

PRESIDENT'S OFFICE,
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT
LESSON PLAN - 2026

TEACHER'S NAME: _____

SCHOOL'S NAME: _____

SUBJECT: ENGLISH

CLASS: FORM ONE

TERM: 1st & 2nd

YEAR: 2026

TEACHER'S LESSON PLAN

Name of School:

Teacher's Name:

Form: One

Subject: English

Time:

Date:

Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Manage information search from different sources for lifelong learning

Specific Competence: Use ICT tools to search for information from different sources

Main Activity: Within 1 period students should be able to Use ICT tools to search for information from different sources

Specific Activity: Within 40 minutes, students should be able to;

- (a) Familiarize with various types of search engines (*e.g., Google, Google Scholar, Bing*)

Teaching and Learning Resources:

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References: Tanzania Institute of Education. (2023). *English for secondary schools student's book, Form One*. Tanzania Institute of Education.

Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to Familiarize with various types of search engines (<i>e.g., Google, Google Scholar, Bing</i>) Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
Design	10	Ask students in groups to name and explain different things they have learnt when participating in discussion	Name and explain different things they have learnt when participating in discussion.	Different things learnt today are identified.
Realisation	05	Ask each student to show and give examples of what she or he has learnt in the lesson today	Show and give examples of what she or he has learnt in the lesson today.	Examples are given and things learnt are explained.

Remarks:.....

TEACHER'S LESSON PLAN

Name of School:

Teacher's Name:.....

Form: One

Subject: English

Time:.....

Date:.....

Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Manage information search from different sources for lifelong learning

Specific Competence: Use ICT tools to search for information from different sources

Main Activity: Within 1 period students should be able to Use ICT tools to search for information from different sources

Specific Activity: Within 40 minutes, students should be able to;

(b) Utilize ICT tools to search for general information (e.g., *books, journals*)

Teaching and Learning Resources:

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References: Tanzania Institute of Education. (2023). *English for secondary schools student's book, Form One*. Tanzania Institute of Education.

Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to Utilize ICT tools to search for general information (e.g., <i>books, journals</i>) Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
Design	10	Ask students in groups to name and explain different things they have learnt when participating in discussion	Name and explain different things they have learnt when participating in discussion.	Different things learnt today are identified.
Realisation	05	Ask each student to show and give examples of what she or he has learnt in the lesson today	Show and give examples of what she or he has learnt in the lesson today.	Examples are given and things learnt are explained.

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TEACHER'S LESSON PLAN

Name of School:

Teacher's Name:

Form: One

Subject: English

Time:

Date:

Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Demonstrate mastery of English language skills

Specific Competence: Develop listening skills

Main Activity: Within 1 period students should be able to Develop listening skills

Specific Activity: Within 40 minutes, students should be to;

(a) Answer questions based on information from presentations/tasks

Teaching and Learning Resources:

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References: Tanzania Institute of Education. (2023). *English for secondary schools student's book, Form One*. Tanzania Institute of Education.

Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to answer questions based on information from presentations/tasks Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
Design	10	Ask students in groups to name and explain different things they have learnt when participating in discussion	Name and explain different things they have learnt when participating in discussion.	Different things learnt today are identified.
Realisation	05	Ask each student to show and give examples of what she or he has learnt in the lesson today	Show and give examples of what she or he has learnt in the lesson today.	Examples are given and things learnt are explained.

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TEACHER'S LESSON PLAN

Name of School:

Teacher's Name:

Form: One

Subject: English

Time:

Date:

Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Demonstrate mastery of English language skills

Specific Competence: Develop listening skills

Main Activity: Within 1 period students should be able to Develop listening skills

Specific Activity: Within 40 minutes, students should be to;

(b) Practise pronunciation of words from oral and audio/audio-visual sources

Teaching and Learning Resources:

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References: Tanzania Institute of Education. (2023). *English for secondary schools student's book, Form One*. Tanzania Institute of Education.

Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to Practise pronunciation of words from oral and audio/audio-visual sources Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
Design	10	Ask students in groups to name and explain different things they have learnt when participating in discussion	Name and explain different things they have learnt when participating in discussion.	Different things learnt today are identified.
Realisation	05	Ask each student to show and give examples of what she or he has learnt in the lesson today	Show and give examples of what she or he has learnt in the lesson today.	Examples are given and things learnt are explained.

