
Pearson Edexcel International GCSE Swahili Scheme of Work

How to use the scheme of work

This scheme of work (SoW) has been made available as a word document rather than PDF, allowing you to edit the document in a way that suits your teaching style and student needs.

International GCSEs have 120 guided learning hours.

Guidance provided within the course planners, schemes of work and lesson plans are suggested approaches that centres can adapt to suit their particular context.

The following SoW is based on 9 weeks of three lessons per week. All four Assessment Objectives (listening, writing, reading, speaking) should be covered when teaching each Topic Area.

The sections (in the order presented across the Scheme of Work) include:

- Topic Area A - Home and abroad (9 weeks)
- Topic Area B - Education and employment (9 weeks)
- Topic Area C - Personal life and relationships (9 weeks)
- Topic Area D - The world around us (9 weeks)
- Topic Area E - Social activities, fitness and health (9 weeks)

- Revision - 1 term

The columns in this lesson plan indicate:

- an overview of the time allocated to lessons broken down into 120 one-hour sessions (timing should be adjusted for shorter or longer lesson times)
- which content area this lesson (or group of lessons) relates to
- the learning outcomes of those lessons
- transferable skills support (more information on this can be found below).

Why transferable skills?

In recent years, higher education institutions and global employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work. To support the design of our qualifications, we have mapped them to a transferable skills framework. The framework includes cognitive, intrapersonal skills and interpersonal skills and each skill has been interpreted for each specification to ensure they are appropriate for the subject. Further information on transferable skills is available on the website. Pearson materials, including this scheme of work, will support you in identifying and developing these skills in students.

In the final two columns of this scheme of work we have indicated which transferable skills are explicitly assessed, and also where there are opportunities for them to be developed through teaching. Our intention is that teachers can use these columns to increase opportunities for transferable skills development in students.

AO1 Understand and respond, in writing, to spoken language

AO2 Communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately

AO3 Understand and respond, in writing, to written language

AO4 Communicate in speech, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately

Scheme of Work

| Weeks | Topic Area | Topic Area Coverage | Exemplar classroom activities | Resources | Grammar Skills | Vocabulary | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
|-------|-------------------------------|---|--|--|--|---|---|---|
| 1-3 | Topic Area A- Home and Abroad | Life in the town and rural life Directions Services | <p>Lesson idea 1: Introduction of key vocabulary via flashcard work. Teacher introduces vocabulary from the front of the class, then pupils try to 'win' the card by guessing it as teacher hides it. Pupils then play a type of charades to guess the place. Teacher mimes the word and pupils have to guess what it is. Hangman can be played with the key vocabulary to learn spellings.</p> <p>Lesson idea 2: Pupils work with the teacher on where places are on a map. They then work in pairs asking and responding to the question Where is...</p> | <p>Self-produced, downloaded - possibly from ClipArt -, or commercially produced flashcards of places in town and types of accommodation.</p> <p>Clip Art</p> <p>Simple map of a town produced by the teacher containing key buildings on a whiteboard or other form of display.</p> | <p>Present tense</p> <p>Coordinating conjunctions <i>e.g. na</i></p> <p>Interrogatives <i>eg wapi?</i></p> <p>2nd person singular and plural</p> <p>Locatives and Adjective prefixes when used to describe places in town <i>eg, pa, kwa</i></p> <p>Revision of prepositions used in</p> | <p>Life in the town and rural life</p> <p>Students should differentiate 'mji, kijiji and jiji'.</p> <p>Directions</p> <p>Services</p> <p>Minimum core vocabulary from the specification for Topic A, sections 1, 2, 4</p> | <p>Communication is assessed in AO4 and AO2</p> <p>Interpretation is assessed in all four skills AO1 AO2 AO3 and AO4</p> <p>Adaptive learning is assessed in AO2</p> <p>Cooperation, team work and negotiation in</p> | <p>Communication – <i>dialogues, productive writing, pairwork</i></p> <p>Collaboration <i>Pairwork</i></p> <p>Interpersonal skills</p> <p>Interpretation</p> <p>Adaptive learning – <i>speaking work when giving map directions</i></p> |

