from stories (Didactic).	<ul style="list-style-type: none"> Reading of selected African novels. 	1. Engages the learners in discussion of the story line in short stories. 2. Explains the themes of the stories. 3. Guides the learners in the identification of important lessons to be learnt from the stories.	1. Discuss the story line of the stories. 2. Listen to explanation on the theme of the stories. 3. Identify lessons to learn from the story.	1. Story books 2. Supplementary readers. 3. Course book.	Learners to: 1. read selected stories; 2. explain the theme of the stories; and 3. identify lessons learnt from the stories.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: CONCEPT OF PRINT AND WRITING

LEVEL: THREE

STAGE: THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
			TEACHER	LEARNERS		
Punctuation	<p>Learners should be able to:</p> <ol style="list-style-type: none"> recognise and name upper case letters in words and sentences; state that capital letters and 'higher or upper cases' mean the same thing; use capital letters/higher cases correctly; and use the punctuation marks, e.g. comma, semi-colon, etc. correctly . 	<p>Capital letters: use of capital letters, e.g. illustrations, commas, persons, titles, places, etc.</p>	<ol style="list-style-type: none"> Guides the learners to identify and name all upper case letters. Writes sample sentences using higher cases and punctuation marks such as comma, semi colon, etc. Explains various uses of the punctuation marks. Asks the learners to provide similar examples. Asks them to write their own examples in their books. 	<ol style="list-style-type: none"> Identify and name upper case letters. Copy sample sentences with higher cases and punctuation marks in their books. Write down the explanations on uses of punctuation marks. Give more examples of punctuation marks. Write their own examples in their books. 	<ol style="list-style-type: none"> Simple story books. Course book. Sample sentences showing the various uses of capital/higher cases and the punctuation marks. 	<p>Learners to:</p> <ol style="list-style-type: none"> name upper case letters in words and sentences; state the similarity between capital letters and higher/upper case; use capital letters correctly; and Use punctuation marks correctly.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: CONCEPT OF PRINT AND WRITING

LEVEL: THREE

STAGE: THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
			TEACHER	LEARNERS		
Spelling and Dictation	<p>Learners should be able to:</p> <ol style="list-style-type: none"> 1. identify polysyllabic words; 2. spell difficult and polysyllabic words; and 3. practice dictation of difficult words. 	<p>Dictating and spelling of difficult and polysyllabic words in pairs and groups</p> <ul style="list-style-type: none"> • Poly-syllabic words are words that have more than two syllables, e.g. -E-xa-mi-na-tion -Du-pli-ca-tion -Pre-pon-de-rous. 	<ol style="list-style-type: none"> 1. Explains meaning of polysyllabic words. 2. Guides the learners to identify polysyllabic words. 3. Dictates difficult and polysyllabic words for learners to spell. 4. Guides the learners to work in pairs and in groups. 	<ol style="list-style-type: none"> 1. Listen to teacher and take down notes. 2. Identify polysyllabic words. 3. Spell difficult and polysyllabic words. 4. Work in pairs and in groups. 	<ol style="list-style-type: none"> 1. Pictures of objects. 2. Wall charts. 3. Flash cards. 4. Course book. 	<p>Learners to:</p> <ol style="list-style-type: none"> 1. explain what polysyllabic words are; 2. identify polysyllabic words; 3. spell such words; and 4. practice, through dictation, the difficult and polysyllabic words.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: CONCEPT OF PRINT AND WRITING