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TEACHER'S LESSON PLAN

Name of School:

Teacher's Name:

Form: One

Subject: English

Time:

Date:

Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Demonstrate mastery of English language skills

Specific Competence: Develop listening skills

Main Activity: Within 1 period students should be able to Develop listening skills

Specific Activity: Within 40 minutes, students should be able to;

(c) Write words heard from oral and audio/audio-visual sources

Teaching and Learning Resources:

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Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to Write words heard from oral and audio/audio-visual sources Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
Design	10	Ask students in groups to name and explain different things they have learnt when participating in discussion	Name and explain different things they have learnt when participating in discussion.	Different things learnt today are identified.
Realisation	05	Ask each student to show and give examples of what she or he has learnt in the lesson today	Show and give examples of what she or he has learnt in the lesson today.	Examples are given and things learnt are explained.

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Name of School:

Teacher's Name:

Form: One

Subject: English

Time:

Date:

Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Demonstrate mastery of English language skills

Specific Competence: Develop listening skills

Main Activity: Within 1 period students should be able to Develop listening skills

Specific Activity: Within 40 minutes, students should be to;

(d) Reproduce Messages from oral presentations

Teaching and Learning Resources:

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Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to Reproduce Messages from oral presentations Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
Design	10	Ask students in groups to name and explain different things they have learnt when participating in discussion	Name and explain different things they have learnt when participating in discussion.	Different things learnt today are identified.
Realisation	05	Ask each student to show and give examples of what she or he has learnt in the lesson today	Show and give examples of what she or he has learnt in the lesson today.	Examples are given and things learnt are explained.

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Teacher's Name:

Form: One

Subject: English

Time:

Date:

Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Demonstrate mastery of English language skills

Specific Competence: Produce short and coherent oral messages with intelligible pronunciation and fluency

Main Activity: Within 1 period students should be able to produce short and coherent oral messages with intelligible pronunciation and fluency

Specific Activity: Within 40 minutes, students should be to;

(a) Distinguish words with minimal sound distinctions that have different meanings (*cut/cat; paper/pepper; date/debt*)

(b) Practise pronunciation with proper word stress assignment

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Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to discuss about Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
Design	10	Ask students in groups to name and explain different things they have learnt when participating in discussion	Name and explain different things they have learnt when participating in discussion.	Different things learnt today are identified.
Realisation	05	Ask each student to show and give examples of what she or he has learnt in the lesson today	Show and give examples of what she or he has learnt in the lesson today.	Examples are given and things learnt are explained.

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Subject: English

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Date:.....

Number of students					
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Girls	Boys	Total	Girls	Boys	Total

Main Competence: Demonstrate mastery of English language skills

Specific Competence: Produce short and coherent oral messages with intelligible pronunciation and fluency

Main Activity: Within 1 period students should be able to produce short and coherent oral messages with intelligible pronunciation and fluency

Specific Activity: Within 40 minutes, students should be to;

(a) Distinguish words with minimal sound distinctions that have different meanings(*cut/cat; paper/ pepper; date/debt*)

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Competence Development	20	Provide students with short guiding questions and ask them in groups to Distinguish words with minimal sound distinctions that have different meanings (<i>cut/cat; paper/pepper; date/debt</i>) Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
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Realisation	05	Ask each student to show and give examples of what she or he has learnt in the lesson today	Show and give examples of what she or he has learnt in the lesson today.	Examples are given and things learnt are explained.

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Form: One

Subject: English

Time:

Date:

Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Demonstrate mastery of English language skills

Specific Competence: Produce short and coherent oral messages with intelligible pronunciation and fluency

Main Activity: Within 1 period students should be able to produce short and coherent oral messages with intelligible pronunciation and fluency

Specific Activity: Within 40 minutes, students should be able to;

(b) Practise pronunciation with proper word stress assignment

Teaching and Learning Resources:

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Teaching and Learning Process

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Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to Practise pronunciation with proper word stress assignment Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
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Subject: English

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Number of students					
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Girls	Boys	Total	Girls	Boys	Total

Main Competence: Demonstrate mastery of English language skills

Specific Competence: Produce short and coherent oral messages with intelligible pronunciation and fluency

Main Activity: Within 1 period students should be able to produce short and coherent oral messages with intelligible pronunciation and fluency

Specific Activity: Within 40 minutes, students should be able to;

(c) Practise pronunciation of words with short and long vowels (*e.g., sit/seat, hit/heat, pot/port*)

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Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to Practise pronunciation of words with short and long vowels (e.g., sit/seat, hit/heat, pot/port) Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
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Name of School:

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Subject: English

Time:

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Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Demonstrate mastery of English language skills