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| | | | <p>This can then be extended to ask How do I get to... following the sequence above. Pupils can then produce their own maps which can be exploited with pair work and in writing too, or teachers can download maps from the net.</p> <p>Lesson idea 3: Answer questions in both speaking and writing on where you live. After working together with flashcards and/or suggestions from pupils, the class should then work in groups to improve and practise. They could then work in a sort of speed dating set up to practise quickly. They can ultimately write a paragraph about where they live – the type of house, where it is and how to get there.</p> <p>Lesson idea 4: Listen to directions from a map prepared by each pupil and then in pairs suggest the place which has been reached. The pupils could pick cards with the places on to which they have to give directions. These can be produced by the teacher or pupils and be either words or pictures. Also find places on the map.</p> | Role play cards for the bank and the post office. | directions, e.g. <i>baada ya, kabla ya, mbele, nyuma</i> etc | Adjectives of size and distance and adjectives to describe places in town. | pairwork. A04. | |

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| | | | <p>Lesson idea 5: Role play in a bank and post office. The cards can be written by the teacher or produced by pupils.</p> <p>Lesson idea 6: Research information about possible places for tourists to visit in their town and area. This could be done using websites such as Trip Advisor or Wikipedia. They then write their own leaflet about attractions in their own area.</p> <p>Lesson idea 7: Choose a topic such as '<i>ni bora kuishi kijijini</i>' and allow students to debate. This is good practise for the speaking test.</p> | | | | | |
| 4-7 | Topic Area A- Home and Abroad | Holidays Tourist information Customs | <p>Lesson idea 1: Introduction of key countries via flashcard work. Teacher introduces vocabulary from the front of the class, then pupils try to 'win' the card by guessing it as teacher hides it. Pupils then play a type of</p> | Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of countries. | Noun classes Adjective prefixes Perfect tense with those verbs needed to describe a holiday | Holidays, tourist information Key weather vocabulary, e.g. sunny, wet, windy | Communication is assessed in AO4 Productivity is assessed in AO2 | Communication <i>Dialogues, pairwork. Writing tasks</i> Self-presentation |

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| | | | <p>charades to guess the place. Teacher mimes the word and pupils have to guess what it is. Hangman can be played with the key vocabulary to learn spellings.</p> <p>Lesson idea 2: Pupils conduct a class survey to establish the most and the least popular holiday destinations and activities and at the same time make notes. This can then be written up as a graph or as a poster. Sentences could include: <i>In our class Kenya is more popular than Uganda. We prefer to go swimming in the Indian ocean than to go swimming in a lake.</i></p> <p>Lesson idea 3: Following up from this could be an extended writing activity such as a holiday postcard or, once the appropriate grammar has been covered, writing about a past holiday. The vocabulary of places in town can be revised here.</p> <p>Lesson idea 4: Using the internet research customs in one of the TL countries and then produce a poster with statements about the country. This may include things such as :</p> | The internet to research customs in TL countries. | <p>Word order</p> <p>Comparative of adjectives used to describe holiday destinations e.g. <i>pazuri kuliko, zaidi</i> etc</p> | <p>Customs</p> <p>Minimum core vocabulary from the specification for Topic A, sections 2, 4 and Topic D 2</p> <p>Names of countries and their application according to the noun classes</p> | Analysis and Critical thinking is assessed in AO1 and AO3 | <p>Productivity</p> <p>Analysis</p> <p>Critical thinking <i>Why is one holiday destination better than another?</i></p> <p>Intellectual interest and curiosity Investigating other countries and their customs</p> |

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| | | | <p><i>In Tanzania December 9th is independence day the national.</i></p> <p>Lesson idea 5: Brainstorm possible problems on holiday and collect them together. Pairs could then try to add to the list. Produce a dialogue between a customer and a holiday maker. Write a letter of complaint to a hotel.</p> <p>Lesson idea 6: Debate about '<i>utalii wa ndani ya nchi ni bora kuliko wa nje ya nchi</i>'. This is good practise for the speaking test. This is a great chance for students to talk about places of national pride such as Kilimanjaro, Masai Mara, Serengeti and many others.</p> | | | | | |
| 8-9 | Topic Area A- Home and Abroad | Everyday life Traditions Communities | <p>Lesson idea 1: Prepare a poster on a holiday (eg Jamhuri day or a religious festival such as easter, christmas or Eid) in a Swahili speaking country using the internet for information working in pairs or groups.</p> | <p>Possible websites:</p> <p>http://www.ziff.or.tz/ http://uzaze.com/kenya/festivals</p> | <p>Word order and noun class agreements</p> <p>Adverbs e.g. <i>pole</i></p> | <p>Life in the town and rural life Topic A 1</p> <p>Everyday life, traditions and</p> | <p>Critical thinking is assessed in AO1 and AO3</p> <p>Self-presentation is assessed in</p> | <p>Critical thinking</p> <p>Self-presentation</p> <p>Self-direction</p> |

