

**MINISTERE DES ENSEIGNEMENTS
SECONDAIRES**
MINISTRY OF SECONDARY EDUCATION

INSPECTION GENERALE DES ENSEIGNEMENTS
INSPECTORATE GENERAL OF EDUCATION

PROGRAMME OF STUDY: *ENGLISH TO FRANCOPHONES*
General Secondary Education
4^{ème} et 3^{ème}



Observer son environnement pour mieux orienter ses choix de formation et réussir sa vie

INSPECTORATE OF PEDAGOGY IN CHARGE OF TEACHING AND PROMOTION OF BILINGUALISM
INSPECTION DE PEDAGOGIE CHARGÉE DE L'ENSEIGNEMENT ET DE LA PROMOTION DU BILINGUISME

REPUBLIQUE DU CAMEROUN
Paix - Travail – Patrie

MINISTERE DES ENSEIGNEMENTS
SECONDAIRES

INSPECTION GENERALE DES ENSEIGNEMENTS

REPUBLIC OF CAMEROON
Peace -Work – Fatherland

MINISTRY OF SECONDARY EDUCATION

INSPECTORATE GENERAL OF EDUCATION

Order N° 419/14 /MINESEC/ IGE 9 DEC 2014
To outline the syllabuses for 4^{ème} and 3^{ème} of Secondary General Education.

THE MINISTER OF SECONDARY EDUCATION,

Mindful of the Constitution;

Mindful of the Law N° 98/004 of 14 April 1998 to lay down Guidelines for Education in Cameroon;

Mindful of Decree N°2011/408 of 9 December 2011 to reorganise the Government;

Mindful of Decree N°2011/410 of 9 December 2011 to form the Government;

Mindful of Decree N°2012/267 of 11 June 2012 to organise the Ministry of Secondary Education;

HEREBY ORDERS AS FOLLOWS:

Article 1: The syllabuses for 4^{ème} and 3^{ème} of Secondary General Education shall be outlined as follows:

PREFACE

SYLLABUSES FOR 21ST CENTURY CAMEROON

At the beginning of this millennium, as Cameroon chooses to become an emerging nation by the year 2035, its secondary education sector faces many challenges. It should:

- Offer quality training and education to most young Cameroonians within a context marked by large classes in primary education;
- Prepare them for smooth insertion into a more demanding job market worldwide, through a pertinent teaching /learning process.

In addition, training tools have significantly evolved in their conception and implementation. A school that was mostly based on contextualised knowledge acquisition has given room, all over the world, for a school that aims at empowering learners to help them cope with complex and diversified real life situations. Instead of a school cut off from society, we now have a school deeply rooted in a society that takes into account sustainable development, local knowledge and cultures.

The implementation of this new school ,prescribed by the Law to lay down guidelines for education in Cameroon, and the necessity for socio-professional insertion require the adoption of a pedagogic paradigm for the development of syllabuses relating to **“The competence based approach with an entry through real life situations ”**.

In this perspective, new syllabuses for Secondary General Education, those of Teacher Education and Training Referentials for Technical Education are part of this great change for the re-dynamisation of our education system. They are in line with the implementation of the provisions of Growth and Employment Strategy Paper (DSCE) which, by the year 2020, specifies the minimum amount of knowledge which each Cameroonian is supposed to possess by the time they leave the first cycle of secondary education.

These syllabuses define essential competencies that should be acquired by learners within the first cycle of secondary education, in terms of knowledge, know how and attitudes. They equally define the framework that will enable teachers to organise their pedagogic activities.

While congratulating all those who designed these syllabuses, I hereby exhort all the members of the education family, notably teachers, to acquaint themselves with the new paradigm, to effectively implement it and make the Cameroon education system successful.


The Minister of Secondary Education
Louis Baptes Baptes

FIRST CYCLE SYLLABUS REVIEW

A PARTICIPATORY AND INNOVATIVE APPROACH

The syllabuses that were drawn up by the Inspectorate General of Education in the Ministry of Secondary Education since 2012 are in accordance with the major guidelines for education in general and secondary education in particular as they are enshrined both in the 1998 law to lay down guidelines for education in Cameroon and in the 2009 Growth and Employment Strategy Paper(DSCE) .

