



ZIMBABWE

# MINISTRY OF PRIMARY AND SECONDARY EDUCATION

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## ENGLISH LANGUAGE (NON-FORMAL) SYLLABUS

LEVEL I AND II

2015-2022

Curriculum Development Unit  
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Harare

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2015

## **ACKNOWLEDGEMENTS**

The Ministry of Primary and Secondary Education wishes to acknowledge the following for their valued contribution in the production of this syllabus:

- The National Secondary English syllabus panel
- The Zimbabwe School Examinations Council (ZIMSEC)
- United Nations Children’s Fund (UNICEF) for funding the syllabus development process

<b>ACKNOWLEDGEMENTS</b> .....	i
Contents Page .....	ii
<b>1.0 PREAMBLE</b> .....	1
1.1 INTRODUCTION .....	1
1.2 RATIONALE .....	1
1.3 SUMMARY OF CONTENT (KNOWLEDGE, SKILLS AND ATTITUDES) .....	2
1.4 ASSUMPTIONS .....	2
1.5 CROSS-CUTTING THEMES .....	3
<b>2.0 PRESENTATION OF THE SYLLABUS</b> .....	3
<b>3.0 AIMS</b> .....	3
<b>4.0 SYLLABUS OBJECTIVES</b> .....	4
5.0 METHODOLOGY AND TIME ALLOCATION .....	5
5.1 METHODOLOGY .....	5
6.0 SKILLS AND TOPICS .....	6
<b>6.2 TOPICS</b> .....	6
<b>7.0 SCOPE AND SEQUENCE</b> .....	7
7.1 SKILL 1: LISTENING/OBSERVING .....	7
7.2 SKILL 2: SPEAKING/SIGNING .....	8
7.3 SKILL 3: READING/SIGNING .....	9
7.4 SKILL 4: WRITING .....	10
7.5 TOPIC 5: SUPPORTING LANGUAGE STRUCTURES .....	10
<b>8.0 COMPETENCY MATRIX</b> .....	13
<b>Level 1</b> .....	13
8.1 SKILL 1: LISTENING/OBSERVING .....	13
8.2 SKILL 2: SPEAKING/SIGNING .....	15
8.3 SKILL 3: READING/SIGNING .....	17
8.4 SKILL 4: WRITING/BRAILLING .....	19
<b>LEVEL 2</b> .....	21
8.1 SKILL 1: LISTENING/OBSERVING .....	21
8.2 SKILL 2: SPEAKING/SIGNING .....	23
8.3 SKILL 3: READING/SIGNING .....	26

8.4	SKILL 4: WRITING/BRAILLING .....	29
8.3	SKILL 3: READING/SIGNING.....	31
8.4	SKILL 4: WRITING/BRAILLING .....	34
<b>9.0</b>	<b>ASSESSMENT .....</b>	<b>37</b>
9.1	ASSESSMENT OBJECTIVES .....	37
9.2	SCHEME OF ASSESSMENT .....	40
9.5	ASSESSMENT MODEL.....	42
9.6	SPECIFICATION GRID .....	43

Draft Syllabus

## 1.0 PREAMBLE

### 1.1 INTRODUCTION

The Compressed English Language Secondary Non-Formal Education Level 1 and 2 syllabus covers the learning and teaching of the English Language taking into account the importance of English as a vehicle for communication and a tool for cultural, political, religious, social and economic development. It seeks to help all learners to ethically and responsibly utilise Information Communication Technologies (ICTs). The syllabus also seeks to prepare all learners to use English in studying other learning areas across the curriculum while offering opportunities for lifelong learning. The syllabus promotes the use of the communicative-functional approach to the teaching and learning of the English Language. It recognises the use of the English Language as a tool for inclusivity that encourages learners to cherish diversity and acknowledge differences. The teaching and learning of the language aims to produce learners who are not only linguistically competent, but also patriotic, ethical and can function in different roles and situations which they are likely to encounter after leaving school. The syllabus aims to promote Unhu/Ubuntu/Vumunhu among learners through selection of appropriate language learning materials.

### 1.2 RATIONALE

As a medium of instruction, the English Language assists in the teaching and learning of other areas across the curriculum. Being a global language, it offers **all learners** opportunities to communicate in a wider spectrum. In addition, the skills mastered in the study of the English Language will open up opportunities for employment in various media fields and also enable them to be writers in their own right, who are able to protect their intellectual properties.

The study of the English Language will enhance development of skills in:

- Problem solving
- Critical thinking
- Decision making

- Conflict resolution
- Leadership
- Self-management
- Communication
- Technology and innovation
- Enterprising
- Team work

### **1.3 SUMMARY OF CONTENT (KNOWLEDGE, SKILLS AND ATTITUDES)**

The levels 1-2 Secondary English Language syllabus emphasises the learning and teaching of the four macro-skills, namely: listening, speaking, reading and writing and their sub-skills, as well as other literacy and numeracy skills. The syllabus also promotes the development of positive attitudes and interpersonal communication through proper use of language. The teaching and learning of visual, aural, manual and tactile skills is emphasised in order to accommodate learners with diverse needs.

### **1.4 ASSUMPTIONS**

It is assumed that learners:

- are literate in English Language
- are motivated to learn English Language
- are capable of learning English Language
- have basic ICT skills

## 1.5 CROSS-CUTTING THEMES

In the teaching and learning of English Language, the following cross-cutting themes should be taken into consideration through the use of texts selected, projects and assignments.

- Gender
- Children's Rights and Responsibilities
- Disaster Risk Management
- Sexuality, HIV and AIDS Education
- Child Protection
- Heritage Studies
- Human Rights
- Collaboration
- Environmental Issues

## 2.0 PRESENTATION OF THE SYLLABUS

The English Language syllabus is presented as a single document that emphasises the teaching of the four macro-skills and their sub-skills.

## 3.0 AIMS

The aims of the syllabus are to:

- 3.1 promote in learners an awareness of the usefulness of the English Language as a medium of national and international communication, as well as the value of effective language command and use for personal and national development.
- 3.2 develop in learners a lifelong reading habit for enjoyment and acquisition of knowledge.

- 3.3 develop in learners appropriate techniques for intensive and extensive reading.
- 3.4 further develop and foster writing skills and talent in learners.
- 3.5 extend the learners` skills of listening for different purposes.
- 3.6 help learners communicate effectively in spoken English/Sign Language in different situations.
- 3.7 expand learners` interactive skills using Information Communication Technology.

#### **4.0 SYLLABUS OBJECTIVES**

By the end of Level 2, learners should be able to:

- 4.1 construct correct English sentences orally and in writing/braille
- 4.2 use appropriate language (registers) in different situations
- 4.3 read a variety of texts for knowledge and recreation
- 4.4 make appropriate use of cyberspace (social networks)
- 4.5 evaluate information given orally or in writing/signing
- 4.6 listen to and understand texts or any form of communication in English
- 4.7 use writing conventions correctly
- 4.8 express themselves using appropriate non-verbal communication skills
- 4.9 write meaningfully on a variety of topics
- 4.10 use skills acquired for creative writing or career identification



## 5.0 METHODOLOGY AND TIME ALLOCATION

### 5.1 METHODOLOGY

In using this syllabus, the functional-communicative, multi-sensory approaches and principles of individualisation, concreteness, totality and wholeness are recommended, operating within the spiral framework. This syllabus encourages the use of learner-centred and interactive activities that enable **all learners** to develop and understand linguistic concepts and their use and usage in everyday life. Through this approach, language forms and structures are to be taught by using them in appropriate contexts rather than as isolated forms.