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| | | | <p>Lesson idea 2: Research and deliver a power-point presentation on a festival in a Swahili speaking country – this can be religious or cultural such as Zanzibar International Film Festival etc.</p> <p>Lesson idea 3: Write an account of a visit to a festival in a Swahili-speaking country after research on the internet.</p> <p>Lesson idea 4: Discussion on Swahili sayings, riddles and proverbs compared to those in other languages.</p> | http://uzaze.com/uganda/festivals <i>preposition</i> | <i>pole, sana</i> Conjunctions e.g. <i>kwa hivyo, kwa ajili, hata hivyo,</i> Prepositions e.g . <i>Katika</i> Prepositional verbs and reciprocal verbs | communities Topic A 5 Vocabulary specific to festivals and traditions | AO4 Creativity is assessed in AO2 and AO4 | Creativity – <i>production of poster</i> Executive function |
| Term 2 | | | | | | | | |
| 1-4 | Topic Area B - Education and Employment | School life and routine School rules Pressures at school | <p>Lesson idea 1: Introduction of key school subjects via flashcard work. Teacher introduces vocabulary from the front of the class, then pupils try to ‘win’ the card by guessing it as teacher hides it. Kim’s Game using all the classroom objects collected by the teacher. (http://www.wikihow.com/Play-Kims-Game) Hangman can be played with the</p> | Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of school subjects. A collection of classroom objects put together by the teacher. | Giving opinions Complex sentences using <i>kabla</i> and <i>baada</i> as conjunctions and prepositions Modals present tense Telling the time | School life and routine Topic Area B 1 School rules and pressures Topic area B 2 Colours (school | Critical thinking is assessed in AO1 and AO3 Creativity is assessed in AO2 Problem solving is assessed in all AOs | Critical thinking Creativity Problem solving Adaptive learning Ethics Communication |

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| | | | <p>key vocabulary to learn spellings.</p> <p>Lesson idea 2: Listen to and read about daily routine in a school in a Swahili - speaking country and make notes, using a school website in a TL country. This will enable pupils to learn about school life in those countries and then produce similar spoken or written work about their own school. A mixture of state schools as well as private schools would be beneficial.</p> <p>Lesson idea 3: Produce a poster of school rules in Swahili. The list of school rules could be in order of importance, students can later discuss their chronology.</p> <p>Lesson idea 4: Create a dialogue between student and a politician about problems at school, for example concerning lack of facilities, a need for better food, more sports and fewer rules.</p> | <p>An internet website possibly of a twin school if available or any appropriate school in a Swahili speaking country.</p> <p>Self-produced or downloaded cards of school rules.</p> | <p>Numbers</p> <p>Number agreements</p> | uniform) | Communication is assessed in AO4 | |

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| | | | <p>Lesson idea 5: Pair work cards – turn over a school rule and give an opinion, including using the word <i>because</i>.</p> <p>Lesson idea 6: Debate about language of instruction in East African schools. Students can be divided into those who support Swahili and those who support English and those who support a mixture of both.</p> | | | | | |
| 5-6/7 2 ½ weeks | Topic Area B - Education and Employment | <p>School trips</p> <p>School events</p> <p>School exchanges</p> | <p>Lesson idea 1: Write a blog of a disastrous school trip. It could include missing the bus, a dirty or uncomfortable bus, a museum which is less than interesting, poor food, getting stuck in bad weather, someone being ill etc.</p> <p>Lesson idea 2: Using the internet for information, produce in pairs or in groups an oral presentation of about 5 minutes about a day at an international school or college in Kenya, Tanzania, Uganda or any Swahili speaking country. Include information about the school day, subjects, any uniform, meals, homework, extracurricular activities.</p> | <p>Possible websites :</p> <p>The Swahili 101 website that offers a number of lessons:</p> <p>http://arclite.byu.edu/swahili/lessons/frames.htm</p> | Noun agreements, adjectival concords, and object marking | School trips, events and exchanges Topic Area B 3 | <p>Communication is assessed in AO4</p> <p>Interpretation and problem solving are assessed in AO1 and AO3</p> | <p>Personal and social responsibility</p> <p>Communication</p> <p>Interpretation</p> <p>Problem solving</p> <p>Decision making</p> |