These orientations could be summarised, amongst others, to train within the framework of an emerging Cameroon in the year 2035, citizens that will have a good mastery of the two official languages (English and French), deeply rooted in their cultures but open to a world in search for sustainable development and dominated by Information and Communication Technologies.

Conceived in the various Inspectorates of Pedagogy, and later introduced for trialling in secondary and high schools during the 2012/2013 school year, these syllabuses were developed with the contributions of classroom teachers and teacher trade unionists.

The new syllabuses had to undergo many changes:

- a shift from a skill based approach to a competence based approach through real life situations;
- a shift from a school cut off from society to one that prepares citizens for a smooth insertion into socio-cultural and economic activities ;
- a shift from an evaluation of knowledge to that of competences necessary to sustainable development.

When these new changes and orientations were taken into account, they naturally led to a shift of paradigm within the curriculum reform process. The option we have adopted is the competence based approach through real life situations.

The syllabuses of the first cycle of Secondary General Education are broken down into 5 areas of learning, each of them containing a given number of disciplines as shown in the table below.

Areas of learning	Disciplines
1- Languages and Literature	<ul style="list-style-type: none"> - French - English - Living Languages II - Ancient Languages - Literature(in English and in French)
2- Science and Technology	<ul style="list-style-type: none"> - Mathematics - The Sciences(Physics, Chemistry, Technology, Life and Earth Sciences) - Computer Science
3- Social Sciences/Humanities	<ul style="list-style-type: none"> - History - Geography - Citizenship Education
4- Personal Development	<ul style="list-style-type: none"> - Sports and Physical Education - Manual Labour
5- Arts and National Cultures	<ul style="list-style-type: none"> - National Languages - National Cultures - Arts

For 4^{ème} and 3^{ème} (Francophone sub-system of education), the weekly workload and the quota as compared to the total number of hours on the time table (35 h) are displayed in the table below:

Domaines d'apprentissage	Volume horaire	Quota
Langues et Littérature	11 heures	31,42%
Sciences et Technologies	11 heures	31,42%
Sciences Humaines	06 heures	17,14%
Arts et cultures nationales	03 heures	08,57%
Développement personnel	03 heures	08,57%

For the Anglophone sub-system of education (Form III, Form IV and Form V) the same information is summarized in the table below:

Areas of learning	Weekly workload	Quota
Languages et Literature	11 hours	31,42%
Sciences et Technology	11 hours	31,42%
Social Sciences	06 hours	17,14%
Art, national languages and cultures	03 hours	08,57%
Personal development	03 hours	08,57%



L'Inspecteur Général des Enseignements

Dr Evelyne MPOUDI NGOLLE

END - OF - FIRST CYCLE LEARNER'S EXIT PROFILE

The first cycle of Secondary General Education admits young graduates from primary schools aged between ten and fourteen. Its general objectives are not only to build intellectual, civic and moral skills in these children but also competences and fundamental knowledge which will either enable them to foster their education in the second cycle, or to prepare them for a smooth insertion into the job market after professional training.

Thus, within the framework of these new syllabuses, the learner is expected , after the first cycle of secondary education, to be able to use his/her competences to solve problems through family of situations relating to domains of life as indicated in the table below:

N°	Domains/Areas of life	Families of situations to be treated in the 1 st cycle
1	Family and social life	<ul style="list-style-type: none">• Participation in family life• Healthy professional relationships• Social integration
2	Economic life	<ul style="list-style-type: none">• Discovery of income generating activities• Discovery of the job market, social roles, jobs and professions• Self confidence, aspirations, talents, self potential• Practising healthy eating habits
3	Environment , health and well being	<ul style="list-style-type: none">• Preservation of the Environment• Quest for a healthy life style• Choosing and practising a healthy life style
4	Citizenship	<ul style="list-style-type: none">• Mastery of rules and regulations governing the Cameroonian society• Discovery of cultural values and customs of the Cameroonian society
5	Media and Communications	<ul style="list-style-type: none">• Discovery of the media world• Discovery of Information and Communication Technologies

In order to achieve these objectives, the learner should be able to mobilise , within the various disciplines and constructive areas of learning of the syllabuses, all the pertinent resources in terms of knowledge, know how and attitudes.