LEVEL: THREE

STAGE: THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
			TEACHER	LEARNERS		
Creative Writing, Descriptive, Narrative, Argumentative	<p>Learners should be able to:</p> <ol style="list-style-type: none"> 1. read through a given topic/passage; 2. jot down main and supporting ideas; 3. narrate a story on the topic; 4. describe people/things/events in the story; and 5. make the story argumentative 	<ul style="list-style-type: none"> • Writing of narrative, argumentative and descriptive essays on emerging issues, e.g. <ul style="list-style-type: none"> - Fake drugs. - Drug abuse. - Corruption. - Road safety. - Trafficking in persons. - Features of narrative, argumentative and descriptive essays. 	<ol style="list-style-type: none"> 1. Leads learners to read the given passage. 2. Highlights narrative aspects of writing. 3. Guides the learners to highlight descriptive aspect of writing 4. Exposes the learners to the argumentative aspects of essay writing. 5. Encourages the learners to write their own essay on any of the aspects. 	<ol style="list-style-type: none"> 1. Read a given passage. 2. Highlight the narrative, descriptive and argumentative aspects of essay writing. 3. Write own essays on any aspect(s) of a given topic. 	<ol style="list-style-type: none"> 1. Relevant passages. 2. Posters. 3. Sign posts. 4. Pictures. 5. Feature articles. 	<ol style="list-style-type: none"> 1. read given passage. 2. jot down main and supporting ideas. 3. write a typical narrative, descriptive or argumentative story or essay.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: FLUENCY, VOCABULARY AND COMPREHENSION LEVEL: THREE

STAGE: THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Paraphrase	<p>Learners should be able to:</p> <ol style="list-style-type: none"> 1. read and paraphrase main ideas in the selected passage, making it simpler by using different words to make them clearer without changing the meaning; 2. explain paraphrase correctly; and 3. identify how to arrange information extracted from a passage. 	<p>Reading selected class appropriate passages/stories on emerging issues, e.g. road accident, human trafficking.</p>	<ol style="list-style-type: none"> 1. Guides learners to define paraphrase with examples. 2. Leads learners to read the passage on an emerging issue and underline the sentences to be paraphrased. 3. Guides the learners to re-read the passage in groups and retell the story orally to the whole class using simpler and clearer words and expressions 4. Using synonyms to replace sets of words in paraphrasing. 	<ol style="list-style-type: none"> 1. Define paraphrase and give examples. 2. In groups read the passage and identify the underlined main ideas/key issues from each paragraph and paraphrase them 3. Arrange the information obtained after re-reading each paragraph and paraphrase. 4. use simpler synonyms/ to replace words equivalents as a strategy in paraphrasing. 	<ol style="list-style-type: none"> 1. Selected passages with emerging issues 2. Posters. 3. Pictures. 4. Recommended course texts 	<p>Learners to:</p> <ol style="list-style-type: none"> 1. define paraphrase 2. identify sentences, difficult words/expressions that can be paraphrased. 3. write paraphrases that convey key issues in a given passage.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: CONCEPT OF PRINT AND WRITING

LEVEL: THREE

STAGE: THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
			TEACHER	LEARNERS		
Reading Labels and Sign Posts	Learners should be able to: 1. read labels; 2. read information on sign posts/bill boards; and 3. State the importance of labels and information on signposts/bill boards.	<ul style="list-style-type: none"> Reading of instruction on labels and information on sign posts/bill boards. <ul style="list-style-type: none"> - For information - For guidance - For direction - For avoidance of accidents - For awareness, enlightenment, etc. 	1. Shows the learners the labels on various objects - drug bottles, canned foods, household products, etc. and how to read them. 2. Guides the learners in reading information on signposts and bill boards, with practical examples. 3. States the importance of reading instructions on labels and information on signposts/bill boards.	1. Observe the labels presented by teacher. 2. Read the information on signposts/bill boards as presented. 3. Note and write down the importance of reading instructions on labels and information on signposts and bill boards.	1. Course book 2. Supplementary readers. 3. Relevant charts, pictures, posters, labels, road signs, etc.	Learners to: 1. read labels on certain products. 2. read information on sign posts/bill boards. 3. state the importance of labels and information on sign posts/bill boards.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: PHONEMIC AWARENESS AND PHONICS