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| | | | <p>Lesson idea 3: Listen and read accounts of a couple of school exchange programmes. In pairs, select the better one and discuss the reasons. Give reasons using because as much as possible.</p> <p>Lesson idea 4: Discuss how and why Swahili is taught at international institutions in the UK and US – teachers could contact Swahili teachers at these universities – a good example is SOAS which would welcome that.</p> | | | | | |
| 7-9 2 ½ weeks | Topic Area B: Education and Employment | Work and careers Volunteering Future plans | <p>Lesson idea 1: Conduct a class survey to see which careers are popular and then produce a graph, as well as some written work either as simple sentences or in a paragraph. Alternatively the class all together give their opinions about jobs and make notes, followed by written work as above.</p> <p>Lesson idea 2:</p> | <p>Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of some of the most common professions.</p> <p>Search the internet for short video presentations of</p> | <p>Relative pronouns</p> <p>Infinitive clauses</p> <p>Future tense with appropriate verbs</p> <p>Using 'nge' and 'ngali'</p> | <p>Work, careers and volunteering Topic Area B 4</p> <p>Future plans Topic Area B 5</p> | <p>Critical thinking is assessed in AO1 and AO3</p> <p>Communication is assessed in AO4 and AO2</p> | <p>Critical thinking</p> <p>Communication</p> <p>Teamwork</p> <p>Collaboration</p> <p>Co-operation</p> <p>Responsibility</p> <p>Self-</p> |

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| | | | <p>Use the internet to practise the vocabulary and structures required to talk about work experience. If one has already been undertaken, write about the work experience. If not, write about their ideal work experience. This can then be revisited later on in the course.</p> <p>Lesson idea 3: Brainstorm places where volunteering can take place and put them in a list. Survey the class about where they would hope to volunteer and why to practise further giving opinions.</p> | professions in Swahili speaking countries. | | | | presentation |
| Term 3 | | | | | | | | |
| 1-4 | Topic Area C - Personal life and relationships | <p>House and home</p> <p>Daily routine</p> <p>Helping at home</p> | <p>Lesson idea 1: Practise and learn the vocabulary of types of houses in East Africa and later show their position with flashcards using the question <i>Where do you live?</i> Pupils respond according to the flashcard and then the actual answer. Then add the position, e.g. in the town centre, in a village, in the countryside, on the edge of the town, on the coast, in the mountains and finally the country. Pupils should then be able to say something like <i>I live in a double storey house on the edge of the town in Rwanda.</i></p> | <p>Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of types of houses, places where houses are situated and rooms in a house.</p> <p>Collection of about 12 items found in a bedroom/ kitchen/ lounge. These could be real or on a slide</p> | <p>Adjectives and adjectival agreement</p> <p>Object marking and the reflexive 'ji' e.g. <i>ninajiandalia kwenye kii cha chumbani</i></p> <p>Possessive adjectives and usage of -enye</p> <p>The subjunctive e.g. <i>ni lazima nipige deki</i></p> | <p>House and home Topic area C 1</p> <p>Daily routine and helping at home Topic Area C 2</p> | <p>Critical thinking is assessed in AO1 and AO3</p> <p>Communication is assessed in AO4</p> <p>Executive function is assessed in AO2</p> | <p>Critical thinking</p> <p>Communication</p> <p>Ethics</p> <p>Executive function</p> <p>Cross curricular - Art</p> |

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| | | | <p>This can be practised in groups and then written up.</p> <p>Lesson idea 2: After practising with flashcards to learn the vocabulary, pupils design their own ideal house, draw it and write about <i>My Ideal House</i>.</p> <p>Lesson idea 3: Kim's Game with items in a room, e.g. bedroom.</p> <p>Lesson idea 4: Quizlet.com will give lots of help with things to do to help at home. Play a game in pairs adding to a list, e.g. <i>I wash the dishes, I wash the dishes and I make my bed, I wash the dishes, make my bed and I lay the table...</i> The loser is the one who first makes a mistake. Then write a review of how teenagers should help at home. This could also be a poster.</p> | <p>shown to the class.</p> <p>http://arclite.byu.edu/swahili/lessons/frames.htm</p> | Verbs to say what you must, should or could do. | | | |
| 5-6 | Topic Area C - Personal life and | Role models | Lesson idea 1: Research a role model online and create a CV. Only TL sites | Two pictures suitable for the speaking test which | Usage of relative clauses using <i>amba-</i> and <i>-vyo</i> | Role models Topic Area C 3 | Empathy/perspective and taking the initiative are | Initiative Critical thinking |