The next table gives you a general overview of the afore-mentioned objectives, while the syllabus for each subject unfolds, in details, all the expected competences per level and at the end of the 1st cycle.

Areas of Learning	Disciplines	Expected outcomes at the end of the 1 st cycles
1-Languages and Literature	Living languages: English, French , German, Italian, Spanish, Chinese, Etc.	French and English , L1 Receptive skills: reading and listening Read in an autonomous way, different types of texts related to areas of life as defined in the syllabus; Listen and understand various texts related to the above mentioned areas of life Productive skills: speaking and writing Produce various types of texts , of average length related to these areas of life; Language tools: appropriate use of various language tools in order to produce and read types of texts related to that level;
	English to Francophone learners French to Anglophone learners	Communicate accurately and fluently using all four basic skills in language learning; Be able to transfer knowledge learnt in class to real life situations out of the classroom; Be able to cope and survive in problem solving situations;
		Living languages II Receptive skills: reading and listening Read and understand simple texts on social life, citizenship, the environment, well being and health, media etc.. Listen and get oral information in order to simply interact during communication situations related the various domains of life. Productive skills: speaking and writing Sing, recite, dramatise , orally answer questions related to the various domains of life as defined in the syllabus; Write short passages on various familiar topics.

	Ancient languages: Latin, Greek National languages Literature Cameroon Literature; French Literature; Francophone Literature; Other literatures	Develop general knowledge through ancient languages and cultures; know the origins of the French language for linguistic mastery; Carry out elementary tasks in translation.
2-Science and Technology	Mathematics, The Sciences Computer Science	Use mathematic knowledge skills and values with confidence to solve real life problems within the different domains of life; Communicate concisely and unambiguously and develop power of mathematical reasoning (logical thinking, accuracy and spatial awareness).
		The Sciences: Acquire the fundamentals of sciences in order to understand the functioning of the human body, the living world, the earth and the environment; Acquire methods and knowledge to understand and master the functioning of technical objects made by man to satisfy his needs; Demonstrate attitudes to protect his/her health and environment.
		Computer Science : Master the basics of Information and Communication Technologies; Exploit and use ICTs to learn.
3- Social Sciences /Humanities	History Geography Citizenship Education	Possess cultural references to better locate events in time and space within a democratic system and become a responsible citizen. History: Acquire a common culture ; be aware of heritage from the past and current challenges; Geography : Develop one's curiosity and knowledge of the world;

		<p>Get acquainted with landmarks to find your way and fit in the world.</p> <p>Citizenship Education: Possess essential knowledge in rights and duties in order to fulfil his/her citizenship.</p>
4- Personal Development	<p>Moral Education;</p> <p>Home Economics;</p> <p>Sports and Physical Education</p> <p>Health Education</p>	<p>Develop his / her physical abilities/skills ;</p> <p>Get ready for physical challenges , save and regain energy after physical efforts;</p> <p>Identify risk factors; possess basic knowledge and principles in hygiene and health education;</p> <p>Demonstrate a sense of self control and appreciate the effect of physical activities.</p> <p>Conceive and draw up sports and cultural animation projects;</p> <p>Acquire methods and develop a high sense of efforts;</p> <p>Conceive, draw up and implement projects that will enable one to project his/her image and feel the well being inspired by self-confidence.</p>
5- Arts and National Cultures	<p>Arts/Artistic Education;</p> <p>National Cultures</p>	<p>Artistic Education: Observe and appreciate works of art;</p> <p>Carry out an artistic activity;</p> <p>Gradually acquire the love for personal expression and creativity;</p> <p>Possess a mastery of creativity in music, plastic arts and the performing arts.</p> <p>Dramatise, recite texts (poems, tales, proverbs, etc.) relating to various areas of society;</p> <p>Practise the different dramatic genres: sketches, comedy, tragedy, drama, etc.</p> <p>National languages and Cultures Demonstrate a mastery of Cameroon cultures;</p> <p>Visit the various cultural areas of the country in order to discover their characteristics;</p> <p>Demonstrate a mastery of basic rules in writing Cameroonian languages as well as basic grammatical notions applied to these languages;</p>