Specific Competence: Produce short and coherent oral messages with intelligible pronunciation and fluency

Main Activity: Within 1 period students should be able to produce short and coherent oral messages with intelligible pronunciation and fluency

Specific Activity: Within 40 minutes, students should be able to;

(d) Practise pronunciation of unfamiliar sounds (*e.g., through the use of tongue twisters, songs, poems*)

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Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
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Competence Development	20	Provide students with short guiding questions and ask them in groups to Practise pronunciation of unfamiliar sounds (<i>e.g., through the use of tongue twisters, songs, poems</i>) Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
Design	10	Ask students in groups to name and explain different things they have learnt when participating in discussion	Name and explain different things they have learnt when participating in discussion.	Different things learnt today are identified.
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Name of School:

Teacher's Name:

Form: One

Subject: English

Time:

Date:

Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Demonstrate mastery of English language skills

Specific Competence: Produce short and coherent oral messages with intelligible pronunciation and fluency

Main Activity: Within 1 period students should be able to produce short and coherent oral messages with intelligible pronunciation and fluency

Specific Activity: Within 40 minutes, students should be to;

(c) Practise pronunciation of words with short and long vowels (e.g., *sit/seat, hit/heat, pot/port*)

Teaching and Learning Resources:

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Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
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Design	10	Ask students in groups to name and explain different things they have learnt when participating in discussion	Name and explain different things they have learnt when participating in discussion.	Different things learnt today are identified.
Realisation	05	Ask each student to show and give examples of what she or he has learnt in the lesson today	Show and give examples of what she or he has learnt in the lesson today.	Examples are given and things learnt are explained.

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Time:

Date:

Number of students					
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Girls	Boys	Total	Girls	Boys	Total

Main Competence: Demonstrate mastery of English language skills

Specific Competence: Produce short and coherent oral messages with intelligible pronunciation and fluency

Main Activity: Within 1 period students should be able to produce short and coherent oral messages with intelligible pronunciation and fluency

Specific Activity: Within 40 minutes, students should be to;

(d) Practise pronunciation of unfamiliar sounds (*e.g., through the use of tongue twisters, songs, poems*)

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Teaching and Learning Process

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Competence Development	20	Provide students with short guiding questions and ask them in groups to Practise pronunciation of unfamiliar sounds (<i>e.g., through the use of tongue twisters, songs, poems</i>) Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
Design	10	Ask students in groups to name and explain different things they have learnt when participating in discussion	Name and explain different things they have learnt when participating in discussion.	Different things learnt today are identified.
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Subject: English

Time:

Date:

Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Demonstrate mastery of English language skills

Specific Competence: Produce short and coherent oral messages with intelligible pronunciation and fluency

Main Activity: Within 1 period students should be able to produce short and coherent oral messages with intelligible pronunciation and fluency

Specific Activity: Within 40 minutes, students should be to;

(e) Practice pronunciation of words with similar sounds that have different spellings (e.g., *one/won, ewe/you*)

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Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to Practice pronunciation of words with similar sounds that have different spellings (e.g., <i>one/won, ewe/you</i>) Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
Design	10	Ask students in groups to name and explain different things they have learnt when participating in discussion	Name and explain different things they have learnt when participating in discussion.	Different things learnt today are identified.
Realisation	05	Ask each student to show and give examples of what she or he has learnt in the lesson today	Show and give examples of what she or he has learnt in the lesson today.	Examples are given and things learnt are explained.

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Name of School:

Teacher's Name:

Form: One

Subject: English

Time:

Date:

Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Demonstrate mastery of English language skills

Specific Competence: Develop vocabulary from conversations and written texts

Main Activity: Within 1 period students should be able to Develop vocabulary from conversations and written texts

Specific Activity: Within 40 minutes, students should be to;

(a) Write new vocabulary from conversations and written texts on particular topics (e.g., *politics, sports, tourism, agriculture*)

Teaching and Learning Resources:

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Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to Write new vocabulary from conversations and written texts on particular topics (e.g., <i>politics, sports, tourism, agriculture</i>) Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
Design	10	Ask students in groups to name and explain different things they have learnt when participating in discussion	Name and explain different things they have learnt when participating in discussion.	Different things learnt today are identified.
Realisation	05	Ask each student to show and give examples of what she or he has learnt in the lesson today	Show and give examples of what she or he has learnt in the lesson today.	Examples are given and things learnt are explained.