Within the functional-communicative approach, the following strategies are recommended:

- Debate and discussion
- Individual and group presentation
- Drama
- Role play/ Imitation and simulation
- Poetry, song and dance
- E-Learning
- Research/Case studies
- Puppetry
- Diorama
- Quiz
- Models/Resource persons

## **5.2 TIME ALLOCATION**

For effective teaching of English Language at these levels, two hours are recommended per week, taking cognisance that learners should create more time for their own studies.

## **6.0 SKILLS AND TOPICS**

### **6.1 SKILLS**

The learning and teaching of the English Language will focus on the following macro skills and their sub skills:

- Listening/observing
- Speaking/signing
- Reading/signing
- Writing/Brailing

### **6.2 TOPICS**

- Oral work
- Language structures
- Comprehension
- Composition
- Summary
- Registers

## 7.0 SCOPE AND SEQUENCE

### 7.1 SKILL 1: LISTENING/OBSERVING

<b>ASPECTS</b>	<b>LEVEL 1</b>	<b>Level 2</b>
<b>Listening comprehension</b>	<ul style="list-style-type: none"><li>• Questions</li><li>• Stories</li><li>• Note taking</li><li>• Summary</li></ul>	<ul style="list-style-type: none"><li>• Narration</li><li>• Note taking</li><li>• Summary</li><li>• Inference</li><li>• Evaluation</li></ul>
<b>Oral instructions</b>	<ul style="list-style-type: none"><li>• Simple directions</li><li>• Announcements</li><li>• Messages</li></ul>	<ul style="list-style-type: none"><li>• Complex directions</li><li>• Announcements</li><li>• Messages</li></ul>
<b>Conversations</b>	<ul style="list-style-type: none"><li>• Dialogues</li></ul>	<ul style="list-style-type: none"><li>• Dialogues</li><li>• Interviews</li></ul>
<b>Purposeful listening</b>	<ul style="list-style-type: none"><li>• Dictation</li><li>• Directed listening</li><li>• Tone and intonation</li><li>• Pronunciation</li></ul>	<ul style="list-style-type: none"><li>• Dictation</li><li>• Directed listening</li><li>• Selective listening</li></ul>

## 7.2 SKILL 2: SPEAKING/SIGNING

ASPECTS	Level 1	Level 2
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>• Eight cardinal vowels and their forms(weak and strong)</li> <li>• Consonant clusters, blends and digraphs</li> <li>• Diphthongs</li> <li>• Silent consonants</li> </ul>	<ul style="list-style-type: none"> <li>• Intonation and stress patterns</li> <li>• Tone and mood</li> <li>• Triphthongs</li> </ul>
<b>Registers</b>	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Greetings</li> <li>• Requests</li> <li>• Invitations</li> <li>• Complaints, apologies and compliments</li> <li>• Telephone conversations</li> <li>• Announcements</li> </ul>	<ul style="list-style-type: none"> <li>• Degree of formality and informality</li> <li>• Expressing opinion and gratitude</li> <li>• Condolences</li> <li>• Interviews</li> <li>• Advising</li> <li>• Discussing topical issues</li> <li>• Persuasion</li> </ul>
<b>Descriptions</b>	<ul style="list-style-type: none"> <li>• People and scenes</li> <li>• Environment</li> <li>• Objects</li> <li>• Processes</li> </ul>	<ul style="list-style-type: none"> <li>• Processes</li> <li>• Events</li> </ul>
<b>Debates</b>	<ul style="list-style-type: none"> <li>• Topical issues – local</li> <li>• Selected cross- cutting issues</li> </ul>	<ul style="list-style-type: none"> <li>• Topical issues – national and international</li> <li>• Cross-cutting themes</li> </ul>
<b>Speeches</b>	<ul style="list-style-type: none"> <li>• Impromptu</li> <li>• Prepared</li> </ul>	<ul style="list-style-type: none"> <li>• Impromptu</li> <li>• Prepared</li> </ul>

### 7.3 SKILL 3: READING/SIGNING

ASPECTS	Level 1	Level 2
<b>Intensive reading</b>	<ul style="list-style-type: none"> <li>• Recall questions</li> <li>• Skimming</li> <li>• Scanning</li> <li>• Inference</li> <li>• Word meanings</li> <li>• Note making</li> <li>• Evaluation</li> <li>• Summary</li> </ul>	<ul style="list-style-type: none"> <li>• Recall questions</li> <li>• Skimming</li> <li>• Scanning</li> <li>• Inference</li> <li>• Word meanings</li> <li>• Note making</li> <li>• Evaluation</li> <li>• Summary</li> <li>• Analysis</li> <li>• Synthesis</li> <li>• Paraphrasing</li> </ul>
<b>Extensive reading</b>	<ul style="list-style-type: none"> <li>• Summary</li> <li>• Characters</li> <li>• Setting</li> <li>• Themes</li> <li>• Plot</li> </ul>	<ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Plot</li> <li>• Setting</li> <li>• Style</li> <li>• Themes</li> </ul>
<b>Referencing</b>	<ul style="list-style-type: none"> <li>• Reference sources</li> <li>• Sections of a book</li> <li>• The Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Reference sources</li> <li>• Sections of a book</li> <li>• Encyclopaedia</li> <li>• Journals</li> <li>• The Internet</li> </ul>

#### 7.4 SKILL 4: WRITING

ASPECTS	Level 1	Level 2
<b>Aspects of composition writing</b>	<ul style="list-style-type: none"><li>• Basic sentence construction rules</li><li>• Types of sentences</li><li>• Elements of a paragraph</li><li>• Registers</li><li>• Linking devices</li></ul>	<ul style="list-style-type: none"><li>• Registers</li><li>• Paragraph unity</li><li>• Discourse markers</li><li>• Amplification of notes</li><li>• Figurative language</li></ul>
<b>Free compositions</b>	<ul style="list-style-type: none"><li>• Narrative</li><li>• Descriptive</li><li>• Creative writing</li><li>• Informative</li><li>• Discursive</li></ul>	<ul style="list-style-type: none"><li>• Narrative</li><li>• Descriptive</li><li>• Informative</li><li>• Argumentative</li><li>• Discursive</li><li>• Creative writing</li></ul>
<b>Guided compositions</b>	<ul style="list-style-type: none"><li>• Letters</li><li>• Reports</li><li>• Speeches</li></ul>	<ul style="list-style-type: none"><li>• Memos</li><li>• Letters</li><li>• Articles</li><li>• Curriculum vitae</li><li>• Reports</li><li>• Speeches</li></ul>

#### 7.5 TOPIC 5: SUPPORTING LANGUAGE STRUCTURES

The following supporting language structures should be taught from Levels 1-2. Teachers are to select what is appropriate to the level of their learners and bear in mind that the structures should be taught in context and spread across all the language skills.