		Demonstrate a mastery of one of the national languages at 3 levels: morpho-syntax, reception and production of simple oral and written texts.
Even though the learners acquires skills in different disciplines, these competences are accompanied by other skills known as cross curricular competences related to intellectual, methodological, social and personal areas of learning.		
6- Cross curricular competences	Intellectual and Methodological domains	<p>Solve Problem in a given situation; Use knowledge skills and values with confidence in order to solve real life problems within the different domains of life; With confidence, find useful information to solve problems he/she is faced with; Give his/her opinion ; Support his/her opinion with strong arguments ; Assess him/herself with a view to remediation; Demonstrate basic knowledge in note taking ; Conceive and realise individual projects; Analyse and summarise information, give feedback and report orally or in writing. Develop problem solving approaches; Exploit and use ICTs in his/her activities.</p>
	Social and Personal Domains	<p>Interact positively and assert his/her personality while respecting that of other people; Join team work, fit in a common initiative project /group; Demonstrate interest in cultural activities ; Develop a sense of effort, love for work, perseverance in tasks or activities carried out ; Understand and accept others in intercultural activities; Accept group assessment.</p>

The resources to be mobilised by the learner are found in many disciplines and areas of learning. So it is important to implement these syllabuses not in isolation but as interrelated subjects. These remarks hold both for subject and cross curricular competences. They are so called to show that they

should be developed through teaching/learning activities of the different subjects. The development of subject and cross curricular competences concern the entire education family as they are capable of inspiring an educative project and the putting in place of extracurricular activities. The ultimate training goal of these syllabuses, at the end of the first cycle, is to enable the learner to be self-reliant, to be able to keep on learning throughout his/her life, to contribute to sustainable development and become a responsible citizen.

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***SUBJECT AREA: ANGLAIS FOR 4^{ème}: (ENGLISH
TO FRANCOPHONES)***

WEEKLY WORKLOAD: 03 hours

ANNUAL WORKLOAD: 75 hours

COEFFICIENT: 03

I. General Presentation of the Programme of Study

As enshrined in its Constitution, Cameroon is a bilingual country with English and French as the two official languages. The Constitution accords the same legal and social status to both languages which are expected to be used indiscriminately throughout the country.

In today's fast changing world, the English Language is an important communication tool in politics, economics, science, technology, and the media. Knowledge of this fact has caused an increasing number of Cameroonians (both Anglophones and Francophones) to make greater efforts to use English and French fluently in real-life situations.

Every system, be it in pedagogy, administration or other, must be upgraded to suit innovations in scientific knowledge. Cognisant of this trend, the Ministry of Secondary Education decided to make profound changes to the existing syllabus. The present changes aim at reducing the shortcomings observed in the previous syllabus so as to prepare Francophone learners of English to use the language successfully in real-life situations.

Henceforth, throughout the first and second cycles, the course shall cover diverse areas of life and classes of situations. The expected outcome of teaching English to Francophone learners in Cameroon is therefore to enable every learner to develop his/her personality and become a conscientious and autonomous citizen who can fully exercise his/her social roles as member of a family and of a community, a producer and a consumer of goods and services, and also as a morally fit and fully responsible citizen of Cameroon, of Africa, and of the world.

Dealing with these issues requires a fair degree of mastery of related phonology, grammar and lexis. It also requires the capacity to receive, analyse, and give information orally and in writing, and to react appropriately to written or oral messages.

II. STUDENTS' EXIT PROFILE

LEARNING OUTCOMES:

By the end of the first cycle, the learner (francophone) should be able to do a certain number of tasks in different real life-situations in the Target Language (TL) (English) by using the language resources acquired effectively.

LISTENING AND SPEAKING

The learner can:

- listen to instructions and follow them.

- interact orally with peers.
- listen and engage in simple conversations.
- discuss with classmates in a language class.
- talk about other subjects.
- take turns to speak.
- sing songs/recite poems on the home, family, chores, nature, etc.
- act out conversations such as meeting people, introducing self, classmates, friends, relatives, etc.