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Teacher's Name:

Form: One

Subject: English

Time:

Date:

Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Demonstrate mastery of English language skills

Specific Competence: Develop vocabulary from conversations and written texts

Main Activity: Within 1 period students should be able to Develop vocabulary from conversations and written texts

Specific Activity: Within 40 minutes, students should be to;

(b) Construct sentences using vocabulary acquired from conversations and written texts

Teaching and Learning Resources:

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References: Tanzania Institute of Education. (2023). *English for secondary schools student's book, Form One*. Tanzania Institute of Education.

Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to Construct sentences using vocabulary acquired from conversations and written texts Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
Design	10	Ask students in groups to name and explain different things they have learnt when participating in discussion	Name and explain different things they have learnt when participating in discussion.	Different things learnt today are identified.
Realisation	05	Ask each student to show and give examples of what she or he has learnt in the lesson today	Show and give examples of what she or he has learnt in the lesson today.	Examples are given and things learnt are explained.

Remarks:.....

TEACHER'S LESSON PLAN

Name of School:

Teacher's Name:

Form: One

Subject: English

Time:

Date:

Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Demonstrate mastery of English language skills

Specific Competence: Develop vocabulary from conversations and written texts

Main Activity: Within 1 period students should be able to Develop vocabulary from conversations and written texts

Specific Activity: Within 40 minutes, students should be to;

(c) Play vocabulary building games using digital and non-digital resources (e.g., *word board games, charades, picture games, flashcards*)

Teaching and Learning Resources:

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References: Tanzania Institute of Education. (2023). *English for secondary schools student's book, Form One*. Tanzania Institute of Education.

Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to Play vocabulary building games using digital and non-digital resources (e.g., word board games, charades, picture games, flashcards) Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
Design	10	Ask students in groups to name and explain different things they have learnt when participating in discussion	Name and explain different things they have learnt when participating in discussion.	Different things learnt today are identified.
Realisation	05	Ask each student to show and give examples of what she or he has learnt in the lesson today	Show and give examples of what she or he has learnt in the lesson today.	Examples are given and things learnt are explained.

Remarks:.....

TEACHER'S LESSON PLAN

Name of School:

Teacher's Name:

Form: One

Subject: English

Time:

Date:

Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Demonstrate mastery of English language skills

Specific Competence: Use appropriate grammar and vocabulary in oral and in written language tasks

Main Activity: Within 1 period students should be able to Develop vocabulary from conversations and written texts

Specific Activity: Within 40 minutes, students should be to;

(a) Express ideas or opinions in contextualized oral and written language tasks using proper grammar and vocabulary(*e.g. hospital, market, library, bus stop, sport and games*)

Teaching and Learning Resources:

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References: Tanzania Institute of Education. (2023). *English for secondary schools student's book, Form One*. Tanzania Institute of Education.

Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to Express ideas or opinions in contextualized oral and written language tasks using proper grammar and vocabulary (e.g. <i>hospital, market, library, bus stop, sport and games</i>) Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
Design	10	Ask students in groups to name and explain different things they have learnt when participating in discussion	Name and explain different things they have learnt when participating in discussion.	Different things learnt today are identified.
Realisation	05	Ask each student to show and give examples of what she or he has learnt in the lesson today	Show and give examples of what she or he has learnt in the lesson today.	Examples are given and things learnt are explained.

Remarks:.....

TEACHER'S LESSON PLAN

Name of School:

Teacher's Name:.....

Form: One

Subject: English

Time:.....

Date:.....

Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Demonstrate mastery of English language skills

Specific Competence: Use appropriate grammar and vocabulary in oral and in written language tasks

Main Activity: Within 1 period students should be able to Develop vocabulary from conversations and written texts

Specific Activity: Within 40 minutes, students should be to;

(b) Construct sentences using appropriate grammar and vocabulary relating to a specific context (structure: *tenses – simple past, simple present, articles, present progressive, pronouns, coordinators, prepositions, adjectives, adverbs*)

Teaching and Learning Resources:

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References: Tanzania Institute of Education. (2023). *English for secondary schools student's book, Form One*. Tanzania Institute of Education.

Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to Construct sentences using appropriate grammar and vocabulary relating to a specific context (structure: <i>tenses – simple past, simple present, articles, present progressive, pronouns, coordinators, prepositions, adjectives, adverbs</i>) Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
Design	10	Ask students in groups to name and explain different things they have learnt when participating in discussion	Name and explain different things they have learnt when participating in discussion.	Different things learnt today are identified.
Realisation	05	Ask each student to show and give examples of what she or he has learnt in the lesson today	Show and give examples of what she or he has learnt in the lesson today.	Examples are given and things learnt are explained.