<b>SUB TOPIC</b>	<b>Level 1</b>	<b>Level 2</b>
<b>Nouns</b>	<ul style="list-style-type: none"> <li>• Types of nouns</li> <li>• Plural forms</li> <li>• Opposites</li> <li>• Gender</li> </ul>	<ul style="list-style-type: none"> <li>• Noun formation</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul>
<b>Verbs</b>	<ul style="list-style-type: none"> <li>• Types of tenses</li> <li>• Subject-verb agreement</li> <li>• Sequence of tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Active and passive forms</li> <li>• Auxiliaries and modals</li> <li>• Phrasal verbs</li> </ul>
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>• Personal</li> <li>• Relative</li> <li>• Possessive</li> </ul>	<ul style="list-style-type: none"> <li>• Relative</li> <li>• Possessive</li> <li>• Reflexive</li> </ul>
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>• Formation</li> <li>• Comparatives</li> <li>• Superlatives</li> <li>• Opposites</li> <li>• Prefixes and suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Order when more than one follow each other</li> <li>• Non-gradable</li> </ul>
<b>Adverbs</b>	<ul style="list-style-type: none"> <li>• Formation</li> <li>• Adverbials of time, place and manner</li> </ul>	<ul style="list-style-type: none"> <li>• Adverbial phrases and clauses</li> </ul>
<b>Spelling and word formation</b>	<ul style="list-style-type: none"> <li>• Consonant-vowel combinations</li> <li>• Words with unusual vowel combinations</li> <li>• Spelling rules</li> </ul>	<ul style="list-style-type: none"> <li>• Derivative words</li> <li>• Homonyms</li> <li>• Homophones</li> <li>• Homographs</li> </ul>

SUB TOPIC	Level 1	Level 2
	<ul style="list-style-type: none"> <li>• Prefixes and suffixes in word formation</li> </ul>	
<b>Sentence construction</b>	<ul style="list-style-type: none"> <li>• Simple and compound</li> <li>• Conjunctions</li> <li>• Phrases</li> <li>• Punctuation</li> <li>• Articles</li> <li>• Determiners</li> <li>• Prepositions</li> <li>• Questions</li> <li>• Commands</li> <li>• Exclamations</li> </ul>	<ul style="list-style-type: none"> <li>• Simple, compound and complex</li> <li>• Clauses</li> <li>• Determiners</li> <li>• Punctuation and meaning</li> <li>• Question tags</li> <li>• Commands</li> <li>• Exclamations</li> <li>• Discourse markers</li> <li>• Sentence modifiers</li> </ul>
<b>Direct and Indirect speech</b>	<ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Switching</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Switching</li> </ul>



## 8.0 COMPETENCY MATRIX

### Level 1

#### 8.1 SKILL 1: LISTENING/OBSERVING

TOPICS/CONCEPTS	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
<b>Listening comprehension</b>	<ul style="list-style-type: none"><li>• Answer different types of questions</li><li>• retell stories heard</li><li>• list main ideas from the stories told</li><li>• take notes</li></ul>	<ul style="list-style-type: none"><li>• Simple recall</li><li>• Comprehension</li><li>• Attentive listening</li><li>• Note taking</li><li>• Factual, interpretive and evaluative questions</li></ul>	<ul style="list-style-type: none"><li>• Listening to oral texts</li><li>• Responding to questions</li><li>• Narrating stories listened to</li><li>• Writing notes from an oral text</li><li>• Retelling headlines from broadcasts</li></ul>	<ul style="list-style-type: none"><li>• Print media</li><li>• ICT tools</li><li>• Story books</li></ul>
<b>Oral instructions</b>	<ul style="list-style-type: none"><li>• follow directions</li><li>• respond to instructions</li></ul>	<ul style="list-style-type: none"><li>• Directions</li><li>• Explanations</li><li>• Instructions</li></ul>	<ul style="list-style-type: none"><li>• Taking appropriate action as directed</li></ul>	<ul style="list-style-type: none"><li>• ICT tools</li><li>• Print media</li><li>• Maps</li></ul>

<b>TOPICS/CONCEPTS</b>	<b>OBJECTIVES</b> Learners should be able to:	<b>CONTENT</b> (ATTITUDES, SKILLS AND KNOWLEDGE)	<b>SUGGESTED NOTES AND ACTIVITIES</b>	<b>SUGGESTED RESOURCES</b>
	<ul style="list-style-type: none"> <li>• relay messages accurately</li> <li>• repeat announcements</li> </ul>	<ul style="list-style-type: none"> <li>• Messages</li> <li>• Announcements</li> </ul>	<ul style="list-style-type: none"> <li>• Conveying accurate messages</li> <li>• Stating the gist of announcements</li> </ul>	
<b>Conversations</b>	<ul style="list-style-type: none"> <li>• engage in meaningful dialogues</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogues</li> <li>• Registers</li> <li>• Speech etiquette</li> </ul>	<ul style="list-style-type: none"> <li>• Role playing</li> <li>• Turn-taking</li> </ul>	<ul style="list-style-type: none"> <li>• Telephone</li> <li>• School calendar of events</li> <li>• Personal diaries</li> </ul>
<b>Purposeful listening</b>	<ul style="list-style-type: none"> <li>• take dictation accurately</li> <li>• select relevant information to answer specific questions</li> <li>• deduce meaning from the tone and intonation of the speaker</li> <li>• report on broadcast</li> </ul>	<ul style="list-style-type: none"> <li>• Dictation</li> <li>• Broadcasting</li> <li>• Specific questions</li> <li>• Mood and tone</li> </ul>	<ul style="list-style-type: none"> <li>• Writing dictated texts</li> <li>• Answering specific questions</li> <li>• Working out meaning from the tone and intonation of the speaker</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> </ul>

## 8.2

## SKILL 2: SPEAKING/SIGNING

TOPICS/CONCEPTS	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>• distinguish pure vowels from other vowels (weak and strong)</li> <li>• articulate consonant clusters, digraphs and diphthongs</li> <li>• reproduce silent consonants</li> </ul>	<ul style="list-style-type: none"> <li>• Consonant clusters</li> <li>• Diphthongs and digraphs</li> <li>• Silent consonants</li> <li>• Vowels- weak and strong</li> </ul>	<ul style="list-style-type: none"> <li>• Reading words with various combinations of vowels and consonants</li> <li>• Practising articulating the cardinal vowels</li> <li>• Practising pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Word cards</li> </ul>
<b>Registers</b>	<ul style="list-style-type: none"> <li>• demonstrate use of appropriate language in given situations</li> </ul>	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Greetings</li> <li>• Requests and advice</li> <li>• Invitations</li> <li>• Apologies and gratitude</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing oneself or others</li> <li>• Exchanging greetings</li> <li>• Making requests</li> <li>• Giving invitations or turning them</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Puppets</li> <li>• Pictures</li> </ul>

		<ul style="list-style-type: none"> <li>• Compliments</li> <li>• Phone conversations</li> <li>• Phone etiquette</li> </ul>	<ul style="list-style-type: none"> <li>• down</li> <li>• Apologising or accepting apologies</li> <li>• Conducting phone conversations</li> </ul>	
<b>Descriptions</b>	<ul style="list-style-type: none"> <li>• describe self, objects and the environment</li> <li>• explain simple processes</li> </ul>	<ul style="list-style-type: none"> <li>• language use: <ul style="list-style-type: none"> <li>-adjectives</li> <li>-adverbs</li> <li>-adjectival phrases and clauses</li> <li>-metaphoric and similes</li> </ul> </li> <li>• Environment</li> <li>• Processes</li> <li>• Scenes</li> <li>• People</li> <li>• Events</li> </ul>	<ul style="list-style-type: none"> <li>• Giving details of one self</li> <li>• Producing detailed descriptions of objects and activities</li> <li>• Giving descriptive details about the environment</li> <li>• Discussing simple processes</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Objects within the environment</li> </ul>
<b>Debates</b>	<ul style="list-style-type: none"> <li>• debate on topical and selected cross-cutting issues</li> <li>• express opinions</li> <li>• distinguish facts from opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Debating procedures</li> <li>• HIV and AIDS</li> <li>• Children`s rights and responsibilities</li> <li>• ICT</li> <li>• Environmental</li> </ul>	<ul style="list-style-type: none"> <li>• Holding debates on topical and selected cross-cutting issues</li> <li>• Giving pros and cons on given topics</li> <li>• Justifying one`s</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> <li>• Local events</li> </ul>

		issues • Gender	stance on given issues • Defending one`s opinion(s)	
<b>Speeches</b>	<ul style="list-style-type: none"> <li>• deliver prepared speeches</li> <li>• present impromptu speeches</li> </ul>	<ul style="list-style-type: none"> <li>• Prepared speech</li> <li>• Impromptu speech</li> <li>• Appropriate register</li> </ul>	<ul style="list-style-type: none"> <li>• Presenting prepared speeches</li> <li>• Delivering impromptu speeches</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> </ul>