READING

The learner can read:

- short sentences.
- texts (of several paragraphs on familiar topics such as school, home, shopping, family, and other real life situations. Such texts should be straight-forward.
- words and syllables correctly.
- short story books or comic books.

WRITING

The learner can:

- write short sentences (subject, verb, and object).
- complete sentences with expressions provided or with simple expressions of their own.
- re-arrange jumbled sentences to form a coherent sequence or paragraph.

III. TITLE OF THE MODULE: ANGLAIS

Cycle	Level	Title Of Module	Components	Status	Weekly Hrs.	Yearly Hours
1st	3 (4 ^{ème})	Anglais	Language	Compulsory	3	75

The place of the programme of study in the curriculum

In the new paradigm shift, the English Language is no longer learned as an isolated school subject for its own end, or for the sake of passing an examination. It contributes to the learner's overall capacity to be autonomous in using the language in real-life situations. The curriculum, therefore, works towards breaking down barriers between school subjects; that is, it gives English its rightful place as an essentially cross-curricula discipline. English, therefore, ceases to be considered a mere subject which a learner

may pass or fail, and becomes the medium through which other subjects are learnt. A learner's capacity to act competently in a given real-life situation results from a combined use of relevant contributions from all subjects; thus, the idea of cross-curricula competence. English is, therefore, compulsory in the curriculum as a communication, survival and problem-solving tool, and as an instrument of national and international integration.

IV. Contribution of the programme of study to broad areas of learning (languages)

While the present syllabus incorporates the four language skills and two essential knowledge areas of grammar and vocabulary, it however lays more emphasis on competence in real-life situations. It is believed that adequate learning takes place in the context of situated actions. In other words, a competence is developed through a situation.

Although English and French are the two official languages in Cameroon, they are non-native and are spoken against a background of about 260 mother tongues and Pidgin English. Consequently, these mother tongues cause interference in the learning of English nation-wide. This diversity is found even among teachers who come from the ten Regions of Cameroon, and who speak different “Englishes” to their learners. The importance of introducing English phonology systematically in language learning/teaching cannot therefore be ignored.

V. Contribution of the syllabus to areas of life

For Francophone learners to be competent in real-life situations, areas of life have been catalogued and used as entry points for learning. Therefore, the students will learn to act, react and interact competently as members of a community, producers or consumers of goods and services, and responsible citizens of a nation and of the world as a whole. Francophone learners of the English language in Cameroon should be able to communicate competently to cope with the varying situations and contexts in which they find themselves at all times in their country and in the world at large. Therefore, the current syllabus sequences areas of life and examples of real-life situations within which relevant language items are used.

The syllabus covers five domains of life with specified social roles and related curricula goals as described below:

1. Family and social life (traditions and customs of Cameroon and conflict resolution, etc.)
2. Economic life and occupations (vision of future professional life while managing leisure, etc.)
3. Health, environment and welfare (protection of the environment and the fight against endemic and pandemic diseases, etc.)
4. Citizenship (gender issues and mutual acceptance, etc)
5. Communication, the Media and Technology (exploring ICTs, etc.)

VI. Areas of life broadly covered by this programme of study

Areas of life are broken down into families of situations that learners encounter in their daily life. Each family of situations is in turn broken down into real-life situations from which categories of actions and the related language competences are derived. The following are examples of families of situations:

VII. BREAKDOWN OF THE MODULES

CYCLE	LEVEL	Domains of life	TITLES OF MODULES	STATUS	TIME
1st	4 ^{ème}	Family and Social Life	Using language to talk about social integration (traditions and customs of Cameroon and conflict resolution)	Compulsory	15h
		Economic Life and Occupation	Using language to talk about a vision of their future professional life while managing leisure	Compulsory	15 h
		Environment, Well-being and Health	Using language to talk about protection of the environment and the fight against endemic and pandemic diseases	Compulsory	15 h
		Citizenship and Human Rights	Using language to talk about gender issues and mutual acceptance	Compulsory	15 h
		Media and Communication	Using language to explore ICTs	Compulsory	15 h

FAMILY AND SOCIAL LIFE

MODULE 1

Using language to talk about social integration (traditions and customs of Cameroon and conflict resolution)

Presentation of the module

This module addresses real life situations inspiring second language learners to communicate with ease on issues of their traditional customs and practices and also cooperate effectively as a conflict resolution ambassador in areas around their immediate environment where discord prevails.