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| | relationships | Preparation for the speaking exam | <p>allowed.</p> <p>Lesson idea 2: Brainstorm a list of adjectives which are positive about role models and some which are negative. Discuss possible role models and not so good ones. Write an appreciation of a role model and explain why s/he is a good influence.</p> <p>Lesson idea 3: In preparation for the speaking test, the teacher should choose a picture which would be appropriate for the speaking test which can be shown to the whole class. Brainstorm what is on the picture, what is happening on the picture, what the people on the picture are doing, might do later and just have been doing. Then choose a second picture for the class to work on in pairs.</p> | <p>can be copied for the pupils.</p> <p>Internet text of a possible role model.</p> <p>Watch video on life histories eg 'as old as my tongue' which is about the life of Bi Kidude and is in Swahili.</p> | <p>Usage of <i>-po-</i> relative</p> <p>Conditionals '<i>ki</i>', '<i>nge</i>' and '<i>ngali</i>'</p> <p>Alternatives to the future e.g. hope, intend, would like</p> | <p>Adjectives to describe character e.g. <i>mwema</i></p> | <p>assessed in AO2 and AO4</p> <p>Critical thinking is assessed in AO 2</p> <p>Problem solving is assessed in all AOs</p> | <p>Empathy/perspective taking</p> <p>Adaptive learning</p> <p>Interpersonal skills</p> <p>Problem solving</p> <p>Collaboration</p> |
| 7-9 | Topic Area C - Personal life and relationships | <p>Relationships with family and friends</p> <p>Childhood</p> | <p>Lesson idea 1: Describe your own family to a partner whilst he or she draws a simple family tree. Use adjectives learnt in the previous part of the course to describe them. Listen to accounts of relationships within the family from other members of the class and complete a form prepared by the teacher.</p> | <p>A form to complete about 10 members of the class and their family.</p> <p>A problem page letter and a second copy with gaps.</p> <p>A recording of an older person talking</p> | <p>Possessives adjectives and agreements</p> <p>adjectives: with focus on irregular concords, e.g. <i>barua ndefu</i></p> <p>The '<i>me</i>' tense e.g. <i>Nimezaliwa</i></p> | <p>Relationships with family and friends Topic Area C 4</p> <p>Childhood Topic Area C 5</p> <p>Adjectives to</p> | <p>Critical thinking is assessed in AO 2</p> <p>Problem solving is assessed in all AOs</p> <p>Creativity is assessed in AO2 and AO4</p> | <p>Critical thinking</p> <p>Problem solving</p> <p>Creativity</p> <p>Ethics</p> <p>Empathy/perspective taking</p> |

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| | | | <p>Lesson idea 2: Read a problem page letter with the group and discuss, practising and noting new vocabulary. Then get the class to complete a second copy with the words from memory and /or to replace the gaps with other appropriate words. Then do the same thing with a response. The class then produce their own letter and response.</p> <p>Lesson idea 3: Listen to a recording of an older person's life now compared with their life as a child. Make notes in the TL of the advantages and disadvantages of the life as a child.</p> | about childhood. The teacher could write it and perhaps a colleague or friend who speaks the TL could read it. | <p>The past tense and the narrative 'ka' tense.</p> <p>What? (<i>kwa nini?</i>)</p> <p>When? (<i>lini?</i>)</p> | describe character and to describe people | Empathy/perspective taking and Initiative are assessed in AO2 and AO4 | |
| Term 4 | | | | | | | | |
| 1-3 | Topic Area D - The world around us | Environmental issues | <p>Lesson idea 1: Create an information leaflet about environmental issues. Discuss how East Africa could start to make recycling more important.</p> <p>Lesson idea 2:</p> | <p>https://www.docdroid.net/K3PLqDM/mazingira-yetu-12th-edition.pdf.html</p> <p>Clip Art</p> | The -o of reference, and its use with 'na' ('have/with') e.g. <i>una maua nyumbani? Ndiyo, ninayo</i> | Environmental issues Topic Area D 1 | Adaptive learning is assessed in AO2 Critical thinking is assessed in AO 2 | Adaptive learning Critical thinking Communication Personal and |

