



# **FEDERAL MINISTRY OF EDUCATION**

## **Accelerated Basic Education Curriculum English Studies (Level 2: Stage 1 - 3)**



**NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)**

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## Foreword

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

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

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

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

disasters or other socio-economic factors.

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

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

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

**ADAMU ADAMU**

**Honourable Minister of Education, FME, Abuja.**

**October 2019**

## Preface

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

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

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

children in this category. Whereas pockets of efforts have been made towards addressing the challenge, Nigeria lacks a strategically designed educational programme and curriculum standards that suits the peculiarities of children in this category. Understandably, some non-governmental organizations have attempted to provide some interventions in this regard but these they had been done without a nationally established framework and curriculum standards.

Importantly, the Ministerial Strategy Plan (2018- 2022) had clearly identified containing the menace of out-of-school children as one of the 10 pillars of the programmes targeted at bringing about change the Nigerian education sector.

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

The Nigeria Accelerated Education Programme (NAEP) specifically targets



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

The NAEP is structured into 3 Levels as exemplified below:

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

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

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

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

The development of the Accelerated Basic Education Curriculum involved a systematic procedure in which the 9-Year Basic Education Curriculum (for

the selected subjects) was condensed into a 3-Year accelerated basic education curriculum without compromising the quality.

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

- i. Planning, which involves concepts and strategy formulation,
- ii. Writing (crafting) of the initial draft of the curriculum document;
- iii. Critique of the draft curriculum document; and
- iv. Editorial and finalization of the curriculum document.

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

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

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

**PROF. ISMAIL JUNAIDU**  
**Executive Secretary, NERDC**

## Introduction

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

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

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

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

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

competencies equivalent to their mates in the regular school programme.

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

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

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

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

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

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

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

**Dr. Garba D. Gandu**

Director, Curriculum Development Centre, NERDC

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# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: ORAL LANGUAGE

LEVEL: TWO

STAGE: ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Counting</b>	Learners should be able to:  1. count the numbers 300-500; 2. write 300 – 500 in words.	Counting from 300-500	1. Displays the chart containing figures 300 – 500. 2. Reads out the figures and corresponding words. 3. Ask learners to read out and to write the figures in words.	1. Listen attentively to teacher. 2. Read out and write the figures in words in their note books.	1. Charts. 2. Audio tapes. 3. Course book.	Learners to:  1. count numbers 300 – 500. 2. write the numbers in words.
<b>Dialogue</b>	Learners should be able to :  1. express themselves clearly in structured dialogues; 2. listen to questions on given topics and answer promptly and correctly.	Structured dialogues on issues such as personal hygiene and food hygiene.	1. Presents topic(s) for discussion; 2. Guides learners in their discussion 3. Asks questions on what has been learned.	1. Note the topic. 2. Engage in dialogues/ discussions on given topics. 3. Answer questions posed by the teacher.	1. Course book. 2. Relevant newspaper/ magazine cuttings on the topics.	Learners to:  1. engage in dialogues on personal hygiene and food hygiene, expressing themselves appropriately. 2. give answers to questions asked on given topics

# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: ORAL LANGUAGE

LEVEL: TWO

STAGE: ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Read Aloud Stories</b>	Learners should be able to:  1. listen to text read in class; 2. Read class/age appropriate text accurately; 3. Answer questions on the given text.	Listening to short class/age appropriate texts of 100 – 150 words	1. Provides short texts on HIV/ AIDS. 2. Reads the texts to learners. 3. Guides learners to read the texts. 4. Emphasizes the pronunciation of the key words. 5. Asks questions on what they have listened to in the text.	1. Listen to the teacher attentively. 2. Read the text fluently. 3. Pronounce key words appropriately. 4. Answer questions on the text read.	1. Selected text on HIV/AIDS . 2. Charts. 3. Pictures. 4. Supplementary readers. 5. Flash cards showing the key words.	Learners to:  1. Listen to text read. 2. Read given text fluently. 3. Answer questions on the text.
	1. Read familiar words and text; 2. Compare words with similar sounds; 3. Recognise words that end with the same sounds	1 Recognition of sounds and common words 2 One letter: a,i. 3 Two letters: is, it 4 Three letters: try/fry cat/hat/bat, etc.	1. Reads and writes common one -letter (i.e. "a" and "I"), two-letter (e.g. "is" and "my") and three letter (e.g. "the" and "was" words on the board. 2. Guides learners to track familiar sounds from words read aloud. 3. Leads learners to identify words that end with same letter sounds.	1. Listen to the teacher and write notes. 2. Track familiar sounds from given words. 3. Identify words with similar sounds.	1. Word cards. 2. Audio tape. 3. Flash cards. 4. Course book`	1. Sight-read common words correctly; 2. Track familiar sounds in words 3. Identify words that end with same letter sounds.

# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: ORAL LANGUAGE

LEVEL: TWO

STAGE: ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Read Aloud Stories (Cont'd)</b>	Learners should be able to: 1. Listen to a story on a given topic: "Trafficking in Persons in Nigeria" 2. Answer questions involving the identification of facts and meaning of what they listened to;	Answering questions from stories e.g. "Trafficking in Persons in Nigeria"	1. Reads out the story to learners. 2. Emphasises on the pronunciation of the key words. 3. Demonstrates the story to learners. 4. Asks learners questions on what they have listened to in the story.	1. Listen to the teacher. 2. Pronounce the key words. 3. Retell the story 4. Answer questions on what they have heard.	1. Supplementary readers. 2. Course book. 3. Wall chart depicting the story. 4. Flash cards showing the key words.	Learners to: 1. Answer questions on the story heard.
	1. Identify main characters and setting of a story. 2. Answer correctly questions about the story read aloud 3. Retell information gained from the story in own words.	<ul style="list-style-type: none"> <li>Making connections between the characters in the story and personal experiences.</li> </ul>	1. Reads a story and guides learners to identify characters and setting in the story. 2. Explains sequence of events 3. Makes connections between story themes, characters in the story and life experiences 4. Asks questions about the story.	1. Listen to story read by the teacher. 2. Identify characters and setting in the story. 3. Make connections between story themes, characters in the story and life experiences. 4. Answer questions based on story.	1. Story books 2. Course book	1. Identify main characters and setting of the story read aloud. 2. Answer questions about the story 3. Explain in own words meaning of and information from the story.



# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: ORAL LANGUAGE

LEVEL: TWO

STAGE: ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
			TEACHER	LEARNERS		
<b>Debate</b>	Learners should be able to:  1. Define the concept of debate.  2. Speak for the motion or against it.	1 Concept of Debate 2 Simple and familiar topics e.g.: "Herbal Medicine is better than Conventional Medicine" "Doctors are more important than farmers"	1. Tells the learners that a debate is an organized way of arguing ones case or points of view. 2. Introduces the register of debate to learners i.e. words, structure, terms, mannerisms, etc. 3. Guides learners to prepare a programme of events 4. Organizes a debate, with a chairman, panel of judges, proposers, opposers of the motion and listeners. 5. Guides learners to participate in a debate.	1. Listen to teacher's explanation of the concept of debate. 2. Take note of the register of debate. 3. Act as moderators while some learners read the prepared speech. 4. Participate in a debate.	1. A debate topic written on the board. 2. Recorded TV or radio debate. 3. A copy of a written sample debate.	Learners to:  1. Define the concept of debate; 2. Take a stand in an argument (for or against) and speak on a given topic.

# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: ORAL LANGUAGE

LEVEL: TWO

STAGE: ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
			TEACHER	LEARNERS		
<b>Titles and Subtitles</b>	<p>Learners should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the concept of title in a book;</li> <li>2. Explain the concept of subtitles in a book; and</li> <li>3. Identify the title and subtitle in a book.</li> </ol>	<ol style="list-style-type: none"> <li>1. Concept of titles and subtitles with examples.</li> <li>2. Title: Name given to a published book to identify or describe it.</li> <li>3. Subtitle: This is the secondary or explanatory title that enforces the main title, e.g. "<u>Corruption in Nigeria</u>: The bane of development". The underlined words are the main title, while the one not underlined is the subtitle.</li> </ol>	<ol style="list-style-type: none"> <li>1. Shows learners a typical story book with a title and subtitle e.g. "Corruption in Nigeria: the bane of development", with the explanation that the first part is the main title of the book, while the second part is the subtitle which comes after the main title of the book and that often gives more information about the contents of the book. The main title is the primary title while the subtitle is the secondary or explanatory title.</li> <li>2. Emphasises that titles and subtitles are a key part of a book.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen to teacher's explanations on titles/subtitles of a book.</li> <li>2. Observe the story book to identify the title and subtitle.</li> </ol>	<ol style="list-style-type: none"> <li>1. Simple story book.</li> <li>2. Course book.</li> </ol>	<p>Learners to:</p> <ol style="list-style-type: none"> <li>1. Explain the concept of titles and subtitles in a book.</li> <li>2. Identify the titles and subtitles in given books.</li> </ol>

# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: ORAL LANGUAGE

LEVEL: TWO

STAGE: ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Writing Words/ Labeling</b>	Learners should be able to:  1. Draw familiar objects in the classroom. 2. Write words/label on the drawings.	Drawing and labeling familiar objects in the classroom e.g. pencil, book.	1. Presents familiar classroom objects to learners. 2. Asks them to name the objects. 3. Guides learners into drawing the objects. 4. Guides learners in writing words/labels on the drawings.	1. Listen to teacher and name the objects presented. 2. Draw the objects. 3. Write words/ label on the drawings.	1. Classroom objects. 2. Posters. 3. Course book.	Learners to:  1 Draw familiar objects in the classroom.  2 Label the objects.
<b>Punctuations</b>	1. Identify common punctuation marks in books and other printed materials. 2. Use the punctuation marks correctly.	Identification of common punctuation marks in passages and other printed materials e.g. full-stop (.), comma (,) and exclamation mark (!).	1. Writes sample exercises/ passages using comma, full stop and exclamation marks. 2. Explains various uses of these punctuation marks. 3. Guides learners to give similar examples.	1. Listen to teacher's explanation. 2. Read the examples given by the teacher.  3. Give similar examples of their own.	1. Selected passages from course book. 2. Simple story books.	1. Identify common punctuation marks in given printed texts. 2. Write short sentences, with correct punctuations.

# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: CONCEPT OF PRINT AND WRITING

LEVEL: TWO

STAGE: ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
			TEACHER	LEARNERS		
<b>Spelling/ Dictation</b>	Learners should be able to:  1. State the meaning of spelling. 2. Spell correctly some three-letter dictated words.	<ul style="list-style-type: none"> <li>Meaning spelling.</li> <li>Spelling of three-letter words: ant, bag, egg, etc.</li> </ul>	<ol style="list-style-type: none"> <li>Explains spelling as the act of forming words from letters, a sequence of letters composing a word.</li> <li>Gives the spellings of some three-letter words, e.g. ant, bag, egg, etc.</li> <li>Dictates some three-letter words for learners to write out.</li> </ol>	<ol style="list-style-type: none"> <li>Listen to explanations on spelling.</li> <li>Write down spellings of given words.</li> <li>Note the importance of correct spellings in writing.</li> <li>Write down the spellings of the dictated words.</li> </ol>	<ol style="list-style-type: none"> <li>Course book.</li> <li>Dictionary.</li> <li>Charts.</li> </ol>	Learners to:  1. State the meaning of spelling.  2. Spell some dictated words correctly.
<b>Letter Writing</b>	<ol style="list-style-type: none"> <li>Make appropriate use of guidelines to write an informal letter.</li> <li>Write an informal letter.</li> </ol>	<ul style="list-style-type: none"> <li>An informal letter e.g. a letter to an elder sister, a brother, a father, a mother, a friend, expressing gratitude.</li> </ul>	<ol style="list-style-type: none"> <li>Explains meaning of informal letter.</li> <li>Lists the features of an informal letter.</li> <li>Guides learners to write informal letters expressing gratitude.</li> </ol>	<ol style="list-style-type: none"> <li>Listen to and write down meaning of and features of informal letters.</li> <li>Write informal letters to relatives and friends.</li> <li>Participate in class discussions.</li> </ol>	<ol style="list-style-type: none"> <li>A suitable guided informal letter format.</li> <li>An informal letter prepared by the teacher.</li> </ol>	<ol style="list-style-type: none"> <li>Use the guidelines correctly to write an informal letter.</li> <li>Write an informal letter correctly.</li> </ol>

# ACCELERATED BASIC EDUCATION CURRICULUM

**THEME: CONCEPT OF PRINT AND WRITING**

**LEVEL: TWO**

**STAGE: ONE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
			TEACHER	LEARNERS		
<b>Reading Labels and Sign Posts</b>	Learners should be able to: 1. Explain the importance of labels and sign posts; 2. Recognize labels on given items; 3. Identify sign posts; 4. Draw some sign posts.	Concept and recognition of labels and sign posts.	1. Explains the concept and importance of labels and sign posts. 2. Shows learners some items with labels on them. 3. Guides learners to read and draw some sign posts.	1. Listen to teacher's explanation on importance of labels and sign posts. 2. Observe given items with labels. 3. Read and draw some sign posts.	1. Varied items with labels. 2. Charts of some sign posts. 3. Course book.	Learners to: 1. Explain the importance of labels and sign posts. 2. Recognize labels on given items. 3. Identify and draw some sign posts.

# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: PHONEMIC AWARENESS AND PHONICS

LEVEL: TWO

STAGE: ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Blending Words</b>	Learners should be able to: 1. Identify vowels in the alphabet. 2. Identify consonants in the alphabet. 3. Blend letters to form simple words.	1 Identification of vowels and consonants; a e i o u (vowels); 2 Other letters (consonants)	1. Lists out the vowels in the alphabet; 2. Lists out the consonants in the alphabet as well. 3. Guides learners on the identification of vowels and consonants. 4. Blends letters to form words e.g. v-a-n to form "van". 5. Guides learners into blending of letters to form words.	1. Write down the vowels and consonants as listed out. 2. Identify the vowels and consonants as appropriate. 3. Observe as teacher blends letters to form words. 4. Practice blending of letters to form words.	1. Alphabet charts. 2. Word cards. 3. Course book.	Learners to: 1. Identify vowels of the alphabet. 2. Identify consonants in the alphabet. 3. Blend letters to form simple words.

# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: FLUENCY, VOCABULARY AND COMPREHENSION

LEVEL: TWO

STAGE: ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Comprehension Questions (Literal, Inferential and Critical)</b>	Learners should be able to: 1. Read class appropriate informational texts on some topical issues; 2. Explain the literal, inferential and critical meanings of the materials read. 3. Explain some new difficult words in materials read.	Reading and explanation of important national issues from newspapers and other materials such as: 1 Fighting counterfeiting of drugs and other regulated products; 2 Fight against human trafficking.	1. Guides learners to read the informational texts. 2. Explains the literal, inferential and critical meanings of the text/materials read. 3. Asks relevant questions from the materials read. 4. Explains some new/difficult words to learners.	1. Read the informational texts. 2. Listen to the varied meanings of the text read. 3. Answer questions on the materials read. 4. List out and listen to explanations of some new/ difficult words.	1. Newspapers and magazines. 2. Course book. 3. Supplementary readers. 4. Pictures.	Learners to: 1. Read informational texts. 2. Explain the various meanings of the texts read. 3. Explain the meanings of some new/difficult words in materials read.
<b>Paraphrase</b>	1. State the meaning of paraphrasing. 2. Paraphrase a given passage, using correct tenses and vocabulary.	<ul style="list-style-type: none"> <li>Reading class appropriate passages on emerging national issues e.g. drug abuse.</li> </ul>	1. Explains meaning of paraphrasing to learners: explaining something in another form or in a different way. 2. Guides learners to read a relevant passage. 3. Guides learners on how to paraphrase the passage, using appropriate tenses and vocabulary.	1. Listen to explanations from teacher and write down notes. 2. Read the given passage. 3. Paraphrase the passage accordingly.	1. Selected passages that are easy to paraphrase. 2. Course book. 3. Card boards.	1. State the meaning of paraphrasing. 2. Paraphrase a given passage.

# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: FLUENCY, VOCABULARY AND COMPREHENSION

LEVEL: TWO

STAGE: ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Summary</b>	<p>Learners should be able to:</p> <ol style="list-style-type: none"> <li>1. Identify topic sentences in given passages.</li> <li>2. Identify the key ideas from different passages</li> <li>3. Summarize given passages.</li> </ol>	<p>Reading a given passage on national issues.</p>	<ol style="list-style-type: none"> <li>1. Selects and presents appropriate passages to the learners.</li> <li>2. Leads learners to identify topic sentences in the passage.</li> <li>3. Leads the learners to identify the key ideas in the passage.</li> <li>4. Guides the learners to summarize the passage.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read materials/ passages given by the teacher.</li> <li>2. Identify topic sentences in the passage.</li> <li>3. Identify key ideas in the passage.</li> <li>4. Summarize the passage.</li> </ol>	<ol style="list-style-type: none"> <li>1. Newspaper/ magazine cuttings.</li> <li>2. Course book.</li> <li>3. Supplementary readers.</li> <li>4. Relevant posters/charts.</li> </ol>	<p>Learners to:</p> <ol style="list-style-type: none"> <li>1. Identify topic sentences in the given passage.</li> <li>2. Identify the key ideas from different passages.</li> <li>3. Summarize the given passages.</li> </ol>
<b>Registers</b>	<ol style="list-style-type: none"> <li>1. Read passages with registers based on different subjects;</li> <li>2. Identify new words from such passages;</li> <li>3. Explain the meaning of new words;</li> <li>4. Explain key words in the passages.</li> </ol>	<p>Reading different passages on family, marriage, health, culture, etc, noting the key words in each of the passages.</p>	<ol style="list-style-type: none"> <li>1. Provides reading passages on various topics.</li> <li>2. Guides learners to read the passages.</li> <li>3. Guides them to identify registers of the given passages.</li> <li>4. Explains the meaning of new and key words in the passages.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read the passages on various topics noting the registers.</li> <li>2. Explain the meaning of new and key words.</li> </ol>	<ol style="list-style-type: none"> <li>1. Passages on different topics.</li> <li>2. Readers on various registers</li> <li>3. Charts containing new words from the passages.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read passages on various registers correctly;</li> <li>2. Identify new words in the given passages.</li> <li>3. Explain the meaning of new and key words in the passages.</li> </ol>



# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: FLUENCY, VOCABULARY AND COMPREHENSION

LEVEL: TWO

STAGE: ONE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Masculine and Feminine gender</b>	Learners should be able to:  1. Explain the concept of masculine and feminine 2. Give examples of male animals and their female counterparts	Concept of masculine and feminine with examples: cow-bull, hen-cock, sheep-ram, god-goddess, hero-heroine, lion-lioness, baron-baroness.	1. Explains the concept of masculine and feminine. 2. Gives few examples. 3. Guides learners to give more examples of male animals and their female versions.	1. Listen to teacher's explanation of the concept. 2. Note down some new words from the lesson. 3. Give more examples of male and female animals.	1. Relevant pictures. 2. Course book. 3. Appropriate charts.	Learners to:  1. Explain the concept of masculine and feminine. 2. Give examples of male animals and their female versions.
<b>Singular And Plural</b>	1. Identify regular plurals. 2. Use regular plurals in simple sentences.	Identifying regular plurals.	1. Writes on the board examples of regular plurals (with addition of 's') e.g. ball/balls, boy/boys, etc. 2. Gives sentences with regular plurals. 3. Guides learners to use regular plurals in simple sentences.	1. Copy the examples of regular plurals in their note books. 2. Listen to teacher's examples of words with regular plurals. 3. Use regular plurals in simple sentences.	1. Charts 2. Chalkboard 3. Pictures 4. Flash cards	1. Give the plural forms of five words. 2. Use a few regular plurals in simple sentences.
<b>Tenses</b>	1. Identify present actions	• Using simple present tense e.g. I <u>eat</u> rice every day.	1. Gives examples of present actions e.g. eat, go, buy. 2. Guides learners to use simple present tense in sentences.	1. Listen to teacher's explanations and write notes. 2. Use simple present tense in sentences.	1. Wall charts. 2. Pictures. 3. Course book.	1. Orally express present actions.

# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: ORAL LANGUAGE

LEVEL: TWO

STAGE: TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Counting</b>	Learners should be able to:  1. Count the numbers 500 – 1000; 2. Write 500 – 1000 in words.	Counting from 500 – 1000	1. Displays the chart containing figures 500 – 1000. 2. Reads out the figures and corresponding words. 3. Asks learners to read out and write the figures in words.	1. Listen attentively to the teacher. 2. Read out and write the figures in words.	1. Charts. 2. Audio tapes. 3. Course work.	Learners to:  1. Count numbers 500 – 1000. 2. Write the numbers in words.
<b>Dialogue</b>	1. Express themselves clearly in structured dialogues; 2. Utter each expression with the correct stress and intonation to express meaning.	1 Making statements/ requests/commands in conversations using the appropriate stress and intonation. 2 Stress pattern can be represented as: / stress; \ unstressed e.g. / writing it now /send it now - intonation and stress change the meaning of sentence e.g. You want me to stay (statement). You want me to stay? (question).	1. Presents topic(s) for discussion. 2. Guides learners in their discussion ensuring appropriate use of stress and intonation patterns. 3. Provides sentences and pronounces them in the appropriate intonation and stress pattern.	1. Engage in dialogues/ discussion on given topics. 2. Use pronunciation pattern provided by the teacher in sentences to show stress and intonation.	1. Course book. 2. Newspaper cuttings on the various topics.	1. Engage in structured dialogues to indicate statements, requests and commands. 2. Do oral drill, with correct stress and intonation to express meaning.

# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: ORAL LANGUAGE

LEVEL: TWO

STAGE: TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Read Aloud Stories</b>	Learners should be able to:  1. Listen to text read in class. 2. Read class/age appropriate texts accurately. 3. Answer questions on the given text.	Listening to short class/age appropriate texts of 150 – 200 words.	1. Provides short texts on drug abuse. 2. Reads the texts to learners 3. Guides learners to read the texts. 4. Emphasizes the pronunciation of the key words. 5. Asks questions on what they have listened to in the text.	1. Listen to the teacher attentively. 2. Read the text fluently. 3. Pronounce key words appropriately. 4. Answer questions on the text read.	1. Selected text on drug abuse. 2. Charts. 3. Pictures. 4. Supplementary readers. 5. Flash cards showing the key words.	Learners to:  1. Read given text fluently 2. Answer questions on the text.
	1. Read familiar words and text. 2. Compare words with similar sounds. 3. Recognize words that end with same letter sounds. 4. Recognize common words by sight.	<ul style="list-style-type: none"> <li>Recognition of sounds and common words: Four-letter: goal – goat Five letter: house – mouse.</li> </ul>	1. Reads and writes common four and five-letter words; 2. Guides learners to track familiar sounds from words read aloud. 3. Leads learners to identify words that end with same letter sounds.	1. Pronounce given words correctly. 2. Name sounds of given words. 3. Identify words ending with similar sounds.	1. Word cards. 2. Audio tape. 3. Flash cards. 4. Course book.	1. Sight-read common words correctly. 2. Track familiar sounds in words. 3. Identify words that end with same letter sounds.

# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: ORAL LANGUAGE

LEVEL: TWO

STAGE: TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Read Aloud Stories</b>	Learners should be able to:  1. Listen to a story on a given topic: "Road Safety in Nigeria". 2. Answer questions involving the identification of facts and meaning of what they listened to.	Answering questions from stories e.g. "Road Safety in Nigeria".	1. Reads out the story to learners. 2. Emphasizes the pronunciation of the key words. 3. Demonstrates the story to learners 4. Asks learners questions on what they have listened to in the story.	1. Listen to the teacher. 2. Pronounce the key words 3. Retell the story. 4. Answer questions on what they have heard.	1. Supplementary readers. 2. Course book. 3. Wall chart depicting the story. 4. Flash cards showing the key words.	Learners to:  Answer questions on the story.
	1. Identify main characters and setting of a story; 2. Answer correctly questions about the story read aloud; 3. Relate the story to personal experiences.	Making connections between the characters in the story and personal experiences.	Reads a relatively lengthy story and guides learners to:  1. Identify characters and setting in the story. 2. Explain sequence of events. 3. Make connections between story themes, characters in the story and life experiences. 4. Answer questions about the story.	1. Listen to story read by the teacher. 2. Identify characters and setting in the story. 3. Make connections between story themes, characters in the story and life experiences. 4. Answer questions based on story.	1. Story books. 2. Course book.	1. Identify main characters and setting of the story read aloud. 2. Answer questions about the story. 3. Explain in own words meaning of information from the story.

# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: ORAL LANGUAGE

LEVEL: TWO

STAGE: TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Debate</b>	<p>Learners should be able to:</p> <ol style="list-style-type: none"> <li>1. Speak in public using appropriate registers for different occasions (debate);</li> <li>2. Use the appropriate format in debating;</li> <li>3. Demonstrate good speech habits of clear pronunciation.</li> </ol>	<p>Guidelines on debating:</p> <ul style="list-style-type: none"> <li>• Topic (affirmation or negative)</li> <li>• Research the topic</li> <li>• Time consciousness</li> <li>• Making judgment</li> </ul> <p>Note: mannerisms, greetings/salutations; chairman, panel of judges, proposers, opposers of the motion and listeners.</p>	<ol style="list-style-type: none"> <li>1. Leads class discussion on guidelines on debating;</li> <li>2. Discusses topic(s) to be debated upon;</li> <li>3. Guides learners to affirm or oppose the motion.</li> <li>4. Allots time to individual debaters;</li> <li>5. Guides verdict on winner, based on the number of points scored.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen and note the guidelines on debating.</li> <li>2. Discuss given topics with teacher.</li> <li>3. Relevant learners chosen either to propose or oppose the motion.</li> <li>4. Some of the learners speak on a given topic using time allotted them.</li> <li>5. Listen to verdict or 'judgment' on the winner of the debate.</li> </ol>	<ol style="list-style-type: none"> <li>1. Course book.</li> <li>2. Model speech (debates).</li> </ol>	<p>Learners to:</p> <ol style="list-style-type: none"> <li>1. Use the appropriate register for debate.</li> <li>2. Use the appropriate format in debating.</li> <li>3. Make verbal speeches with clear pronunciation.</li> </ol>

# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: CONCEPT OF PRINT AND WRITING

LEVEL: TWO

STAGE: TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Titles and subtitles.</b>	Learners should be able to:  1. Explain the concepts of titles and subtitles in a text, within a text and in passages. 2. Highlight importance of titles and subtitles in printed materials 3. Recognize and identify titles and subtitles in printed materials.	Recognition and identification of titles and subtitles of texts, within texts and in passages.	1. Demonstrates the importance of titles and subtitles in books and in passages. 2. Uses given texts and passages to show titles and subtitles. 3. Asks learners to identify titles and subtitles in other printed materials.	1. Listen to teacher's explanations. 2. Write down notes as appropriate 3. Identify titles and subtitles in other texts and passages.	1. Story book. 2. Course books. 3. Passages.	Learners to:  1. Explain the concepts of titles and subtitles in selected printed materials. 2. State the importance of titles and subtitles in printed materials 3. Recognise and identify titles and subtitles in printed materials.
<b>Writing words/labeling</b>	Learners should be able to:  1. Draw familiar objects 2. Label the objects 3. Colour the objects.	Drawing and labelling familiar objects e.g. parts of the body; cooking utensils.	1. Explains that objects drawn and labeled can be printed. 2. Guides learners into drawing and labeling familiar objects.	1. Listen to explanations from teacher. 2. Draw and label familiar objects.	4. Drawing book. 5. Pencil. 6. Crayon.	Learners to:  1. Draw familiar objects. 2. Label the objects 3. Colour objects drawn.

# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: CONCEPT OF PRINT AND WRITING

LEVEL: TWO

STAGE: TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Punctuations</b>	Learners should be able to: 1. Recognize that groups of words make sentences. 2. Identify common punctuation marks in books and other printed materials. 3. Use the punctuation marks correctly. 4. Use capital letters/higher cases correctly.	1 Use of various punctuation marks and capital letters: 2 Question mark (?) 3 Colon (:) 4 Semi-colon (;) 5 Capital letters same thing as 'higher cases'.	1. Writes common punctuation signs on the board and explains the meaning of the signs. 2. Guides learners to locate board and punctuations marks in printed texts. 3. Writes sample sentences using higher cases and punctuation marks. 4. Explains various uses of the punctuation marks. 5. Asks pupils to give similar examples.	1. Listen to the teacher's explanations. 2. Identify punctuations marks in text books and other printed materials. 3. Read the examples given by the teacher. 4. Make similar sentences of their own. 5. Write teacher's examples in their books. 6. Do several exercises on the use of capital letters and punctuation marks.	1. Simple story books. 2. Course book. 3. Selected passages. 4. Sample sentences showing the various uses of capital/higher cases and the punctuation marks.	Learners to: 1. identify common punctuation marks in books and other printed marks. 2. use punctuation and capital letters correctly.
<b>Spelling/ Dictation</b>	Learners should be able to spell correctly some dictated words of four to five letters.	Spelling of four to five letter words: love; hate, bread, water/	1. Gives examples of four to five letter words. 2. Asks for more examples from learners.	1. Listen to teacher and copy notes. 2. Give more examples. 3. Write down the dictated words.	1. Course book. 2. Dictionary. 3. Charts.	Learners to spell some dictated words of four to five letters.

# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: CONCEPT OF PRINT AND WRITING

LEVEL: TWO

STAGE: TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
			3. Dictates some four and five letter words for learners to write down.			
<b>Letter writing</b>	<ol style="list-style-type: none"> <li>1. List the features of an informal letter.</li> <li>2. Write a letter to a friend.</li> </ol>	Features of informal letter: letter to a friend is based on: tolerance, humaneness, personal in tone, intimate (with secret/gossip, to share and enjoy), warmth.	<ol style="list-style-type: none"> <li>1. Lists the common features of an informal letter.</li> <li>2. Asks learners to write a letter to a friend.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen to teacher and write down notes.</li> <li>2. Write a letter to a friend.</li> </ol>	<ol style="list-style-type: none"> <li>1. A prototype informal letter.</li> <li>2. Course book.</li> <li>3. Relevant charts.</li> </ol>	<ol style="list-style-type: none"> <li>1. List the features of an informal letter.</li> <li>2. Write a letter to a friend.</li> </ol>
<b>Reading labels and Sign Posts</b>	<p>Learners should be able to:</p> <ol style="list-style-type: none"> <li>1. List the uses of sign posts.</li> <li>2. Draw some road signs.</li> </ol>	<ul style="list-style-type: none"> <li>• Discussion of common labels and sign posts e.g. street names, road signs, labels on buildings, on drug bottles, on canned foods, etc.</li> </ul>	<ol style="list-style-type: none"> <li>1. Explains the importance of labels and sign posts for direction, information, guidance, etc.</li> <li>2. Shows pictures of street names, road signs and labels on buildings, to enhance appreciation of learners.</li> <li>3. Asks learners to draw some road signs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen to teacher and take down notes.</li> <li>2. Look at pictures presented.</li> <li>3. Draw some road signs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pictures.</li> <li>2. Charts.</li> <li>3. Course book.</li> </ol>	<p>Learners to:</p> <ol style="list-style-type: none"> <li>1. List the uses of sign posts.</li> <li>2. Draw some road signs.</li> </ol>



# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: PHONEMIC AWARENESS AND PHONICS

LEVEL: TWO

STAGE: TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Blending words</b>	Learners should be able to build words by blending the sounds of letters of the alphabets.	Combining vowels and consonants to form words and simple sentences orally., e.g. Brother; uncle, aunt; sister. He is my uncle. That is her sister.	<ol style="list-style-type: none"> <li>Writes out a few words.</li> <li>Points out the vowels and the consonant in the words.</li> <li>Explains that a combination of vowels and consonants make up words; a combination of words make up sentences.</li> <li>Asks learners to practice words blending.</li> </ol>	<ol style="list-style-type: none"> <li>Write down the listed words.</li> <li>Note the vowels and consonants of the alphabet.</li> <li>Listen to all of teacher's explanations.</li> <li>Practice word blending.</li> </ol>	<ol style="list-style-type: none"> <li>Alphabet charts.</li> <li>Word cards</li> <li>Course book.</li> </ol>	Learners to build words by blending the sounds of letters of the alphabets.

# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: FLUENCY, VOCABULARY AND COMPREHENSION

LEVEL: TWO

STAGE: TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Comprehension questions (Literal, inferential and critical)</b>	Learners should be able to: <ol style="list-style-type: none"> <li>1. Link the lessons learnt from passages to self and society.</li> <li>2. Say the meaning of new difficult words in the passage.</li> </ol>	<ul style="list-style-type: none"> <li>• Connecting the lessons derived from the reading materials to self and the society e.g. materials on societal values like honesty, hard work, etc.</li> </ul>	<ol style="list-style-type: none"> <li>1. Provides passages that highlight societal values.</li> <li>2. Asks learners to read them.</li> <li>3. Asks questions on connecting the lessons learnt from the passages to self and the society.</li> <li>4. Tells learners the literal, inferential and critical meanings of the passage.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read the given passages.</li> <li>2. Attempt stating connections of lessons learnt from the passages to self and the society.</li> <li>3. Listen to the varied meanings of the passage.</li> </ol>	<ol style="list-style-type: none"> <li>1. Course book.</li> <li>2. Relevant Passages.</li> <li>3. Charts.</li> </ol>	Learners to: <ol style="list-style-type: none"> <li>1. Link the lessons learnt from the passage to self and society.</li> <li>2. Say the meaning of new/difficult words in the passages.</li> </ol>
<b>Paraphrase</b>	Learners should be able to: <ol style="list-style-type: none"> <li>1. Read a given passage fluently.</li> <li>2. Paraphrase the passage</li> <li>3. Explain the meanings of new words in the passage.</li> </ol>	<ol style="list-style-type: none"> <li>1 Telling the events in a passage using different words e.g.: Kidnappings (insecurity)</li> <li>2 Unemployment</li> <li>3 Road safety, etc.</li> <li>4</li> </ol>	<ol style="list-style-type: none"> <li>1. Provides a passage on any emerging issue to learners.</li> <li>2. Asks them to read it.</li> <li>3. Guides learners in paraphrasing the passage.</li> <li>4. Explains the meaning of new words in the passage.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read the passage.</li> <li>2. Paraphrase the passage.</li> <li>3. Write down the meanings of the new words in the passage.</li> <li>4. Check dictionary for their meaning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Course book</li> <li>2. Newspaper cuttings.</li> <li>3. Pictures.</li> <li>4. Dictionary.</li> </ol>	Learners to: <ol style="list-style-type: none"> <li>1. read the passage.</li> <li>2. paraphrase the passage.</li> <li>3. explain the meanings of new words in the passage.</li> </ol>

# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: FLUENCY, VOCABULARY AND COMPREHENSION

LEVEL: TWO

STAGE: TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Summary</b>	<ol style="list-style-type: none"> <li>1. State what summary of a passage is.</li> <li>2. Read a given passage, noting the main or key ideas and/or points.</li> <li>3. Summarize the passage.</li> </ol>	Giving the key ideas or key points of a passage.	<ol style="list-style-type: none"> <li>1. Explains the concept of summary.</li> <li>2. Gives a relevant passage to learners to read.</li> <li>3. Asks learners for the key ideas or points in the passage.</li> <li>4. Guides learners in summarizing the passage.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen to teacher's explanations.</li> <li>2. Read the given passage</li> <li>3. Mention the key ideas in the passage</li> <li>4. Summarize the passage.</li> </ol>	<ol style="list-style-type: none"> <li>1. Course book.</li> <li>2. Dictionary.</li> </ol>	Learners to: <ol style="list-style-type: none"> <li>1. State meaning of summary.</li> <li>2. Read a passage noting the key ideas or points.</li> <li>3. Give a summary of the passage.</li> </ol>
<b>Registers</b>	Learners should be able to: <ol style="list-style-type: none"> <li>1. Identify registers of given topics in a passage.</li> <li>2. Give the meaning of new/difficult words in the passage.</li> </ol>	Identification of words relating to the topic e.g. culture: marriage, food, custom, festivals, clothing, naming, etc.	<ol style="list-style-type: none"> <li>1. Provides reading passages on various topics.</li> <li>2. Guides learners to read the passages.</li> <li>3. Guides them to identify registers in the given topic.</li> <li>4. Explains the meaning of new and key words in the passage.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read the passages on various topics, noting the registers.</li> <li>2. Identify registers in the given topics.</li> <li>3. Listen to and write down the meaning of new and key words in the passage.</li> </ol>	<ol style="list-style-type: none"> <li>1. Passages on different topics.</li> <li>2. Readers on various registers.</li> <li>3. Charts containing new words from the passages.</li> </ol>	Learners to: <ol style="list-style-type: none"> <li>1. Identify registers of given concepts in a passage.</li> <li>2. Give the meaning of new/difficult words in the passage.</li> </ol>

# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: FLUENCY, VOCABULARY AND COMPREHENSION

LEVEL: TWO

STAGE: TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Masculine and Feminine</b>	Learners should be able to distinguish between the gender terms in man and animals.	Distinguishing between gender terms in man and animals e.g. actor/actress; heir/heiress; hero/heroine, etc cock/hen, lion/lioness	<ol style="list-style-type: none"> <li>1. Lists out names of male animals and their female counterpart.</li> <li>2. Distinguishes this with the gender terms in man.</li> <li>3. Guides learners to give more examples.</li> </ol>	<ol style="list-style-type: none"> <li>1. Copy the names in their note books.</li> <li>2. Listen to the gender terms in man</li> <li>3. Give more examples of gender terms in man and animals.</li> </ol>	<ol style="list-style-type: none"> <li>1. Course book.</li> <li>2. Pictures.</li> <li>3. Wall charts.</li> </ol>	Learners to distinguish between the gender terms in man and animals.
<b>Singular and Plural</b>	Form plurals from regular words.	<ol style="list-style-type: none"> <li>1 Formation of plurals from regular words.</li> <li>2 Some regular nouns (place, name, thing) have plurals by adding 's' to them e.g. girl/girls, hospital/hospitals, book/books.</li> </ol>	<ol style="list-style-type: none"> <li>1. Writes out names of persons, things and places (nouns) in the singular forms and writes out the plural equivalent.</li> <li>2. Calls for more examples from learners.</li> <li>3. Guides learners to use the plurals in sentences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Copy the notes on the board.</li> <li>2. Give more examples of plurals.</li> <li>3. Use the plurals in sentences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Course book.</li> <li>2. Pictures.</li> <li>3. Wall chart.</li> </ol>	Form plurals from regular words.

# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: FLUENCY, VOCABULARY AND COMPREHENSION

LEVEL: TWO

STAGE: TWO

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE								
			TEACHER	LEARNERS										
Tenses	Learners should be able to identify and use simple past tense of common verbs.	<div><ul style="list-style-type: none"><li>Using simple past tense e.g. I <u>ate</u> beans yesterday.</li></ul></div> <table><tr><th>Present</th><th>Past</th></tr><tr><td>Run</td><td>Ran</td></tr><tr><td>Come</td><td>Came</td></tr><tr><td>Go</td><td>Went</td></tr></table>	Present	Past	Run	Ran	Come	Came	Go	Went	<div><div>1. Presents and demonstrates use of simple past tense of common verbs in tabular form.</div><div>2. Guides learners to use simple past tense in sentences.</div></div>	<div><div>1. Write teacher’s examples on simple past tense in tabular form;</div><div>2. Produce their own sentences using past tense.</div></div>	<div><div>1. Chalkboard.</div><div>2. Charts.</div><div>3. Course book.</div></div>	<div>Learners to:</div> <div><div>1. Correctly identify and produce a list of simple past tense of common verbs.</div><div>2. Make simple sentences using past tense.</div></div>
Present	Past													
Run	Ran													
Come	Came													
Go	Went													

# ACCELERATED BASIC EDUCATION CURRICULUM

**THEME: ORAL LANGUAGE**

**LEVEL: TWO**

**STAGE: THREE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Counting</b>	Learners should be able to:  1. Count in thousands;  2. Write several thousands in words.	Counting in thousands.	1. Displays the chart containing thousands;  2. Reads out the figures and corresponding words.  3. Asks learners to read out and to write the figures in words.	1. Listen attentively to the teacher.  2. Read out and write the figures in words in their notebooks	1. Charts.  2. Audio tapes.  3. Course book.	Learners to:  1. Count in thousands.  2. Write the numbers in words.
<b>Dialogue</b>	Learners should be able to:  1. Identify sentences in direct and indirect speech;  2. Change direct speech to indirect speech;  3. Change indirect speech to direct speech.	Converting speech from direct to indirect forms and vice versa.	1. Guides learners to identify direct and indirect speech.  2. Guides learners to change direct speech to indirect speech.  3. Guides learners to change indirect speech to direct speech.	1. Identify sentences in direct and indirect speech.  2. Change direct speech to indirect speech and indirect speech to direct speech.	1. Course book.  2. Sentence strips.  3. Flash cards.	Learners to:  1. Identify correctly direct and indirect speech.  2. Change direct speech to indirect and vice versa.

# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: ORAL LANGUAGE

LEVEL: TWO

STAGE: THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Read Aloud Stories</b>	Learners should be able to:  1. Listen to text s read in class. 2. Read class/age appropriate texts accurately. 3. Answer questions on the given text.	Listening to short class/age appropriate texts of 200-300 words.	1. Provides short texts on corruption. 2. Reads the text to learners. 3. Guides learners to read the texts. 4. Emphasizes the pronunciation of the key words. 5. Asks questions on what they have listened to in the text.	1. Listen to the teacher attentively. 2. Read the text fluently. 3. Pronounce key words appropriately. 4. Answer questions on the text read.	1. Selected text on corruption. 2. Charts. 3. Pictures. 4. Supplementary readers. 5. Flash cards showing the key words.	Learners to:  1. Read given text fluently. 2. Answer questions on the text.
	Learners should be able to:  1. Read familiar words and text. 2. Compare words with similar sounds. 3. Recognize words that end with same letter sounds. 4. Recognize common words by sight.	1 Recognition of sounds and common words.  2 Six-letter words Finger – timber Favour – savour.	1. Reads and writes common six – letter words. 2. Guides learners to track familiar sounds from words read aloud. 3. Leads learners to identify words that end with same letter sounds.	1. Pronounce given words correctly. 2. Name sounds of given words. 3. Identify words ending with similar sounds.	1. Word cards. 2. Audio tape. 3. Flash cards. 4. Course book.	Learners to:  1. Sight-read common words correctly. 2. Track familiar sounds words. 3. Identify words that end with same letter sounds.

# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: ORAL LANGUAGE

LEVEL: Two

STAGE: THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Read Aloud Stories (Cont'd)</b>	Learners should be able to: 1. listen to a story on a given topic: "Over-Population in Nigeria" 2. answer questions involving the identification of facts and meaning on what they listened to.	Answering questions from stories e.g. "over-population in Nigeria".	1. Reads out the story to learners. 2. Emphasises the pronunciation of the key words. 3. Demonstrates the story to learners. 4. Asks learners questions on what they have listened to in the story.	1. Listen to the teacher. 2. Pronounce the key words. 3. Retell the story. 4. Answer questions on what they have heard.	1. Supplementary readers. 2. Course book. 3. Wall chart depicting the story. 4. Flash cards showing the key words.	Learners to answer questions on the story.
	Learners should be able to: 1. Identify main characters and setting of a story. 2. Answer correctly questions about the story read aloud. 3. Relate the story to personal experiences.	Making connections between the characters in the story and personal experiences.	Reads a substantially lengthy story and guides learners to: 1. Identify characters and setting in the story. 2. Explains sequence of events. 3. Makes connections between story themes, characters in the story and life experiences. 4. Answers questions about	1. Listen to story read by the teacher. 2. Identify characters and setting in the story. 3. Make connections between story themes, characters in the story and life experiences. 4. Answer questions based on story.	1. Story books. 2. Course book. 3. Relevant pictures.	Learners to: 1. Identify main characters and setting of the story read aloud. 2. Answer questions about the story. 3. Explain in own words meaning of information from the story.



# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: ORAL LANGUAGE

LEVEL: TWO

STAGE: THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Debate</b>	Learners should be able to:  1. Participate in a debate.  2. Discuss on simple familiar topics.	Debate and discussion on simple familiar topics, e.g. "Girl-Education is better than Boy-Education"; "Farmers are more important than Doctors".	1. Gives a debate topic.  2. Selects learners for the pros and cons.  3. Appoints time-keeper, moderators and judges.  4. Guides learners in the discussion of the topic.	1. Note the debate topics.  2. Participate actively in the debate, either speaking for or against the topic, and general discussion of the topic.	1. Course book.  2. Model speech (debate).	Learners to:  1. Discuss the topic.  2. Speak for or against chosen topic.

# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: CONCEPT OF PRINT AND WRITING

LEVEL: TWO

STAGE: THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Titles and Subtitles</b>	Learners should be able to:  1. Tell a simple short story; 2. write down the story; 3. give a title to the story; 4. give a subtitle to the story.	Writing simple short stories and giving titles and subtitles to them.	1. Tells a simple short story to the learners. 2. Identifies the title and subtitles of the story. 3. Guides learners to tell and write simple short stories. 4. Guides learners to give titles and subtitles to their stories.	1. Listen to teacher's story. 2. Note the titles and subtitles and why. 3. Tell simple stories. 4. Write simple short stories. 5. Identify titles and subtitles to the stories.	1. Story books 2. Course book. 3. Passages.	Learners to:  1. Tell and write down a simple short story.  2. Give a title to the story.  3. Give a subtitle to the story.
<b>Writing Words/ Labelling</b>	Learners should be able to:  1. Match figures with the appropriate words.	Matching figures with the appropriate words e.g.: 1 – one 2 – two, etc.	1. Picks numbers at random, from 1 – 100, writes them out on the board. 2. Writes out the appropriate words for the figures (numbers). 3. Asks learners to provide the words for given figures.	1. Copy into their note books teacher's examples. 2. Provide the words that match given figures. 3. Write these down in their notebooks.	1. Flash cards. 2. Relevant charts. 3. Course book.	Learners to:  1. Match given figures with the appropriate words.

# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: CONCEPT OF PRINT AND WRITING

LEVEL: TWO

STAGE: THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Punctuations</b>	Learners should be able to:  1. Recognize that groups of words make sentences. 2. Identify common punctuation marks in books and other printed materials. 3. Apply correctly, punctuation marks in unpunctuated sentences and passages.	Application of punctuation marks in given sentences and passages:  1 Comma (,); 2 Full-stop (.); 3 Question mark (?) 4 Exclamation mark (!) 5 Colon (:) 6 Semi-colon (;).	1. Writes common punctuation marks/signs on the board and explains the meanings. 2. Guides learners to locate common punctuation marks in printed texts. 3. Guides learners to correctly supply punctuation marks in unpunctuated texts.	1. Listen to the teacher's explanations.  2. Identify punctuations in textbooks and other printed materials.  3. Supply punctuation marks in unpunctuated texts.	1. Course book. 2. Story books. 3. Various passages.	Learners to:  1. Identify sentences in printed materials; 2. Recognize and name punctuation marks in books and other printed materials. 3. Apply punctuation marks in unpunctuated sentences/passages/texts.
<b>Spelling/ Dictation</b>	Learners should be able to spell correctly some dictated words of six to nine letters.	Spelling of six to nine-letter words:  1 Strive, thrive, 2 Scatter, respect, 3 Struggle, sprinkle, 4 Principle, frustrate.	1. Gives examples of six to nine-letter words 2. Asks for more examples from learners. 3. Dictates some six to nine-letter words for learners to write down.	1. Listen to teacher and copy notes. 2. Give more examples. 3. Write down the dictated words.	1. Course book. 2. Dictionary. 3. Charts.	Learners to spell some dictated words of six to nine letters.

# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: CONCEPT OF PRINT AND WRITING

LEVEL: TWO

STAGE: THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Letter Writing</b>	Learners should be able to: 1. Make appropriate use of guidelines to write an informal letter; 2. Write an informal letter.	Writing of informal letters e.g. letter to a friend, parents, etc.	1. Explains meaning of informal letter. 2. Lists the features of an informal letter. 3. Guides pupils to write informal letters.	1. Listen to and write down in their note books meaning and features of informal letters. 2. Write informal letters to relatives and friends 3. Participate in class discussions.	1. A suitable guided informal letter format. 2. An informal letter written by the teacher. 3. Course book.	Learners to: 1. Use the guidelines correctly to write an informal letter. 2. Write an informal letter correctly.
<b>Reading Labels and Sign Posts.</b>	Learners should be able to explain the importance of labels and sign posts.	Importance of labels and sign posts e.g.: 1 Identification, e.g.: of street names 2 Direction 3 Information 4 Guidance, etc.	1. Explains the importance of labels and sign posts. 2. Displays relevant pictures of objects/items with labels. 3. Guides learners to draw some sign posts.	1. Listen to teacher and take down notes. 2. Look at pictures/objects presented. 3. Draw some sign posts.	1. Varied items with labels. 2. Charts of some sign posts. 3. Course book. 4. Pictures.	Learners to explain the importance of labels and sign posts.

# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: PHONEMIC AWARENESS AND PHONICS

LEVEL: TWO

STAGE: THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Blending Words</b>	<p>Learners should be able to:</p> <ol style="list-style-type: none"> <li>1. Pronounce simple consonants.</li> <li>2. Pronounce consonant clusters appropriately.</li> </ol>	<p>Pronouncing simple consonant clusters e.g. br, pr, dr, st, etc . as in Bread, Prison, Draw, Stand, etc.</p>	<ol style="list-style-type: none"> <li>1. Lists some consonants;</li> <li>2. Guides learners to list more consonants.</li> <li>3. Guides learners to pronounce the consonants.</li> <li>4. Combines and pronounces some of the consonants that cluster.</li> <li>5. Guides learners to combine and pronounce other consonants as appropriate.</li> </ol>	<ol style="list-style-type: none"> <li>1. Note the consonants listed by teacher.</li> <li>2. List more consonants.</li> <li>3. Pronounce the consonants.</li> <li>4. Listen to teacher as he combines and pronounces consonant clusters.</li> <li>5. Pronounce consonant clusters, with word examples.</li> </ol>	<ol style="list-style-type: none"> <li>1. Flash cards.</li> <li>2. Course books.</li> </ol>	<p>Learners to:</p> <ol style="list-style-type: none"> <li>1. Pronounce simple consonants.</li> <li>2. Pronounce consonant clusters.</li> </ol>

# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: FLUENCY, VOCABULARY AND COMPREHENSION

LEVEL: TWO

STAGE: THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Comprehension question (literal inferential and critical)</b>	Learners should be able to:  Express feelings about events in passages read	<ol style="list-style-type: none"> <li>Expressing feelings about events in passages read.</li> <li>Emotions and sentiments: Unhappy, excited, sad, melancholic, etc.</li> </ol>	<ol style="list-style-type: none"> <li>Leads learners to mention occasions when we express feelings concerning various issues</li> <li>Makes sentences expressing feelings about an accident that occurred, death of a philanthropist in society etc.</li> <li>Asks learners to repeat the sentences</li> <li>Guides learners to play role a situation which allows them to express feelings.</li> </ol>	<ol style="list-style-type: none"> <li>Listen to teacher and mention occasions when they express feelings.</li> <li>Repeat sentences made by teacher</li> <li>Play role a situation which allows them to express feelings.</li> </ol>	<ol style="list-style-type: none"> <li>Pictures depicting relevant situations.</li> <li>Wall charts.</li> <li>Course book.</li> <li>Audio/video tapes.</li> </ol>	<p>Learners to:</p> <ol style="list-style-type: none"> <li>Express feelings to their peers correctly.</li> <li>Make sentences expressing various feelings about passages read.</li> </ol>

# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: FLUENCY, VOCABULARY AND COMPREHENSION

LEVEL: TWO

STAGE: THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Paraphrase</b>	Learners should be able to:  1. Identify difficult words in a passage 2. Paraphrase difficult words 3. Paraphrase sentences 4. Paraphrase paragraphs and passages	1. Identification of difficult words in a passage 2. Using the dictionary to find the alternative meanings of difficult words 3. Paraphrasing difficult words 4. Paraphrasing sentences, paragraphs and passages	1. Provides a passage 2. Asks learners to read the passage 3. Identifies difficult words in the passage. 4. Guides learners in the use of dictionary to find alternative meanings of difficult words. 5. Guides learners to paraphrase words, sentences and paragraphs.	1. Read the given passage. 2. Note the difficult words in the passage. 3. Use dictionary to find alternative meanings of difficult words.	1. Chart. 2. Flash cards. 3. Course book. 4. Dictionary.	Learners to:  1. identify difficult words in the given passage/text. 2. use the dictionary to find alternative meanings of difficult words. 3. paraphrase words, sentences and paragraphs.
<b>Summary</b>	1. Read passages with understanding  2. Guide a summary points in key ideas on the passages  3. Explain the difficult words in the passages.  4.	Explanation of the meaning of difficult words.	1. Explain summary 2. Guides learners to read given passages carefully, taking note of topic sentences and main ideas 3. Guides learners to summarize	1. Listen to the teacher's explanations. 2. Read the passages carefully, taking note of topic sentences and main ideas 3. Summarize given passages 4. Explain the difficult words	1. Selected passages that are easy to summarize. 2. Course book. 3. Flip charts. 4. Chalk/whit board. 5. Dictionary.	1. Read given passages with understanding. 2. Summarize the key ideas or points in the passages. 3. Explain the meanings of difficult words in the passages.

# ACCELERATED BASIC EDUCATION CURRICULUM

**THEME: FLUENCY, VOCABULARY AND COMPREHENSION**

**LEVEL: TWO**

**STAGE: THREE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Registers</b>	Learners should be able to:  1. Identify registers related to certain topics in sentences 2. Use identified words/registers in sentences of their own.	Using the identified words in topics relating to: e.g. marriage ceremony, cultural festival, etc.	1. Provides sentences on selected topics 2. Guides learners in the identification of registers related to the topics. 3. Uses some of the words/registers in their own sentences	1. Read the sentences on selected topics given 2. Identify registers related to the topics 3. Use registers/words in own sentences.	1. Passages/sentences on different topics 2. Readers on various topics, highlighting appropriate registers 3. Charts containing new words from the passages/sentences.	Learners to:  1. Identify relevant registers as appropriate 2. Use words/registers in own sentences.
<b>Masculine and Feminine</b>	Learners should be able to:  1. Give examples of male and female forms of humans and animals 2. Use the male and female forms of the words in sentences.	Using the male and female forms of the words in sentences:  Hen – Cock  Hero – Heroine, etc.	1. Refreshes learners knowledge of the concept of masculine and feminine 2. Give few examples of male and female forms of the words for humans and animals. 3. Makes sentences with male and female forms of words for humans and animals 4. Guides learners in using the male and female forms of the words for humans and animals in sentences	1. Listen to teacher's explanations 2. Write down notes on examples given by teacher. 3. Note the teachers sentences on male and female forms of words 4. Use the male and female forms of the words in sentences.	1. Relevant pictures 2. Course book 3. Appropriate charts.	Learners to:  1. Give examples of male and female forms of humans and animals.  2. Use the forms of the words in sentences.



# ACCELERATED BASIC EDUCATION CURRICULUM

THEME: FLUENCY, VOCABULARY AND COMPREHENSION

LEVEL: TWO

STAGE: THREE

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
<b>Singular and Plural</b>	Learners should be able to:  1. Identify singular and plural forms of objects. 2. Use plurals in simple sentences/short passages.	<ul style="list-style-type: none"> <li>Using plurals in sentences/short passages.</li> </ul>	<ol style="list-style-type: none"> <li>Asks learners for singular and plural forms of identified objects.</li> <li>Guides learners to use the plurals in simple sentences/short passages.</li> </ol>	Learners to:  1. Answer questions on singular and plural forms of identified objects. 2. Use the plurals in simple sentences/short passages.	<ol style="list-style-type: none"> <li>Real objects.</li> <li>Wall charts.</li> <li>Pictures.</li> <li>Flash card.</li> </ol>	Learners to:  1. Identify singular and plural forms of objects.  2. Use plurals in simple sentences/short passages.
<b>Tenses</b>	Learners should be able to:  1. Ask and answer simple questions correctly using future tense. 2. Respond to 'what' questions on future actions. 3. Participate in simple dialogues using future tense	Using future tense e.g. "what will you eat tomorrow?" "I will eat yam tomorrow".	<ol style="list-style-type: none"> <li>Provides 'what' questions for the learners.</li> <li>Guides learners to answer the questions.</li> <li>Corrects the learners' oral works.</li> <li>Gets learners to engage in dialogues in future tense.</li> </ol>	<ol style="list-style-type: none"> <li>Listen to the teacher's questions about future actions.</li> <li>Answer questions on future actions.</li> <li>Note corrections from teacher as appropriate</li> <li>Practice dialogues in future tense in twos and in groups, both inside and outside the classroom.</li> </ol>	<ol style="list-style-type: none"> <li>Sentence strips.</li> <li>Pictures showing various actions rendered in future tense</li> <li>Course book.</li> </ol>	Students to:  1. Ask and answer questions using future tense.  2. Engage in dialogues, using future tense.

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38	Professor M. D. Suleiman	Bayero University, kano
39	Professor Zephinus Njoku	University of Nigeria, Nsukka
40	Prof. Chinyere Ogbuanya	University of Nigeria, Nsukka
41	Dr. Grace Ajagun	Nigerian Educational Research and Development Council (NERDC), Sheda-Abuja
42	Prof. M. A. Suleiman	Ahmadu Bello University, Zaria
43	Mrs. Hadiza Nasir Wali	Borno State Ministry of Education, Maiduguri
44	Mr. Bala Mari Tatama	National Commission for Mass Literacy, Adult and Non-formal Education (NMEC) ABUJA
45	Dr. Nneji Godfrey	Federal College of Education (Technical), Yaba, Lagos
46	Mr. Nura G. Garba	Medile Primary School Kumbotso, Kano
47	Mr. Lawal Yahaya	Government Senior Secondary School, Dutsinma Katsina
48	Dr. Eleri Nnanna	Nigerian Educational Research and Development Council (NERDC), Sheda-Abuja
49	Mr. Mu'azu Mamuda	Government Secondary School, Kaita, Katsina
50	Dr. David Kolawole Omole	Nigerian Educational Research and Development Council (NERDC), Sheda-Abuja
51	Professor Uzoechi Benneth Coleman	Nasarawa State University, Keffi
52	Mr. Jacob Masanso	Save the Children International, Abuja Office
53	Mr. Onisimus Laban	Plan International, Abuja Office