Contribution to the curriculum goals

This module enables every learner to develop their personality and become conscientious and autonomous, and to adopt a high degree of tolerance toward others people's ideas, opinions and cultures. She/he will become a responsible and discerning individual who can fully exercise his/her social roles

Contribution of the module to the broad area of language learning

The learner initiates real-life dialogues and interacts orally with other speakers on issues about their traditional customs and practices and conflict management, listens and responds appropriately on conflict resolutions, demonstrates understanding of simple written texts on these issues, and effectively performs simple writing activities dealing with social integration and conflict resolution.

Contribution of the module to the domains of life

In the treatment of the family of situations that belong to the domain of social life, family development, and positive relationship awareness, the teacher is expected to accompany the learner in the process of adopting responsible behaviour with regard to respect of traditional practices customs and conflict management.

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. She/he shall make sure the lessons are learner-centred, and that proper evaluation (formal/informal) is planned. Apart from the 15 teaching hours, three hours are set aside every sequence for testing the learners' competency to listen, speak, read, and/or write, appropriately.

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes	Other Resources
Using language to talk about social integration (traditions and customs of Cameroon and conflict resolution)	<ul style="list-style-type: none"> - Participating in traditional and cultural manifestations - Celebrating special occasions - Socializing with friends and neighbours - Participating in conflict resolution efforts 	Listening to informative texts about social integration (traditions and customs of Cameroon and conflict resolution)	<ul style="list-style-type: none"> - Listens to information from TV, radio, CD, etc. about common traditional customs and practices - Listens to short, simple texts about common traditional customs and practices - Listens to read-aloud books and simple song lyrics concerning traditional practices and customs and conflict management - Listens to basic texts for specific information; recognizing common vocabulary and routine expressions and terms about common traditional customs and practices and conflict resolution - Listens to presentations to identify basic details about common traditional customs and practices and conflict resolution - Listens to role-plays - Listens to poems, lyrics and tongue twisters - Listens to simple radio and television news reports, commentaries, interviews about the common traditional customs and practices - Listens to instructions on carrying out certain traditional practices and conflict management 	A: Speech work: <ul style="list-style-type: none"> - Recycle vowels/consonants] - Contrast all the vowel and consonant sounds B: Grammar: <ul style="list-style-type: none"> - Recycle The simple past tense [affirmative, negative and question forms] - Identify and use past perfect and sequence of tense correctly - Use relative pronouns: who, which, that, and also whom and whose - Use reciprocal pronouns: each other, one another, one another's C: Vocabulary <ul style="list-style-type: none"> - Different traditional practices and customs 	<ul style="list-style-type: none"> - Sociability - Companionability - Cordiality - Responsibility - Orderliness - Politeness - Team building - Collaboration - Consideration - Openness 	A: Human <ul style="list-style-type: none"> - Peers - Teachers - Parents - Other stakeholders B: Material <ul style="list-style-type: none"> - Pictures - Cartoons - The Dictionary) - Parents - Traditional regalia/drums C: Methods and Techniques <ul style="list-style-type: none"> - Learner-centred - Learner-to-learner - Cooperative learning (pair/group work) - Hands on
		Interacting	- Exchanges information about			