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| | | | <p>Read reports about alternative energy sources and complete worksheets. These could be written as questions similar to those used in the examination.</p> <p>Lesson idea 3: Brainstorm what the individual can do to protect the environment and then do a survey in the class. Write this up as a poster or a short paragraph.</p> <p>Lesson idea 4: Using the materials from previous lessons. Write a personal account of commitment to the environment in the future. What will the pupils do to protect the environment?</p> <p>Lesson idea 5: Role of environmentalists such as Wangari Maatai and how they have influenced East Africa.</p> | Read about Wangari Mathai | <p>The Imperative</p> <p>Alternatives to the future</p> | | <p>Communication is assessed in AO4</p> <p>Problem solving is assessed in all AOs</p> | <p>social responsibility</p> <p>Intellectual interest and curiosity</p> <p>Ethics</p> <p>Integrity</p> |
| 4-6 | Topic Area D - The world around us | <p>Weather and climate</p> <p>Travel and transport</p> | <p>Lesson idea 1: Introduction of key weather phrases via flashcard work. Teacher introduces vocabulary from the front of the class, then pupils try to 'win' the card by guessing it as teacher hides it. Pupils then play a type of charades to guess the weather. Teacher mimes the word and pupils have to guess what it is.</p> | <p>Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of types of weather and types of transport</p> <p>Clip Art</p> | <p>Conditional</p> <p>Adjectives used as nouns</p> | <p>Weather and climate Topic Area D 2</p> <p>Travel and transport Topic Area D 3</p> | <p>Critical thinking is assessed in AO 2</p> <p>Communication is assessed in AO4</p> <p>Problem solving is assessed in all AOs</p> | <p>Critical thinking</p> <p>Communication</p> <p>Problem solving</p> <p>Responsibility</p> <p>Initiative</p> |

| Weeks | Topic Area | Topic Area Coverage | Exemplar classroom activities | Resources | Grammar Skills | Vocabulary | Which transferable skills are explicitly assessed through examination? | Which transferable skills could also be acquired through teaching and delivery? |
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| | | | <p>Hangman can be played with the key vocabulary to learn spellings. A further lesson time this can be done using transport flashcards.</p> <p>Lesson idea 2: Listen to downloaded weather reports, complete a worksheet and then create one for this week.</p> <p>Lesson idea 3: Produce simple dialogues in pairs buying tickets and making enquiries at a railway station after first working on this together.</p> <p>Lesson idea 4: Write a letter of complaint about a disastrous train journey. Late? Dirty train? Noisy passengers? No toilets?</p> | <p>Weather reports downloaded from sites such as bbc swahili</p> <p>Worksheet based on the weather reports</p> <p>Simple train or bus timetable created by the teacher</p> <p>http://www.haliyahewa.com/</p> | | | Initiative is assessed in AO2 | |
| 7-9 | Topic Area D - The world around us | The media Information and communication technology | Lesson idea 1: Introduction of key types of television programmes via flashcard work. Teacher introduces vocabulary from the front of the class, then pupils try to 'win' the card by guessing it as | Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of types of | Passive Verbs (-wa) and Causative Verbs (-sh/za); Auxiliary Verbs (kuwa, weza, kuja, etc) Word order | The media Topic Area D 4 Information and communication | Critical thinking is assessed in AO 2 Communication is assessed in AO4 | Critical thinking Communication Problem solving Innovation |