LEVEL: THREE

STAGE: THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
			TEACHER	LEARNERS		
Learning Exceptions (silent Letters, Assimilation)	<p>Learners should be able to:</p> <ol style="list-style-type: none"> listen to different speeches, paying attention to words with silent letters; identify the words in which silent letters occur; pronounce the words correctly; and use the words in sentences. 	<ul style="list-style-type: none"> Pronunciation of words in which silent letters occur and use the words in sentences, e.g. <u>tom</u>b, <u>list</u>en, <u>debt</u>, <u>comb</u>, <u>bomb</u>, <u>knock</u>, <u>know</u>, <u>climb</u>, <u>plumber</u>, etc. 	<ol style="list-style-type: none"> Tells the learners that there are certain words in which the letters are silent. Gives examples of such words and the silent letters. Makes/reads different speeches containing words with silent letters. Asks learners for more examples. Guides the learners to use some of the words in sentences. 	<ol style="list-style-type: none"> Listen to the teacher's explanations and take down notes. Write down the examples given by the teacher. Listen to the various speeches to detect words with silent letters. Answer teacher's questions. 	<ol style="list-style-type: none"> Course book. Speech cassettes. Dictionary. 	<ol style="list-style-type: none"> listen attentively to given speeches. identify the words that have silent letters. pronounce the words correctly. use the words in sentences.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: FLUENCY, VOCABULARY AND COMPREHENSION

LEVEL: THREE

STAGE: THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Stress and Intonation	<p>Learners should be able to:</p> <ol style="list-style-type: none"> 1. identify different speeches with particular reference to questions and their tags; and 2. use the appropriate stress and intonation in questions and their tags. 	<ol style="list-style-type: none"> 1. Structural dialogues on the use of stress and intonation, using question tags in both positive and negative forms e.g.: <ul style="list-style-type: none"> - She is good, isn't she? Yes she is. - She isn't good, is she? No, she isn't. 2. Use of appropriate stress and intonation in questions and their tags. 	<ol style="list-style-type: none"> 1. Guides learners to produce tag questions using the appropriate stress and intonation. 2. Leads them to give appropriate responses. 3. Engages the learners in pairs and guides them to make their own questions and sentences using the appropriate tags. 	<ol style="list-style-type: none"> 1. Listen to the teacher and imitate the production of the tag questions and their answers. 2. Engage in the production of Question Tags in pairs. 3. Produce question tags and their answers, using the appropriate stress and intonation. 	<ol style="list-style-type: none"> 1. Recorded materials. 2. Newspaper/ magazine cuttings. 3. Supplementary readers. 4. Language games. 5. Selected passages or excerpts from larger books. 	<p>Learners to:</p> <p>produce ten question tags with their responses, using the appropriate stress and intonation.</p>

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: FLUENCY, VOCABULARY AND COMPREHENSION

LEVEL: THREE

STAGE: THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Comprehension	Learners should be able to: 1. read critically; 2. identify facts and opinions; 3. make deductions; and 4. answer literal, inferential and critical questions on passages read	1. Using context clues to answer literal, inferential and critical questions on passages read i. Reading critically: ii. Selected passages on critical reading highlighting: - Facts - Opinions - Deductions 2. Answering literal, inferential and critical questions on passages read.	1. Explains what is required in critical reading. 2. Guides the learners to read materials. 3. Guides the learners in their critical evaluation of the materials. 4. Demonstrates how to differentiate between facts and opinions. 5. Guides the learners to make deductions from information presented. 6. Gives additional practise exercises to the learners by asking literal, inferential and critical questions on passages read .	1. Listen attentively to the teacher's explanations and ask or answer questions. 2. Read the materials presented in class. 3. Practise critical evaluation of the texts through extensive discussion, either in groups or as a whole class. 4. Practise how to differentiate facts from opinions and make deductions. 5. Engage in extensive practice. 6. Answer literal, inferential and critical questions on passages read.	1. Selected passages on relevant issues, road safety, drug use, consumer rights, etc. 2. Magazines and newspaper cuttings. 3. Selections from other subject areas. 4. Supplementary readers. 5. Excerpts from selected passages. 6. Posters/video clips on relevant issues, e.g. road safety, drug use, consumer rights, etc.	Learners to: 1. satisfactorily answer questions that relate to critical thinking; 2. correctly identify words or statements that indicate bias or balance; 3. correctly distinguish between facts and opinions in a given selection; 4. make deductions from information presented; and 5. answer literal, inferential and critical questions on passages read.