### 8.3 SKILL 3: READING/SIGNING

<b>TOPICS/CONCEPTS</b>	<b>OBJECTIVES</b> Learners should be able to:	<b>CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)</b>	<b>SUGGESTED NOTES AND ACTIVITIES</b>	<b>SUGGESTED RESOURCES</b>
<b>Intensive reading</b>	<ul style="list-style-type: none"> <li>• answer a variety of questions</li> <li>• skim and scan a text</li> <li>• draw inferences from written texts</li> <li>• make notes on read texts</li> <li>• summarise a text</li> </ul>	<ul style="list-style-type: none"> <li>• Types of questions</li> <li>• Skimming</li> <li>• Scanning</li> <li>• Contextual meaning</li> <li>• Note making</li> <li>• Summary writing</li> <li>• Evaluation:               <ul style="list-style-type: none"> <li>- characters</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Responding to a variety of questions</li> <li>• Reading texts for general information</li> <li>• Working out contextual meanings of</li> </ul>	<ul style="list-style-type: none"> <li>• Prescribed textbooks</li> <li>• Newspapers</li> <li>• Magazines</li> <li>• ICT tools</li> <li>• Statistical data</li> </ul>

<b>TOPICS/CONCEPTS</b>	<b>OBJECTIVES</b> Learners should be able to:	<b>CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)</b>	<b>SUGGESTED NOTES AND ACTIVITIES</b>	<b>SUGGESTED RESOURCES</b>
	<ul style="list-style-type: none"> <li>read</li> <li>• evaluate a text</li> </ul>	<ul style="list-style-type: none"> <li>- style</li> <li>- setting</li> <li>- tone and mood</li> </ul>	<ul style="list-style-type: none"> <li>words and phrases</li> <li>• Compiling notes on texts read</li> <li>• Role playing</li> <li>• Debating on texts read</li> <li>• Writing summaries of texts read</li> <li>• evaluating texts read</li> </ul>	

<b>Extensive reading</b>	<ul style="list-style-type: none"> <li>• research on authors</li> <li>• summarise a text</li> <li>• describe characters in a book read</li> <li>• compare and contrast characters in a text</li> <li>• describe the setting of a story</li> </ul>	<ul style="list-style-type: none"> <li>• Plot</li> <li>• Characterisation</li> <li>• Research</li> <li>• Setting</li> <li>• Themes</li> <li>• Evaluation:               <ul style="list-style-type: none"> <li>-morals/lessons</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Carrying out research on different authors</li> <li>• Role-playing characters in a text</li> <li>• Evaluating texts read:               <ul style="list-style-type: none"> <li>-background</li> <li>-characters</li> <li>-setting</li> <li>-morals/lesson</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Novels</li> <li>• Magazines</li> <li>• Short stories</li> </ul>
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	<ul style="list-style-type: none"> <li>draw relationships among themes in a text</li> <li>evaluate a text</li> </ul>		<ul style="list-style-type: none"> <li>Compiling words and phrases for a vocabulary note book</li> </ul>	
<b>Referencing</b>	<ul style="list-style-type: none"> <li>find information from a variety of sources</li> <li>identify different sections of a book</li> <li>use the internet ethically</li> </ul>	<ul style="list-style-type: none"> <li>Reference sources: <ul style="list-style-type: none"> <li>dictionaries</li> <li>directories</li> <li>maps</li> <li>catalogues</li> <li>the Internet</li> </ul> </li> <li>Sections of a book: <ul style="list-style-type: none"> <li>contents table</li> <li>preface</li> <li>glossary</li> <li>index</li> <li>appendices</li> </ul> </li> <li>Cyber ethics</li> </ul>	<ul style="list-style-type: none"> <li>Locating information from a variety of reference sources</li> <li>Discussing different sections of books and their purposes</li> <li>Surfing the internet ethically</li> </ul>	<ul style="list-style-type: none"> <li>Dictionaries</li> <li>Directories</li> <li>Novels</li> <li>Maps</li> <li>ICT tools</li> </ul>

#### 8.4 SKILL 4: WRITING/BRAILLING

<b>TOPICS/ASPECTS</b>	<b>OBJECTIVES</b> Learners should be able to:	<b>CONTENT</b> (ATTITUDES, SKILLS AND KNOWLEDGE)	<b>SUGGESTED NOTES AND ACTIVITIES</b>	<b>SUGGESTED RESOURCES</b>
<b>Composition writing</b>	<ul style="list-style-type: none"> <li>write a coherent paragraph using a</li> </ul>	<ul style="list-style-type: none"> <li>Simple sentences</li> <li>Compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>Constructing a variety of sentences</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Recommended textbooks</li> </ul>

<b>TOPICS/ASPECTS</b>	<b>OBJECTIVES</b> Learners should be able to:	<b>CONTENT</b> (ATTITUDES, SKILLS AND KNOWLEDGE)	<b>SUGGESTED NOTES AND ACTIVITIES</b>	<b>SUGGESTED RESOURCES</b>
	<ul style="list-style-type: none"> <li>• variety of sentences</li> <li>• use appropriate register in different situations</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphing               <ul style="list-style-type: none"> <li>-topic sentences</li> <li>-developers</li> <li>-terminators</li> </ul> </li> <li>• Appropriate register</li> <li>• Discourse markers</li> </ul>	<ul style="list-style-type: none"> <li>• Composing a coherent paragraph</li> <li>• Writing in appropriate register</li> </ul>	<ul style="list-style-type: none"> <li>• Anthologies</li> </ul>
<b>Free compositions</b>	<ul style="list-style-type: none"> <li>• distinguish various composition types</li> <li>• Write different types of compositions</li> <li>• depict scenes, processes, people, objects and events</li> <li>• demonstrate creative writing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Types of compositions               <ul style="list-style-type: none"> <li>-narrative</li> <li>-descriptive</li> <li>-creative</li> </ul> </li> <li>Composition writing techniques:               <ul style="list-style-type: none"> <li>- paragraphing</li> <li>- varied vocabulary and appropriate register</li> <li>- captivating descriptions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Writing different types of compositions</li> <li>• Using different styles and forms of composition writing</li> <li>• Composing poems and short stories</li> </ul>	<ul style="list-style-type: none"> <li>• Anthologies</li> <li>• Print media</li> <li>• ICT tools</li> <li>• Pictures</li> </ul>



<b>TOPICS/ASPECTS</b>	<b>OBJECTIVES</b> Learners should be able to:	<b>CONTENT</b> (ATTITUDES, SKILLS AND KNOWLEDGE)	<b>SUGGESTED NOTES AND ACTIVITIES</b>	<b>SUGGESTED RESOURCES</b>
		-discourse markers  • Creative writing		
<b>Guided compositions</b>	<ul style="list-style-type: none"> <li>• write letters</li> <li>• compile reports and speeches</li> <li>• expand pegs</li> </ul>	<ul style="list-style-type: none"> <li>• Letters: formal/informal</li> <li>• Paragraphing</li> <li>• Amplification of pegs</li> <li>• Apt register</li> <li>• Instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Writing well-structured compositions</li> <li>• Compiling meaningful reports and speeches</li> <li>• Amplifying notes</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> <li>• Pictures</li> </ul>