Remarks:.....

TEACHER'S LESSON PLAN

Name of School:

Teacher's Name:

Form: One

Subject: English

Time:

Date:

Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Demonstrate mastery of English language skills

Specific Competence: Use appropriate grammar and vocabulary in oral and in written language tasks

Main Activity: Within 1 period students should be able to Develop vocabulary from conversations and written texts

Specific Activity: Within 40 minutes, students should be to;

(c) Debate on topics using proper grammar and vocabulary

Teaching and Learning Resources:

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References: Tanzania Institute of Education. (2023). *English for secondary schools student's book, Form One*. Tanzania Institute of Education.

Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to debate on topics using proper grammar and vocabulary Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
Design	10	Ask students in groups to name and explain different things they have learnt when participating in discussion	Name and explain different things they have learnt when participating in discussion.	Different things learnt today are identified.
Realisation	05	Ask each student to show and give examples of what she or he has learnt in the lesson today	Show and give examples of what she or he has learnt in the lesson today.	Examples are given and things learnt are explained.

Remarks:.....

TEACHER'S LESSON PLAN

Name of School:

Teacher's Name:.....

Form: One

Subject: English

Time:.....

Date:.....

Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Comprehend oral and written information

Specific Competence: Read texts for comprehension

Main Activity: Within 1 period students should be able to read texts for comprehension

Specific Activity: Within 40 minutes, students should be to;

(a) Sequence the order of events in stories

Teaching and Learning Resources:

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References: Tanzania Institute of Education. (2023). *English for secondary schools student's book, Form One*. Tanzania Institute of Education.

Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to Sequence the order of events in stories Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
Design	10	Ask students in groups to name and explain different things they have learnt when participating in discussion	Name and explain different things they have learnt when participating in discussion.	Different things learnt today are identified.
Realisation	05	Ask each student to show and give examples of what she or he has learnt in the lesson today	Show and give examples of what she or he has learnt in the lesson today.	Examples are given and things learnt are explained.

Remarks:.....

TEACHER'S LESSON PLAN

Name of School:

Teacher's Name:

Form: One

Subject: English

Time:

Date:

Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Comprehend oral and written information

Specific Competence: Read texts for comprehension

Main Activity: Within 1 period students should be able to Read texts for comprehension

Specific Activity: Within 40 minutes, students should be to;

(b) Make a summary of stories

(c) Retell stories

Teaching and Learning Resources:

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References: Tanzania Institute of Education. (2023). *English for secondary schools student's book, Form One*. Tanzania Institute of Education.

Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to Make a summary of stories and Retell stories Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
Design	10	Ask students in groups to name and explain different things they have learnt when participating in discussion	Name and explain different things they have learnt when participating in discussion.	Different things learnt today are identified.
Realisation	05	Ask each student to show and give examples of what she or he has learnt in the lesson today	Show and give examples of what she or he has learnt in the lesson today.	Examples are given and things learnt are explained.

Remarks:.....

TEACHER'S LESSON PLAN

Name of School:

Teacher's Name:

Form: One

Subject: English

Time:

Date:

Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Comprehend oral and written information

Specific Competence: Comprehend oral messages with increasing difficulty

Main Activity: Within 1 period students should be able to read texts for comprehension

Specific Activity: Within 40 minutes, students should be to;

(a)Paraphrase various oral messages from different contexts

(b)Respond to oral messages from different contexts

Teaching and Learning Resources:

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References: Tanzania Institute of Education. (2023).*English for secondary schools student's book, Form One*. Tanzania Institute of Education.

Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to; (a) Paraphrase various oral messages from different contexts (b) Respond to oral messages from different contexts Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
Design	10	Ask students in groups to name and explain different things they have learnt when participating in discussion	Name and explain different things they have learnt when participating in discussion.	Different things learnt today are identified.
Realisation	05	Ask each student to show and give examples of what she or he has learnt in the lesson today	Show and give examples of what she or he has learnt in the lesson today.	Examples are given and things learnt are explained.

Remarks:.....

TEACHER'S LESSON PLAN

Name of School:

Teacher's Name:

Form: One

Subject: English

Time:

Date:

Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Comprehend oral and written information

Specific Competence: Comprehend oral messages with increasing difficulty

Main Activity: Within 1 period students should be able to read texts for comprehension

Specific Activity: Within 40 minutes, students should be to;

(c) Respond to questions about oral messages

Teaching and Learning Resources:

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References: Tanzania Institute of Education. (2023). *English for secondary schools student's book, Form One*. Tanzania Institute of Education.

Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to respond to questions about oral messages. Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
Design	10	Ask students in groups to name and explain different things they have learnt when participating in discussion	Name and explain different things they have learnt when participating in discussion.	Different things learnt today are identified.
Realisation	05	Ask each student to show and give examples of what she or he has learnt in the lesson today	Show and give examples of what she or he has learnt in the lesson today.	Examples are given and things learnt are explained.

Remarks:.....

TEACHER'S LESSON PLAN

Name of School:

Teacher's Name:

Form: One

Subject: English

Time:

Date:

Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Comprehend oral and written information

Specific Competence: Respond appropriately in a variety of oral and written communication contexts

Main Activity: Within 1 period students should be able to read texts for comprehension

Specific Activity: Within 40 minutes, students should be to;

- (a) Express ideas and opinions in different interpersonal Communication settings (*e.g., I think..., I guess..., In my opinion..., I would say ...*)
- (b) Use appropriate non-verbal cues in interpersonal communication

Teaching and Learning Resources:

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References: Tanzania Institute of Education. (2023). *English for secondary schools student's book, Form One*. Tanzania Institute of Education.

Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to ; (a) Express ideas and opinions in different interpersonal Communication settings <i>(e.g., I think..., I guess..., In my opinion..., I would say ...)</i> (b) Use appropriate non-verbal cues in interpersonal communication Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
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Realisation	05	Ask each student to show and give examples of what she or he has learnt in the lesson today	Show and give examples of what she or he has learnt in the lesson today.	Examples are given and things learnt are explained.

Remarks:.....

TEACHER'S LESSON PLAN

Name of School:

Teacher's Name:.....

Form: One

Subject: English

Time:.....

Date:.....

Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Comprehend oral and written information

Specific Competence: Respond appropriately in a variety of oral and written communication contexts

Main Activity: Within 1 period students should be able to read texts for comprehension

Specific Activity: Within 40 minutes, students should be to;

(c) Use proper grammar and vocabulary in different interpersonal communication contexts (*e.g., greetings, bidding farewell, apologizing*)

Teaching and Learning Resources:

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References: Tanzania Institute of Education. (2023). *English for secondary schools student's book, Form One*. Tanzania Institute of Education.

Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to Use proper grammar and vocabulary in different interpersonal communication contexts (<i>e.g., greetings, bidding farewell, apologizing</i>) Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
Design	10	Ask students in groups to name and explain different things they have learnt when participating in discussion	Name and explain different things they have learnt when participating in discussion.	Different things learnt today are identified.
Realisation	05	Ask each student to show and give examples of what she or he has learnt in the lesson today	Show and give examples of what she or he has learnt in the lesson today.	Examples are given and things learnt are explained.

Remarks:.....

TEACHER'S LESSON PLAN

Name of School:

Teacher's Name:

Form: One

Subject: English

Time:

Date:

Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Comprehend oral and written information

Specific Competence: Respond appropriately in a variety of oral and written communication contexts

Main Activity: Within 1 period students should be able to read texts for comprehension

Specific Activity: Within 40 minutes, students should be to;

(d) Use appropriate language and expressions in communicating with people of different age groups and statuses (*e.g., peers, elders, family members, leaders*)

Teaching and Learning Resources:

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References: Tanzania Institute of Education. (2023). *English for secondary schools student's book, Form One*. Tanzania Institute of Education.

Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to Use appropriate language and expressions in communicating with people of different age groups and statuses (<i>e.g., peers, elders, family members, leaders</i>) Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different activities of a lesson are identified.
Design	10	Ask students in groups to name and explain different things they have learnt when participating in discussion	Name and explain different things they have learnt when participating in discussion.	Different things learnt today are identified.
Realisation	05	Ask each student to show and give examples of what she or he has learnt in the lesson today	Show and give examples of what she or he has learnt in the lesson today.	Examples are given and things learnt are explained.

Remarks:.....

TEACHER'S LESSON PLAN

Name of School:

Teacher's Name:.....

Form: One

Subject: English

Time:.....

Date:.....

Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Communicate effectively in different contexts

Specific Competence: Use appropriate grammar and vocabulary for oral communication in a variety of contexts

Main Activity: Within 1 period students should be able to Use appropriate grammar and vocabulary for oral communication in a variety of contexts

Specific Activity: Within 40 minutes, students should be able to;

(a) Express daily routines(structure: *present simple*)

Teaching and Learning Resources:

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References: Tanzania Institute of Education. (2023).*English for secondary schools student's book, Form One*. Tanzania Institute of Education.

Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to Express daily routines (structure: <i>present simple</i>) Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
Design	10	Ask students in groups to name and explain different things they have learnt when participating in discussion	Name and explain different things they have learnt when participating in discussion.	Different things learnt today are identified.
Realisation	05	Ask each student to show and give examples of what she or he has learnt in the lesson today	Show and give examples of what she or he has learnt in the lesson today.	Examples are given and things learnt are explained.

Remarks:

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TEACHER'S LESSON PLAN

Name of School:

Teacher's Name:

Form: One

Subject: English

Time:

Date:

Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Communicate effectively in different contexts

Specific Competence: Use appropriate grammar and vocabulary for oral communication in a variety of contexts

Main Activity: Within 1 period students should be able to Use appropriate grammar and vocabulary for oral communication in a variety of contexts

Specific Activity: Within 40 minutes, students should be able to;

(b) Express ongoing activities (structure: *present progressive*)

Teaching and Learning Resources:

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References: Tanzania Institute of Education. (2023). *English for secondary schools student's book, Form One*. Tanzania Institute of Education.

Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to Express ongoing activities (structure: <i>present progressive</i>) Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
Design	10	Ask students in groups to name and explain different things they have learnt when participating in discussion	Name and explain different things they have learnt when participating in discussion.	Different things learnt today are identified.
Realisation	05	Ask each student to show and give examples of what she or he has learnt in the lesson today	Show and give examples of what she or he has learnt in the lesson today.	Examples are given and things learnt are explained.

Remarks:.....

TEACHER'S LESSON PLAN

Name of School:

Teacher's Name:

Form: One

Subject: English

Time:

Date:

Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Communicate effectively in different contexts

Specific Competence: Use appropriate grammar and vocabulary for oral communication in a variety of contexts

Main Activity: Within 1 period students should be able to Use appropriate grammar and vocabulary for oral communication in a variety of contexts

Specific Activity: Within 40 minutes, students should be able to;

(c) Express family relationship and occupations (structure: *present simple + progressive*)

Teaching and Learning Resources:

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References: Tanzania Institute of Education. (2023). *English for secondary schools student's book, Form One*. Tanzania Institute of Education.

Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to Express family relationship and occupations (structure: <i>present simple + progressive</i>) Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
Design	10	Ask students in groups to name and explain different things they have learnt when participating in discussion	Name and explain different things they have learnt when participating in discussion.	Different things learnt today are identified.
Realisation	05	Ask each student to show and give examples of what she or he has learnt in the lesson today	Show and give examples of what she or he has learnt in the lesson today.	Examples are given and things learnt are explained.

Remarks:

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TEACHER'S LESSON PLAN

Name of School:

Teacher's Name:.....

Form: One

Subject: English

Time:.....

Date:.....

Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Communicate effectively indifferent contexts

Specific Competence: Use appropriate grammar and vocabulary for oral communication in a variety of contexts

Main Activity: Within 1 period students should be able to Use appropriate grammar and vocabulary for oral communication in a variety of contexts

Specific Activity: Within 40 minutes, students should be to;

(d) Express ownership/ possession (structure: *have/has in present simple* and *had in past simple, apostrophe, possessive pronouns*)

(e) Give directions

Teaching and Learning Resources:

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References: Tanzania Institute of Education. (2023).*English for secondary schools student's book, Form One*. Tanzania Institute of Education.

Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to; (d) Express ownership/ possession (structure: <i>have/has in present simple</i> and <i>had in past simple</i> , <i>apostrophe</i> , <i>possessive pronouns</i>) (e) Give directions Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different activities of a lesson are identified.
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Realisation	05	Ask each student to show and give examples of what she or he has learnt in the lesson today	Show and give examples of what she or he has learnt in the lesson today.	Examples are given and things learnt are explained.

Remarks:.....

TEACHER'S LESSON PLAN

Name of School:

Teacher's Name:

Form: One

Subject: English

Time:

Date:

Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Communicate effectively in different contexts

Specific Competence: Create a variety of texts for different communicative purposes using the appropriate tone and register

Main Activity: Within 1 period students should be able to Create a variety of texts for different communicative purposes using the appropriate tone and register

Specific Activity: Within 40 minutes, students should be able to;

(a) Recognise the main stages of writing texts (*e.g., pre-writing, drafting, revising, editing*)

Teaching and Learning Resources:

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References: Tanzania Institute of Education. (2023). *English for secondary schools student's book, Form One*. Tanzania Institute of Education.

Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to Recognise the main stages of writing texts (<i>e.g., pre-writing, drafting, revising, editing</i>) Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
Design	10	Ask students in groups to name and explain different things they have learnt when participating in discussion	Name and explain different things they have learnt when participating in discussion.	Different things learnt today are identified.
Realisation	05	Ask each student to show and give examples of what she or he has learnt in the lesson today	Show and give examples of what she or he has learnt in the lesson today.	Examples are given and things learnt are explained.

Remarks:.....

TEACHER'S LESSON PLAN

Name of School:

Teacher's Name:.....

Form: One

Subject: English

Time:.....

Date:.....

Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Communicate effectively in different contexts

Specific Competence: Create a variety of texts for different communicative purposes using the appropriate tone and register

Main Activity: Within 1 period students should be able to Create a variety of texts for different communicative purposes using the appropriate tone and register

Specific Activity: Within 40 minutes, students should be able to;

(b) Write a variety of friendly letters and invitations (vocabulary: *Dear Father/ Uncle, Dear Mother/Aunt, Mr/Mrs..., Dr./Prof./Madam/Ms...*)

Teaching and Learning Resources:

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Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to Write a variety of friendly letters and invitations (vocabulary: <i>Dear Father/ Uncle, Dear Mother/Aunt, Mr/Mrs..., Dr./Prof./Madam/Ms...</i>) Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
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TEACHER'S LESSON PLAN

Name of School:

Teacher's Name:.....

Form: One

Subject: English

Time:.....

Date:.....

Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Communicate effectively in different contexts

Specific Competence: Create a variety of texts for different communicative purposes using the appropriate tone and register

Main Activity: Within 1 period students should be able to Create a variety of texts for different communicative purposes using the appropriate tone and register

Specific Activity: Within 40 minutes, students should be able to;

(c)Create dialogues on various topics (e.g., *the value of education, environment, culture, gender equality*)

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Teaching and Learning Process

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TEACHER'S LESSON PLAN

Name of School:

Teacher's Name:.....

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Subject: English

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Teaching and Learning Process

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Main Activity: Within 1 period students should be able to Create a variety of texts for different communicative purposes using the appropriate tone and register

Specific Activity: Within 40 minutes, students should be able to;

(d) Create and express orally daily and weekly timetables for routines

Teaching and Learning Resources:

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Teacher's Name:

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Main Competence: Communicate effectively in different contexts

Specific Competence: Create a variety of texts for different communicative purposes using the appropriate tone and register

Main Activity: Within 1 period students should be able to Create a variety of texts for different communicative purposes using the appropriate tone and register

Specific Activity: Within 40 minutes, students should be able to;

(d) Create and express orally daily and weekly timetables for routines

Teaching and Learning Resources:

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References: Tanzania Institute of Education. (2023). *English for secondary schools student's book, Form One*. Tanzania Institute of Education.

Teaching and Learning Process

Stages	Time (Minutes)	Teaching Activities	Learning Activities	Assessment Criteria
Introduction	05	Displaying a picture on manila sheet. Asking students some questions about today's lesson. (What do you see in the picture?)	Observe the image and respond to the questions asked.	Questions about today's lesson are answered.
Competence Development	20	Provide students with short guiding questions and ask them in groups to Create and express orally daily and weekly timetables for routines Display a video or pictures with different activities of a lesson. Then, ask them in pairs to identify activities the video or pictures drawn.	Discuss and share what they have learnt in the lesson. Watch and identify different activities of a lesson from the video.	Every thing taught today are clearly explained. Different different activities of a lesson are identified.
Design	10	Ask students in groups to name and explain different things they have learnt when participating in discussion	Name and explain different things they have learnt when participating in discussion.	Different things learnt today are identified.
Realisation	05	Ask each student to show and give examples of what she or he has learnt in the lesson today	Show and give examples of what she or he has learnt in the lesson today.	Examples are given and things learnt are explained.

Remarks:

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TEACHER'S LESSON PLAN

Name of School:

Teacher's Name:

Form: One

Subject: English

Time:

Date:

Number of students					
Registered			Present		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: Communicate effectively in different contexts

Specific Competence: Create a variety of texts for different communicative purposes using the appropriate tone and register

Main Activity: Within 1 period students should be able to Create a variety of texts for different communicative purposes using the appropriate tone and register

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Teaching and Learning Process

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TEACHER'S LESSON PLAN

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Teacher's Name:

Form: One

Subject: English

Time:

Date:

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