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THEME: FLUENCY, VOCABULARY AND COMPREHENSION

LEVEL: THREE

STAGE: THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Paraphrase	Learners should be able to read selected passages and answer specific questions on them.	<p>Answering questions on passages read:</p> <ol style="list-style-type: none"> 1. Reading and answering specific questions on the four levels of comprehension: <ul style="list-style-type: none"> - Knowledge level - Translation level - Interpretation level - Projection level. 2. Other types of questions, e.g: <ul style="list-style-type: none"> - Explanation question. - Discussion questions. - Questions that require conclusions to be drawn. - Questions that require learners to make projections. - Questions that will elicit the learners' opinion. 	<ol style="list-style-type: none"> 1. Selects suitable contemporary passages. 2. Draws suitable comprehension questions on the selected passages. 3. Groups the learners for the purpose of further practice. <p>Note: The practice questions the teacher draws should cover all levels of comprehension, e.g.: (1) Where? (2) When? (3) How? (4) Why? (5) What?</p>	<ol style="list-style-type: none"> 1. Read selected materials on contemporary issues. 2. Respond to the teacher's questions on passages read. 3. Work in groups to ask and answer questions on given passages. 4. Answer questions on all levels of comprehension. 	<ol style="list-style-type: none"> 1. Selections from other subject areas. 2. Newspapers/Maga zine cuttings. 3. Recommended text. 4. Advertisement. 5. Supplementary readers. 	Learners to accurately answer 2 questions developed by the teacher covering each of the four levels of comprehension.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: FLUENCY, VOCABULARY AND COMPREHENSION

LEVEL: THREE

STAGE: THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Summary	<p>Learners should be able to:</p> <ol style="list-style-type: none"> 1. identify the topic sentences from paragraphs/passages on issues of national concern; 2. identify the key ideas from different paragraphs; and 3. identify words and expressions that redirect attention to the main point 	<p>Techniques for Summary:</p> <ol style="list-style-type: none"> 1. Identifying topic sentences from paragraphs and passages that reflect issues of national concern (e.g. population explosion, youth unemployment, combating drug counterfeiting, planning and budgeting, insecurity, religious/ethnic conflicts, climate change, human trafficking, etc). 2. Identifying the key ideas in different paragraphs/passages. 3. Identifying words and expressions that signal or redirect attention to the main point. 	<ol style="list-style-type: none"> 1. Presents selected materials that contain topic sentences to learners. 2. Guides the learners to identify topic sentences. 3. Guides the learners to identify the key ideas in different paragraphs. 4. Guides the learners to write phrases or sentences using their own words that summarise the key ideas in given passages. 	<ol style="list-style-type: none"> 1. Read materials. 2. Identify the key ideas, topic sentences and words or expressions that direct attention to the main point in given passages. 3. Practise identifying the key points in groups and make plenary presentations. 4. Write phrases or sentences summarising the key points and ideas in the given passages. 	<ol style="list-style-type: none"> 1. Newspaper/ magazine cuttings. 2. Course book. 3. Supplementary readers. 4. Passages on any of these: human trafficking, population explosion, youth unemployment, diseases, combating drug counterfeiting, poverty and hunger, planning and budgeting, insecurity, religious/ethnic conflicts, climate change, etc. 4. Other relevant materials. 	<p>Learners to:</p> <ol style="list-style-type: none"> 1. accurately identify topic sentences from paragraphs in given selections; 2. identify main ideas from different paragraphs; and 3. write phrases or sentences that capture the key ideas or main points e.g. <ul style="list-style-type: none"> - the purpose of human trafficking; and - budget for better savings and spending decisions.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: FLUENCY, VOCABULARY AND COMPREHENSION