## **LEVEL 2**

### **8.0 COMPETENCY MATRIX**

#### **8.1 SKILL 1: LISTENING/OBSERVING**

<b>TOPICS/CONCEPTS</b>	<b>OBJECTIVES Learners should be able to:</b>	<b>CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)</b>	<b>SUGGESTED NOTES AND ACTIVITIES</b>	<b>SUGGESTED RESOURCES</b>
<b>Listening comprehension</b>	<ul style="list-style-type: none"> <li>report on news and other events from different media</li> <li>make notes</li> <li>summarise broadcasts and narrations</li> <li>draw morals from stories heard</li> </ul>	<ul style="list-style-type: none"> <li>Broadcasts</li> <li>Narrations</li> <li>Note making</li> <li>Inference</li> </ul>	<ul style="list-style-type: none"> <li>Listening to different media</li> <li>Compiling notes</li> <li>Evaluating narrations and broadcasts</li> </ul>	<ul style="list-style-type: none"> <li>Print media</li> <li>ICT tools</li> <li>Resource persons</li> </ul>
<b>Oral instructions</b>	<ul style="list-style-type: none"> <li>follow a series of directions and instructions</li> <li>convey messages correctly</li> <li>report on announcements and broadcasts</li> </ul>	<ul style="list-style-type: none"> <li>Complex directions/ instructions</li> <li>Messages</li> <li>Broadcasts</li> </ul>	<ul style="list-style-type: none"> <li>Taking appropriate actions as directed</li> <li>Relaying messages accurately</li> <li>Listening to announcements</li> <li>Giving feedback on announcements</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Oral texts</li> </ul>
<b>Conversations</b>	<ul style="list-style-type: none"> <li>engage in dialogues on</li> </ul>	<ul style="list-style-type: none"> <li>Cross-cutting themes and</li> </ul>	<ul style="list-style-type: none"> <li>Researching on cross-cutting</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Print media</li> </ul>

	any cross-cutting themes and emerging issues <ul style="list-style-type: none"> <li>• carry out interview</li> </ul>	emerging issues <ul style="list-style-type: none"> <li>• Research</li> <li>• Dialogues</li> <li>• Interview procedures</li> </ul>	issues and emerging issues <ul style="list-style-type: none"> <li>• Role playing</li> <li>• Conducting interviews on cross-cutting themes</li> <li>• Dialoguing on cross-cutting themes and emerging issues</li> </ul>	
<b>Purposeful listening</b>	<ul style="list-style-type: none"> <li>• take dictation accurately</li> <li>• give reports on any presentation listened to</li> </ul>	<ul style="list-style-type: none"> <li>• Dictations</li> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Writing dictated texts</li> <li>• Reporting on any presentation from resource persons</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> <li>• Resource persons</li> </ul>

## 8.2 SKILL 2: SPEAKING/SIGNING

<b>TOPICS/CONCEPTS</b>	<b>OBJECTIVES Learners should be able to:</b>	<b>CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)</b>	<b>SUGGESTED NOTES AND ACTIVITIES</b>	<b>SUGGESTED RESOURCES</b>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>• pronounce words accurately</li> <li>• express emotion using tone</li> </ul>	<ul style="list-style-type: none"> <li>• speech and intonation</li> <li>• Tone and mood</li> </ul>	<ul style="list-style-type: none"> <li>• Articulating words correctly</li> <li>• Showing emotion through tone</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Talking books</li> <li>• Print media</li> </ul>
<b>Registers</b>	<ul style="list-style-type: none"> <li>• express opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasion</li> </ul>	<ul style="list-style-type: none"> <li>• Stating opinions</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> </ul>

TOPICS/CONCEPTS	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> <li>clearly</li> <li>• converse appropriately in different formal and informal interactions</li> <li>• identify personality traits portrayed in different situations</li> </ul>	<ul style="list-style-type: none"> <li>• Condolences</li> <li>• Interviews</li> <li>• Announcements</li> <li>• Personality traits:               <ul style="list-style-type: none"> <li>- manner</li> <li>- character</li> <li>- feelings</li> <li>- reaction</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>clearly</li> <li>• Role playing formal and informal interactions</li> <li>• Discussing cultural variations</li> </ul>	<ul style="list-style-type: none"> <li>• Resource persons</li> </ul>
<b>Descriptions</b>	<ul style="list-style-type: none"> <li>• describe processes and events</li> </ul>	<ul style="list-style-type: none"> <li>• descriptions:               <ul style="list-style-type: none"> <li>- processes</li> <li>- events</li> </ul> </li> <li>• Descriptive words, phrases and clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Describing processes and events</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> </ul>
<b>Debates</b>	<ul style="list-style-type: none"> <li>• present opinions on a variety of topics</li> <li>• express ideas for or against given subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Land reform programme</li> <li>• Climate change</li> <li>• Sexuality, HIV and AIDS</li> <li>• Human rights</li> <li>• Environmental issues</li> <li>• Disaster Risk Management</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing convincingly on topical issues</li> <li>• Arguing for or against given subjects</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> </ul>

TOPICS/CONCEPTS	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> <li>• arrange ideas in a logical manner</li> </ul>	<ul style="list-style-type: none"> <li>• Discourse markers</li> </ul>	<ul style="list-style-type: none"> <li>• Using discourse markers to balance ideas</li> </ul>	
<b>Speeches</b>	<ul style="list-style-type: none"> <li>• use information gathered to present prepared speeches</li> <li>• deliver meaningful impromptu speeches</li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines for prepared speech:               <ul style="list-style-type: none"> <li>- research</li> <li>- planning</li> <li>- organizing</li> <li>- presentation</li> </ul> </li> <li>• Guidelines for impromptu speech:               <ul style="list-style-type: none"> <li>- quick thinking</li> <li>- critical thinking</li> <li>- creativity</li> <li>- presentation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Compiling speeches</li> <li>• Presenting speeches logically</li> <li>• Expressing ideas on a topic in an impromptu speech</li> <li>• Participating in public speaking competitions</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> </ul>

## 8.3

## SKILL 3: READING/SIGNING

TOPIC/CONCEPTS	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
<b>Intensive reading</b>	<ul style="list-style-type: none"> <li>• answer a variety of questions</li> <li>• skim and scan a text</li> <li>• draw inferences from written texts</li> <li>• paraphrase given information</li> <li>• make notes on read texts</li> <li>• summarise a text</li> <li>• evaluate a text</li> </ul>	<ul style="list-style-type: none"> <li>• Types of questions:               <ul style="list-style-type: none"> <li>- simple recall</li> <li>- comprehension</li> <li>- application</li> <li>- analysis</li> <li>- synthesis</li> <li>- evaluation</li> </ul> </li> <li>• Skimming</li> <li>• Scanning</li> <li>• Contextual meaning</li> <li>• Note making</li> <li>• Summary writing</li> <li>• Evaluation:               <ul style="list-style-type: none"> <li>- characters</li> <li>- style</li> <li>- setting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Responding to a variety of questions</li> <li>• Reading texts for general information</li> <li>• Working out contextual meanings of words and phrases</li> <li>• Compiling notes on texts</li> <li>• Role playing</li> <li>• Debating on texts</li> <li>• writing summaries of passages</li> <li>• Analysing texts</li> </ul>	<ul style="list-style-type: none"> <li>• Print media</li> <li>• ICT tools</li> <li>• Statistical data</li> </ul>