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| | | | <p>teacher hides it. Pupils then play a type of charades to guess the place. Teacher mimes the word and pupils have to guess what it is. Hangman can be played with the key vocabulary to learn spellings.</p> <p>Lesson idea 2: Read simple news reports taken from the internet and then complete a worksheet.</p> <p>Lesson idea 3: Write a simple review of a favourite television programme or film. Type of programme/film. The cast. The plot. Why enjoyable?</p> <p>Lesson idea 4: Debate the pros and cons of social media.</p> | <p>television programmes</p> <p>Online news outlets including blogs</p> | Adverbial phrases | <p>n technology Topic Area D 5</p> <p>Language of opinion, debate and discussion</p> | <p>Problem solving is assessed in all AOs</p> <p>Innovation is assessed in AO4</p> <p>Reasoning/argumentation is assessed in all AOs</p> | <p>Negotiation</p> <p>Leadership</p> <p>Ethics</p> <p>Reasoning/argumentation</p> |
| Term 5 | | | | | | | | |
| 1-3 | Topic Area E - Social activities, fitness and health | <p>Hobbies and interests</p> <p>Sports and exercise</p> <p>Special Occasions</p> | <p>Lesson idea 1: In pairs discuss the preparation for a birthday party. use phrases such as <i>tungeweza</i>, <i>ni lazima</i>, <i>tunahitaji</i>, <i>itabidi</i> etc. Who will be invited? Where will it be? What music do we need?</p> <p>Lesson idea 2:</p> | <p>Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of types of hobbies.</p> <p>Two pictures from</p> | <p>Revision of verbs in various tenses and forms.</p> <p>Causative verb e.g. <i>kuumiza</i> and reciprocal verbs e.g. <i>kuumizana</i></p> | <p>Special occasions Topic Area E 1</p> <p>Hobbies, interests, sport and exercise</p> | <p>Critical thinking is assessed in AO 2</p> <p>Communication is assessed in AO4</p> <p>Problem solving</p> | <p>Critical thinking</p> <p>Communication</p> <p>Problem solving</p> <p>Co-operation</p> <p>Self-</p> |

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| | | | <p>"Taboo" – team game. Pick a card which gives you a sport to describe but bans the use of certain words.</p> <p>Lesson idea 3: Read a text about a recent weekend either taken from the web or written by the teacher and then complete a gap fill exercise written by the teacher.</p> <p>Lesson idea 4: Write a blog about your hobbies and interests. How often do you play a sport? What music do you enjoy? What do you do at the weekend? With whom do you enjoy your hobbies? The class could also prepare a similar oral presentation about their favourite hobbies.</p> <p>Lesson idea 4: One lesson could be used to look at and discuss a picture of a birthday or a wedding for the speaking test.</p> | <p>the internet, magazines or websites such as shutterstock.com to discuss for the speaking test.</p> <p>A text about a weekend plus a gap fill exercise.</p> | The translation of should, could, was able, was allowed | Topic Area E 2 | <p>is assessed in all AOs</p> <p>Initiative is assessed in AO2 and AO4</p> | <p>presentation</p> <p>Adaptability</p> <p>Initiative</p> <p>Self-regulation</p> |

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| | | | Lesson idea 5: 'Just a minute' game adapted in class from the BBC which allows students to talk freely for a full minute without repetition of any word or pausing, or grammar errors. This is good practice for the speaking test. | | | | | |
| 4-6 | Topic Area E - Social activities, fitness and health | Shopping and money matters Accidents, injuries, common ailments | <p>Lesson idea 1: Conduct a class survey on pocket money and what is bought with it. Write this up as a blog.</p> <p>Lesson idea 2: Introduction of key parts of the body via flashcard work. Teacher introduces vocabulary from the front of the class, then pupils try to 'win' the card by guessing it as teacher hides it. Pupils then play a type of charades to guess the body part. Teacher mimes the word and pupils have to guess what it is. Hangman can be played with the key vocabulary to learn spellings.</p> <p>Lesson idea 2: Write a short blog about contracting a common disease, for example Malaria, and how this was treated in an East African hospital.</p> <p>Lesson idea 3: Read a text about sport in an East African country and complete a</p> | <p>Two pictures from the internet, magazines or websites such as shutterstock.com to discuss for the speaking test.</p> <p>Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of types of parts of the body.</p> <p>Possible websites</p> <p>http://www.bbc.com/swahili/michezo</p> <p>https://en.wikipedia.org/wiki/Sport_in_Kenya</p> | <p>Qualifiers and intensifiers</p> <p>Compound Tenses and conditionals: - <i>ki-</i> (e.g. <i>Akiwa anaumwa</i>); <i>nge/-ngali</i> (e.g. <i>angekuwa anaumwa leo</i>)</p> <p>Revision of other tenses</p> | <p>Shopping and money matters Topic area E 3</p> <p>Accidents, injuries, common ailments and health issues Topic Area E 4</p> | <p>Critical thinking is assessed in AO 2</p> <p>Communication is assessed in AO4</p> <p>Problem solving is assessed in all AOs</p> <p>Productivity is assessed in AO2</p> <p>Intellectual interest and curiosity is assessed in AO4</p> <p>Creativity is assessed in AO2 and AO4</p> | <p>Critical thinking</p> <p>Communication</p> <p>Problem solving</p> <p>Self-direction</p> <p>Productivity</p> <p>Intellectual interest and curiosity</p> <p>Creativity</p> |