LEVEL: THREE

STAGE: THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Registers	<p>Learners should be able to:</p> <ol style="list-style-type: none"> 1. explain, using clues provided by the surrounding words to arrive at the meaning of the target word; and 2. list other possible words that can fit into the context. 	<p>Discussion of words relating to family, school, food etc</p>	<ol style="list-style-type: none"> 1. Guides the learners to read selected passages and use the surrounding words/sentences or prior knowledge to explain the meanings of target words. 2. Guides the learners to think about the alternative words to replace the target words. 3. Guides the learners to use prior knowledge and experience to identify the meaning of target words. 4. Explains that sounds of some words can signal meaning. 	<ol style="list-style-type: none"> 1. Explain meaning of target words using clues from the surrounding words/phrases/sentences. 2. Give alternative words/phrases to target words. 3. Use context, prior knowledge and experience to figure out the meanings of words. 	<ol style="list-style-type: none"> 1. Various passages. 2. Course books. 3. Newspaper and magazine cuttings on issues relating to family, school, food etc. 4. Other relevant materials. 	<p>Learners to:</p> <ol style="list-style-type: none"> 1. explain the meaning of some words (using the clues provided by the surrounding words to arrive at the meaning of the target words); and 2. list other possible words that fit the context.

ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)

THEME: FLUENCY, VOCABULARY AND COMPREHENSION

LEVEL: THREE

STAGE: THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Singular and Plural	<p>Learners should be able to:</p> <ol style="list-style-type: none"> 1. identify Singular and Plural (noun and verb forms) in expressions and passages; and 2. make sentences with the singular and plural forms (nouns and verbs). 	<ol style="list-style-type: none"> 1. Identifying Singular and Plural (noun and verb forms) in expressions and passages on such national issues such as: <ul style="list-style-type: none"> - Peace and dialogue - Human rights - Value orientation etc 2. Identification of singular and plural forms of nouns: <ul style="list-style-type: none"> -Singular forms, e.g. table, egg, cup.-Plural forms, e.g. tables, eggs, cups 3. Identification of singular and plural forms of verbs: <ul style="list-style-type: none"> - Singular forms, e.g. I <u>go</u>, We <u>sit</u>, They <u>eat</u>-Plural forms, e.g. He <u>goes</u>, She <u>sits</u>, It <u>eats</u>. 	<ol style="list-style-type: none"> 1. Guides the learners to read the given passages. 2. Guides the learners to identify singular and plural forms of words (nouns) with examples. 3. Guides the learners to identify singular and plural forms of words (verbs) with examples. 4. Guides the learners to construct sentences with singular and plural forms (nouns and verbs). 	<ol style="list-style-type: none"> 1. Read given passages. 2. Identify singular and plural forms of words (nouns) with examples. 3. Identify singular and plural forms of words (verbs) with examples. 4. Construct sentences with singular and plural forms (nouns and verbs). 	<ol style="list-style-type: none"> 1. Given passages. 2. Manuals. 3. Course book. 4. Other relevant texts 5. Sentence strips. 6. Newspaper and magazine cuttings. 7. Real objects. 8. Wall charts. 9. Pictures. 10. Flash cards. 	<p>Learners to:</p> <ol style="list-style-type: none"> 1. identify 5 each of Singular and Plural (noun and verb forms) in expressions and passages ; and 2. make correct sentences using 4 each of Singular and plural forms.

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Tenses	Learners should be able to ask and answer questions using the present perfect tense.	<p>Interrogating and responding, using present perfect tense, e.g.:</p> <p>Use: Present perfect tense is used to talk about experiences from the past or a change or a situation that has happened in the past but is still continuing today.</p> <p>Examples:</p> <ul style="list-style-type: none"> - They have gone to the place - She has done her assignment. <p>For interrogation and responses:</p> <ul style="list-style-type: none"> - Have you finished your work? Yes, I have - Has she eaten her food? No, she has not. 	<ol style="list-style-type: none"> 1. Explains what present perfect tense is. 2. Guides the learners to explain the use of present perfect tense. 1. Guides the learners to use the present perfect tense in sentences (interrogation and responses). 	<ol style="list-style-type: none"> 1. Listen to the teacher's explanation. 2. Identify the present perfect tense in passages. 3. Use the present perfect tense in interrogations and responses. 	<ol style="list-style-type: none"> 1. Course book. 2. Substitution tables. 3. Charts. 4. Pictures. 	<p>Learners to:</p> <ol style="list-style-type: none"> 1. identify present perfect tense in passages; and 2. ask and answer 4 questions using the present perfect tense.

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