		- tone and mood		
<b>Extensive reading</b>	<ul style="list-style-type: none"> <li>• research on authors and settings of texts</li> <li>• summarise a text</li> <li>• describe characters in a book</li> <li>• compare and contrast characters in a text</li> <li>• draw relationships among themes in a text</li> <li>• identify the style in a text</li> <li>• evaluate information from various media sources</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Plot</li> <li>• Characterisation: <ul style="list-style-type: none"> <li>- major and minor</li> </ul> </li> <li>• Setting</li> <li>• Themes</li> <li>• Language use</li> <li>• Evaluation: <ul style="list-style-type: none"> <li>- bias</li> <li>- stereotype</li> <li>- stigma</li> <li>- persuasion</li> <li>- morals/lessons</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Carrying out research on different authors</li> <li>• Giving background information of texts</li> <li>• Presenting summaries of texts</li> <li>• Linking events to their respective themes in a text</li> <li>• Describing relationship between place, time and events in a text</li> <li>• Tracing relationships of characters</li> <li>• Identifying relationships among themes in a text</li> <li>• Analysing the style in a text</li> <li>• Recognising bias and stereotyping in texts</li> </ul>	<ul style="list-style-type: none"> <li>• Novels</li> <li>• Short stories</li> <li>• ICT Tools</li> <li>• Advertisements</li> <li>• Access billboards</li> <li>• Print media</li> </ul>

			<ul style="list-style-type: none"> <li>• Discussing morals /lessons</li> </ul>	
<b>Referencing</b>	<ul style="list-style-type: none"> <li>• find information from a variety of sources</li> <li>• identify reference sections of a book</li> <li>• use the internet ethically</li> </ul>	<ul style="list-style-type: none"> <li>• Reference sources: <ul style="list-style-type: none"> <li>- dictionaries</li> <li>- directories</li> <li>- maps</li> <li>- catalogues</li> <li>- thesauruses</li> <li>- internet</li> </ul> </li> <li>• Sections of a book: <ul style="list-style-type: none"> <li>- contents table</li> <li>- preface</li> <li>- glossary</li> <li>- index</li> <li>- appendices</li> </ul> </li> <li>• Cyber ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Locating information from a variety of sources</li> <li>• Discussing different sections of books and their purposes</li> <li>• Surfing the internet ethically</li> </ul>	<ul style="list-style-type: none"> <li>• Dictionaries</li> <li>• Directories</li> <li>• Novels</li> <li>• Maps</li> <li>• Catalogues</li> <li>• Thesauruses</li> <li>• ICT Tools</li> <li>• Encyclopaedias</li> <li>• Journals</li> <li>• Anthologies</li> </ul>



TOPICS/ CONCEPTS	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
<b>Composition writing</b>	<ul style="list-style-type: none"> <li>• write coherent paragraphs using a variety of sentences</li> <li>• use appropriate register</li> </ul>	<ul style="list-style-type: none"> <li>• Types of sentences</li> <li>• Characteristics of a paragraph</li> <li>• Appropriate register in:               <ul style="list-style-type: none"> <li>- letters</li> <li>- speeches</li> <li>- reports</li> <li>- invitations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Constructing a variety of sentences</li> <li>• Writing simple compositions with clear introduction, body and conclusion</li> <li>• Writing in appropriate register</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Anthologies</li> <li>• Graphs</li> <li>• Maps</li> </ul>
<b>Free compositions</b>	<ul style="list-style-type: none"> <li>• write different types of compositions</li> <li>• demonstrate creative writing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Types of compositions:               <ul style="list-style-type: none"> <li>- narrative</li> <li>- descriptive</li> <li>- informative</li> <li>- discursive</li> <li>- argumentative</li> </ul> </li> <li>• Narrative techniques:               <ul style="list-style-type: none"> <li>- description</li> <li>- detail</li> <li>- figurative language</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Writing different types of compositions</li> <li>• Composing poems, plays and short stories</li> <li>• Arguing logically</li> <li>• Writing projects</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> <li>• Anthologies</li> <li>• Diorama</li> </ul>

TOPICS/ CONCEPTS	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
		<ul style="list-style-type: none"> <li>- paragraphing</li> <li>- atmosphere</li> <li>- pace</li> <li>- tone and mood</li> <li>- flashback</li> <li>• Creative writing</li> </ul>		
<b>Guided compositions</b>	<ul style="list-style-type: none"> <li>• write different types of Guided compositions</li> <li>• complete forms</li> <li>• compile a Curriculum Vitae/ Resumé</li> <li>• use Guided composition techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Types of guided compositions:               <ul style="list-style-type: none"> <li>- letters</li> <li>- memos</li> <li>- reports</li> <li>- speeches</li> <li>- articles</li> </ul> </li> <li>• Forms</li> <li>• Curriculum Vitae/Resumé</li> <li>• Guided composition techniques               <ul style="list-style-type: none"> <li>- appropriate register</li> <li>- grammatically correct sentences</li> <li>- amplification</li> <li>- correct formats</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Writing different types of Guided compositions</li> <li>• Amplifying pegs</li> <li>• Organising personal information following given instructions</li> <li>• Filling in forms</li> <li>• Employing Guided composition techniques</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>Print media</li> </ul>

<b>TOPICS/ CONCEPTS</b>	<b>OBJECTIVES Learners should be able to:</b>	<b>CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)</b>	<b>SUGGESTED NOTES AND ACTIVITIES</b>	<b>SUGGESTED RESOURCES</b>
		paragraphing		

### 8.3 SKILL 3: READING/SIGNING

<b>TOPICS/ASPECTS</b>	<b>OBJECTIVES Learners should be able to:</b>	<b>CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)</b>	<b>SUGGESTED NOTES AND ACTIVITIES</b>	<b>SUGGESTED RESOURCES</b>
<b>Intensive reading</b>	<ul style="list-style-type: none"> <li>• answer a variety of questions</li> <li>• skim and scan a text</li> <li>• draw inferences from written texts</li> <li>• Paraphrase given information</li> </ul>	<ul style="list-style-type: none"> <li>• Types of questions: <ul style="list-style-type: none"> <li>- recall</li> <li>- comprehension</li> <li>- application</li> <li>- analysis</li> <li>- synthesis</li> <li>- evaluation</li> </ul> </li> <li>• Skimming</li> <li>• Scanning</li> <li>• Contextual meaning</li> <li>• Note making</li> <li>• Summary writing</li> <li>• Evaluation:</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to a variety of questions</li> <li>• Reading texts for general information</li> <li>• Stating information that is not explicitly given</li> <li>• Working out contextual meanings of words and</li> </ul>	<ul style="list-style-type: none"> <li>• Newspapers</li> <li>• Magazines</li> <li>• ICT tools</li> <li>• Statistical data</li> </ul>

<b>TOPICS/ASPECTS</b>	<b>OBJECTIVES</b> Learners should be able to:	<b>CONTENT</b> (ATTITUDES, SKILLS AND KNOWLEDGE)	<b>SUGGESTED NOTES AND ACTIVITIES</b>	<b>SUGGESTED RESOURCES</b>
	<ul style="list-style-type: none"> <li>• make notes on read texts</li> <li>• Describe the feelings, qualities, motives of characters in a text</li> <li>• evaluate a text</li> </ul>	<ul style="list-style-type: none"> <li>- characters</li> <li>- style</li> <li>- setting</li> <li>- tone and mood</li> </ul>	<ul style="list-style-type: none"> <li>phrases</li> <li>• Compiling notes on texts</li> <li>• writing summaries of passages</li> <li>• Role playing</li> <li>• Debating on texts</li> <li>• Analysing texts</li> </ul>	
<b>Extensive reading</b>	<ul style="list-style-type: none"> <li>• research on authors</li> <li>• summarise a text</li> <li>• describe characters in a text</li> <li>• compare and contrast characters in a text</li> <li>• describe the setting of a story</li> <li>• draw relationships among themes in a text</li> <li>• identify the style in a text</li> <li>• evaluate</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Plot</li> <li>• Characterisation: <ul style="list-style-type: none"> <li>- major and minor</li> </ul> </li> <li>• Setting</li> <li>• Themes</li> <li>• Morals/lessons</li> <li>• Language use</li> <li>• Evaluation:</li> </ul>	<ul style="list-style-type: none"> <li>• Carrying out research on different authors</li> <li>• Giving background information of texts</li> <li>• Presenting summaries of texts</li> <li>• Linking events to their respective characters in a text</li> <li>• Tracing relationships of characters</li> <li>• Relating place</li> </ul>	<ul style="list-style-type: none"> <li>• Novels</li> <li>• Short stories</li> <li>• ICT Tools</li> <li>• Advertisements</li> <li>• Billboards</li> <li>• Print media</li> </ul>