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| | | | <p>worksheet prepared by the teacher as a multiple choice exercise. This could be an international text about an East African sportsman.</p> <p>Lesson idea 4: One lesson could be used to begin preparation for the speaking test by looking at and discussing a couple of pictures.</p> | https://en.wikipedia.org/wiki/Sport_in_Tanzania | | | | |
| 7-9 | Topic Area E - Social activities, fitness and health | <p>Healthy eating</p> <p>Food and drink</p> | <p>Lesson idea 1: Conduct a class survey of dietary habits and then produce a graph, chart or poster to see how healthy the class's dietary habits are.</p> <p>Lesson idea 2: Introduction of key types of food and drink via flashcard work. Teacher introduces vocabulary from the front of the class, then pupils try to 'win' the card by guessing it as teacher hides it. Pupils then play a type of charades to guess the food or drink. Teacher mimes the word and pupils have to guess what it is. Hangman can be played with the</p> | <p>Self-produced, downloaded – possibly from ClipArt -, or commercially produced flashcards of types of food and drink.</p> <p>Two pictures from the internet, magazines or websites such as shutterstock.com to discuss for the speaking test.</p> <p>Supermarket</p> | <p>Adjectives used as nouns</p> <p>Negative forms</p> <p>Usage of <i>-ote</i>, and <i>-o -ote</i>; e.g. <i>watu wote</i> vs. <i>mtu ye yote</i></p> | <p>Food and drink Topic Area E 5</p> <p>Numbers for prices</p> <p>Colours</p> | <p>Critical thinking is assessed in AO 2</p> <p>Communication is assessed in AO4</p> <p>Problem solving is assessed in all AOs</p> <p>Self-presentation is assessed in AO4</p> <p>Adaptive</p> | <p>Critical thinking</p> <p>Communication</p> <p>Problem solving</p> <p>Teamwork</p> <p>Collaboration</p> <p>Self-presentation</p> <p>Collaboration</p> <p>Ethics</p> <p>Adaptive</p> |

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| | | | <p>key vocabulary to learn spellings.</p> <p>Lesson idea 3: Prepare a shopping list of about 10 items and then use a website from an East African supermarket to price the goods and prepare an order. Oral description of a restaurant or cafe scene with answers from other group members.</p> <p>Lesson idea 4: One lesson could be used to begin preparation for the speaking test by looking and discussing a couple of pictures.</p> | <p>websites such as uchumi</p> <p>Possible websites: The Swahili 101 website which offers a number of lessons: http://arclite.byu.edu/swahili/lessons/frames.htm</p> | | | <p>learning is assessed in all AOs</p> <p>Productivity is assessed in AO2</p> | <p>learning</p> <p>Productivity</p> |
| Term 6 | | | | | | | | |
| As required | All topics - examination skills | <p>Revision term before final examination - all Topic Areas</p> <p>Begin with the speaking assessment.</p> | <p>Listening, speaking reading and writing activities from Sample Assessment Materials and past papers.</p> <p>Produce a bank of possible pictures for the speaking exam which can be done by the teacher as well as the class. Many websites such as shutterstock.com and gettyimages.co.uk will provide examples. Choose a couple of unsuitable pictures too. In class discuss the pros and cons</p> | <p>Use of past papers from the current specification to practice translation and comprehension</p> <p>Appropriate exercises prepared by the teacher based on those in the SAMS</p> <p>A bank of possible pictures for the speaking exam</p> | | All vocabulary revised | | <p>Self-monitoring/self-evaluation/self-reinforcement</p> <p>Continuous learning</p> |

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| | | | <p>of the pictures and brainstorm possible questions appropriate to the specification. This can also be done in pairs or groups with pictures chosen by the pupils.</p> <p>Teachers can produce their own materials with help from the Internet. Questions with multiple choice answers, gap filling exercises and the completion of forms should all be practised.</p> <p>Similar work should be carried out with reading materials which will be available from the SAMS, old specification exams and other internet sources.</p> <p>In writing practise both shorter passages of 50 words as well as longer emails , letters or blogs based on the SAMS, old specification exams and other internet sources.</p> <p>Vocabulary tests are a good idea here too.</p> | <p>The internet will provide many possible questions and pictures</p> | | | | |