		orally about common traditional customs and practices and conflict resolution	<p>common traditional customs and practices and conflict resolution</p> <p>common traditional customs and practices</p> <ul style="list-style-type: none"> - Asks for, obtains, and gives information about the common traditional customs and practices and conflict management - Gives preferences, likes, dislikes - Accepts or refuses suggestions/plans pertaining to conflict resolution and some traditional beliefs - Recites poems /tongue twisters - Sings songs 	<p>-Words and expression related to traditional practices and customs of Cameroon</p> <p>- Words and expression related to conflict resolution</p>		
		Reading informative, expressive, and aesthetic texts about the common traditional customs and practices and conflict resolution to decode meaning	<ul style="list-style-type: none"> - Reads short, simple texts with pictures - Finds names of common traditional customs and practices in a simple text - Reads related pictures - Reads very simple illustrated stories - Reads short, basic descriptions with traditional symbols and illustrations - Reads short, basic forms asking for information - Reads short, simple poems or song lyrics - Reads headlines, captions and short briefs in newspapers/brochures to identify some customs and practices. 			
		Writing expressive, informative and aesthetic texts related to common traditional customs and practices and conflict resolution	<ul style="list-style-type: none"> - Uses simple written texts to provide information about the common traditional customs and practices and conflict resolution - Fills out simple forms - Writes names, addresses of conflict areas and venues for different traditional events. - Keeps a simple journal (diary) - Writes basic data in simple form - Copies words from pictorials - Completes simple sentences on essentials about the common traditional customs and practices and conflict resolution - Writes poems, jokes, song lyrics - Writes short stories about the common 			

			traditional customs and practices and conflict resolution - Draws and labels scenes			
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Economic Life and Occupations

MODULE 2

Using language to talk about a vision of their future professional life while managing leisure

Presentation of module

This module addresses real-life situations challenging second language learners to communicate at the basic level in areas of common jobs and professions that impact on their future and managing leisure.

Contribution to the curriculum goals

This module enables every learner to develop their personality, collaborative competences, assiduity, and become a conscientious and effective team-builders, and to adopt a healthy behaviour with regards to others. He will become a responsible individual who can fully exercise his/her social roles.

Contribution of the module to the broad area of language learning

The learner initiates real-life dialogues and interacts orally with other speakers on issues about their home, listens and responds appropriately on relationship, demonstrates understanding of simple written texts on these issues, and effectively performs simple writing activities dealing with future professions and leisure activities.

Contribution of the module to the domains of life

In the treatment of the family of situations that belongs to the domain of economic life, social development, and positive relationship awareness, the teacher is expected to accompany the learner in the process of adopting responsible behaviour with regard to future professions and leisure activities

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. She/he shall make sure the lessons are learner-centred, and that proper evaluation (formal/informal) is planned. Apart from

the 8 teaching hours, three hours are set aside every sequence for testing the learners' competency to listen, speak, read, and/or write, appropriately.

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes	Other Resources
Using language to talk about a vision of their future professional life while managing leisure	<ul style="list-style-type: none"> - Preparing for a short , simple job interview - Undergoing a short, simple job interview - Sharing interests pertaining to entertainment products - Enjoying entertainment products - Discussing recreational activities - Practising an activity 	Listening to informative texts to talk about a vision of their future professional life while managing leisure	<ul style="list-style-type: none"> - Listens to short, simple texts about job interviews and entertainment products - Listens to short read-aloud books and simple song lyrics - Listens to basic texts for specific information; recognizing common vocabulary and routine expressions and terms about job interviews and entertainment products - Listens to presentations to identify basic details about job interviews and entertainment products - Listens to role-plays - Listens to poem lyrics and tongue twisters - Listens to simple radio and television news reports, commentaries, interviews 	<p>A: Speech work:</p> <ul style="list-style-type: none"> - Focus on nasals- /m/, /n/, /ŋ/, /ŋ/, /dʒ/ and more consonant sounds <p>B: Grammar:</p> <ul style="list-style-type: none"> - Identify and use passive and active voice - Identify and use modals and their equivalent expressions: can/to be able to, may/ to be allowed to, must/to have to and contracted forms - Use basic phrasal verbs correctly: put on, put off, look up, give up, give in etc - Make suggestion- let's ..., what if ... <p>C: Vocabulary</p> <ul style="list-style-type: none"> - Words pertaining to job interviews 	<ul style="list-style-type: none"> - Confidence - Politeness - Patience - Courtesy - Flexibility - Friendliness - Respect 	<p>A: Human</p> <ul style="list-style-type: none"> - Peers - Teachers - Parents - Other stakeholders <p>B: Material</p> <ul style="list-style-type: none"> - Pictures - Billboards - Cartoons Newspapers/brochures/flyers - The Dictionary - Parents <p>C: Methods and Techniques</p> <ul style="list-style-type: none"> - Learner-centred - Learner-to-learner - Cooperative learning (pair/group work) - Hands on
		Communicating about a vision of their future professional life while managing leisure	<ul style="list-style-type: none"> - Exchanges information about job interviews and entertainment products - Asks for , obtains, and gives information on selected activities/jobs - Expresses opinions , intentions, likes and dislikes about jobs/entertainment 			