<b>TOPICS/ASPECTS</b>	<b>OBJECTIVES</b> Learners should be able to:	<b>CONTENT</b> (ATTITUDES, SKILLS AND KNOWLEDGE)	<b>SUGGESTED NOTES AND ACTIVITIES</b>	<b>SUGGESTED RESOURCES</b>
	information from various media sources	<ul style="list-style-type: none"> <li>- bias</li> <li>- stereotype</li> <li>- stigma</li> <li>- persuasion</li> </ul>	and time to events in a story <ul style="list-style-type: none"> <li>• Identifying relationships among themes in a text</li> <li>• Analysing the style in a text</li> <li>• Recognizing bias and stereotyping in texts</li> </ul>	
<b>Referencing</b>	<ul style="list-style-type: none"> <li>• find information from a variety of sources</li> <li>• identify reference sections of a book</li> <li>• use the internet ethically</li> </ul>	<ul style="list-style-type: none"> <li>• Reference sources:               <ul style="list-style-type: none"> <li>- dictionaries</li> <li>- directories</li> <li>- maps</li> <li>- catalogues</li> <li>- thesauruses</li> <li>- internet</li> </ul> </li> <li>• Sections of a book:               <ul style="list-style-type: none"> <li>- contents table</li> <li>- preface</li> <li>- glossary</li> <li>- index</li> <li>- appendices</li> </ul> </li> <li>• Cyber ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Locating information from a variety of sources</li> <li>• Discussing different sections of books and their purposes</li> <li>• Surfing the internet ethically</li> </ul>	<ul style="list-style-type: none"> <li>• Dictionaries</li> <li>• Directories</li> <li>• Novels</li> <li>• Maps</li> <li>• Catalogues</li> <li>• Thesauruses</li> <li>• ICT Tools</li> <li>• Encyclopaedias</li> <li>• Journals</li> <li>• Anthologies</li> </ul>

TOPICS/ASPECTS	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
<b>Composition writing</b>	<ul style="list-style-type: none"> <li>• distinguish types of sentences</li> <li>• write coherent paragraphs</li> <li>• use appropriate register</li> </ul>	<ul style="list-style-type: none"> <li>• Types of sentences</li> <li>• Characteristics of a paragraph</li> <li>• Appropriate register in:               <ul style="list-style-type: none"> <li>-letters</li> <li>-speeches</li> <li>-reports</li> <li>- invitations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Constructing a variety of sentences</li> <li>• Writing detailed compositions with clear introduction, body and conclusion</li> <li>• Applying appropriate register</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Anthologies</li> <li>• Graphs</li> <li>• Maps</li> </ul>
<b>Free compositions</b>	<ul style="list-style-type: none"> <li>• write different types of compositions</li> </ul>	<ul style="list-style-type: none"> <li>• Types of compositions:               <ul style="list-style-type: none"> <li>- narrative</li> <li>- descriptive</li> <li>- informative</li> <li>- discursive</li> <li>- argumentative</li> </ul> </li> <li>• Writing techniques:               <ul style="list-style-type: none"> <li>- description</li> <li>- detail</li> <li>- figurative language</li> <li>- paragraphing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Writing narrative compositions</li> <li>• Composing descriptive compositions</li> <li>• Writing informative compositions</li> <li>• Arguing logically</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> <li>• Anthologies</li> <li>• Diorama</li> </ul>

TOPICS/ASPECTS	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> <li>• demonstrate creative writing skills</li> </ul>	<ul style="list-style-type: none"> <li>- atmosphere</li> <li>- pace</li> <li>- tone and mood</li> <li>- flashback</li> <li>• Creative writing</li> </ul>	<ul style="list-style-type: none"> <li>• Writing projects</li> <li>• Composing poems, plays and short stories</li> </ul>	
<b>Guided compositions</b>	<ul style="list-style-type: none"> <li>• write different types of Guided compositions</li> <li>• complete forms</li> </ul>	<ul style="list-style-type: none"> <li>• Types of guided compositions:               <ul style="list-style-type: none"> <li>- letters</li> <li>- memos</li> <li>- reports</li> <li>- speeches</li> <li>- articles</li> </ul> </li> <li>• Forms</li> <li>• Curriculum Vitae/Resumé</li> <li>• Guided composition techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Writing different types of Guided compositions</li> <li>• Amplifying pegs</li> <li>• Organising personal information following given instructions</li> <li>• Filling in forms</li> <li>• Employing Guided composition techniques</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> </ul>

TOPICS/ASPECTS	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> <li>• compile a Curriculum Vitae/ Resumé</li> <li>• use Guided composition techniques</li> </ul>	<ul style="list-style-type: none"> <li>- appropriate register</li> <li>- grammatically correct sentences</li> <li>- amplification</li> <li>- correct formats</li> <li>- paragraphing</li> </ul>		

Draft Syllabus



## **9.0 ASSESSMENT**

The scheme of assessment for Levels 1-2 English Language syllabus covers continuous and summative assessments. The four main language skills which are Speaking, Listening, Reading and Writing and their sub-skills will be assessed. The assessment is grounded on the principle of inclusivity. Arrangements, accommodations and modifications must be visible in both continuous and summative assessments to enable candidates with special needs to access assessments.

### **9.1 ASSESSMENT OBJECTIVES**

The English Language syllabus will be assessed through Continuous Assessment and Public Examinations. The following assessment objectives outline the skills which may be assessed during and at the end of the programme.

#### **Writing Skills**

During and at the end of the programme, candidates should be able to:

- write continuous narratives, detailed descriptions, persuasive/ argumentative, informative and expository compositions
- write formal and informal letters, speeches, reports, articles, memos, based on: notes, diagrams, statistical data, graphs and pictures
- write with grammatical accuracy; spell and punctuate their work correctly
- use different supporting language structures in context

- write in a style and register appropriate to the subject matter
- construct a variety of sentence structures
- use a wide range of vocabulary and idioms appropriate to the subject matter
- organise their work satisfactorily into paragraphs
- use discourse markers correctly to show a sense of cohesion and coherence within paragraphs
- show originality and creativity in their writing

### **Reading comprehension**

Candidates should be able to:

- answer recall questions
- follow the sequence of events in a narrative or descriptive text
- follow the development of an argument or discussion
- recognize how language is used in a text to indicate relationships of ideas
- distinguish main propositions from exemplifying or qualifying details
- infer information that is indirectly stated
- work out the contextual meanings of words and phrases
- paraphrase ideas from a text
- identify the tone and mood of a text

- identify the writer's attitude(s) towards his/her subject
- summarise specific aspects of a text

## **Speaking and listening**

Speaking and listening complement each other and are therefore usually taught together.

### **Speaking**

Candidates should be able to:

- communicate ideas clearly, accurately, and fluently on a variety of topics
- discuss and debate confidently on topical and cross-cutting issues
- use appropriate tone, intonation and gestures to emphasise a point
- use appropriate register depending on social situation, audience, subject matter or area being discussed

### **Listening**

Candidates should be able to:

- listen with concentration
- answer recall, interpretive and evaluative questions based on what they have listened to
- react appropriately to different oral text types
- summarise oral texts

## 9.2 SCHEME OF ASSESSMENT

The scheme of assessment for Levels 1 and 2 English Language syllabus covers continuous and summative assessments.

### Continuous Assessment

Continuous Assessment will be as follows:

LEVEL	SKILL	FREQUENCY	WEIGHTING
1	Listening	1 per level	10%
	Speaking	1 per level	
	Reading	1 per level	
	Writing	1 per level	
	Project	1 per level	
2	Listening	1 per level	20%
	Speaking	1 per level	
	Reading	1 per level	
	Writing	1 per level	
	Project	1 per level	
<b>TOTAL</b>			<b>30%</b>

**NB.** A project can be done in any of the macro skills once per level.

### Summative Assessment

The Summative Assessment comprises two components which are:

<b>PAPER</b>	<b>DURATION</b>	<b>MARKS</b>	<b>WEIGHTING</b>
1 Composition	1hr 30 minutes	50	35%
2 Comprehension, Summary and Supporting Language Structures	2hrs	50	35%
<b>TOTAL</b>		<b>100</b>	<b>70%</b>

## 9.4 PAPER DESCRIPTIONS

**Paper 1:** The paper will consist of two sections: A and B.

**Section A: 30 marks** – **Seven** questions on different subjects, embracing cross-cutting themes and emerging issues will be set. The topics set may be narrative, descriptive, informative, argumentative or discursive. Candidates will be expected to attempt **one** question.

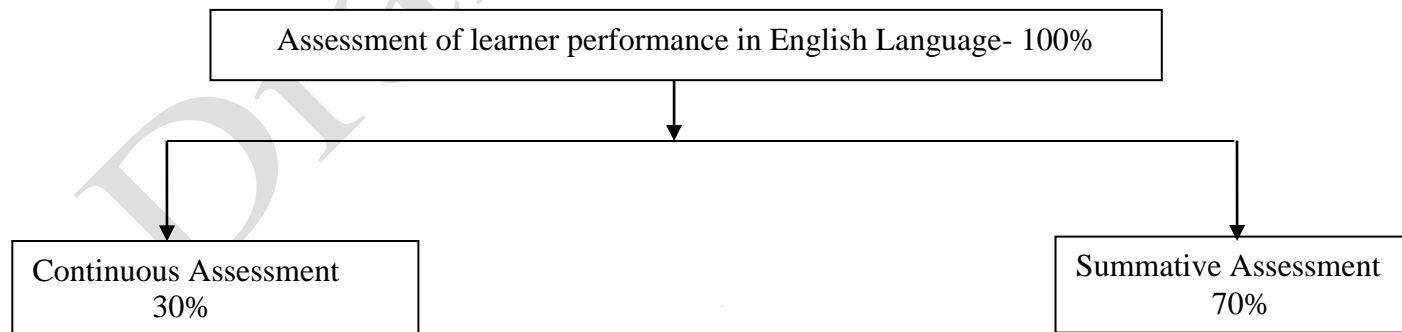
**Section B: 20 marks** – **One** guided **compulsory** question will be set. Information that will be given may be in the form of notes, text, graphs, statistical data or pictures. The question may be a letter, speech, report, article or memorandum.

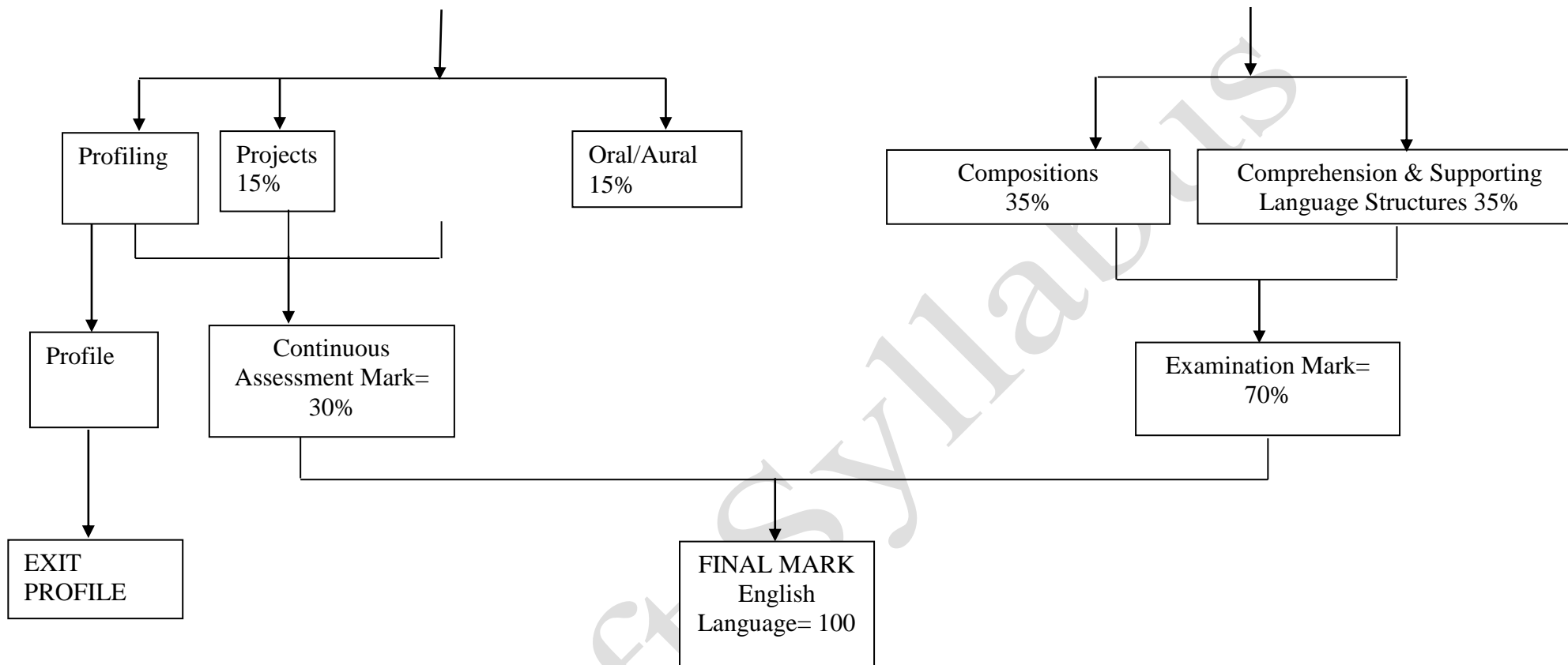
**Paper 2:** The paper will consist of **two** sections: A and B.

**Section A: 40 marks** – A prose passage will be set from which candidates will be expected to answer comprehension questions and a summary question.

**Section B: 10 marks** – Context-based questions on different supporting language structures will be set. That is to say, the supporting language structures will not be tested in isolation but in the context of the comprehension passage in Section A.

## 9.5 ASSESSMENT MODEL





## 9.6 SPECIFICATION GRID

The Levels 1-2 English Language Paper 1 examination will give thrust to the candidates' linguistic competence. The Levels 1-2 English Language Paper 2 examination will conform to the following specification grid:

SKILL	WEIGHTING
Simple Recall	12%
Comprehension application	80%
Analysis, synthesis and evaluation	8%
<b>TOTAL</b>	<b>100%</b>

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