			activities - Inquires about social conventions applicable to job interviews - Discusses tasks related to future job - Asks questions about procedures and safety measures - Recites poems /tongue twisters - Sings songs	and entertainment products		
		Reading informative, descriptive, expressive, and aesthetic texts about a vision of their future professional life while managing leisure to decode meaning	- Reads short, simple texts with pictures /figures - Finds names of jobs/entertainment products in a simple text - Reads related pictures - Reads very simple illustrated stories on jobs and entertainment - Reads short, basic descriptions, ads, flyers and illustrations - Reads short, basic forms asking for information about jobs/entertainment products - Reads short, simple poems or song lyrics - Researches information on chosen jobs/entertainment products			
		Writing expressive, descriptive, informative and aesthetic texts related to the vision of their future professional life while managing leisure	- Uses simple written texts to provide information about jobs/entertainment - Fills out simple registration forms - Writes names, addresses - Keeps a simple journal (diary) - Writes basic personal data in simple form - Copies words from pictorials - Completes simple sentences on essentials about jobs/entertainment products - Writes poems, jokes, song lyrics - Writes short stories about job desires and entertainment - Draws and labels scenes			

Environment, well-being and health

MODULE 3

Using language to talk about protection of the environment and the fight against endemic and pandemic diseases

Presentation of module

This module addresses real-life situations challenging second language learners to communicate at the basic level in areas of the environment and endemic and pandemic diseases.

Contribution to the curriculum goals

This module enables every learner to develop their personality, collaborative competences, and become a conscientious, and to adopt a responsible behaviour with regards to the environment and health. He/she will become a responsible individual who can fully exercise his/her social and environmental roles.

Contribution of the module to the broad area of language learning

The learner initiates real-life dialogues and interacts orally with other speakers on issues about their environment, health; listens and responds appropriately on relationship, demonstrates understanding of simple written texts on these issues, and effectively performs simple writing activities dealing with environment and health.

Contribution of the module to the domains of life

In the treatment of the family of situations that belongs to the domain of environment and health, and positive relationship awareness, the teacher is expected to accompany the learner in the process of adopting responsible behaviour with regard to the environment and health.

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. She/he shall make sure the lessons are learner-centred, and that proper evaluation (formal/informal) is planned. Apart from

the 8 teaching hours, three hours are set aside every sequence for testing the learners' competency to listen, speak, read, and/or write, appropriately.

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes	Other Resources
Using language to talk about protection of the environment and the fight against endemic and pandemic diseases	<ul style="list-style-type: none"> - Recycling used items - Protecting endangered species of animals - Finding out and fighting against endemic and pandemic diseases 	Listening to informative texts about protection of the environment and the fight against endemic and pandemic diseases	<ul style="list-style-type: none"> - Listens to short, simple texts about protection of the environment and the fight against endemic and pandemic diseases - Listens to short read-aloud books and simple song lyrics - Listens to basic texts for specific information; recognizing common vocabulary and routine expressions and terms relating to protection of the environment and the fight against endemic and pandemic diseases - Listens to presentations to identify basic details about protection of the environment and the fight against endemic and pandemic diseases - Listens to role-plays - Listens to poem lyrics and tongue twisters - Listens to simple radio and television news reports, adverts, commentaries, interviews about protection of the environment and the fight against endemic and pandemic diseases 	<p>A: Speech work: Practise intonation and stress patterns</p> <p>B: Grammar:</p> <ul style="list-style-type: none"> - Identify and use noun phrase in countable and uncountable - Identify and use comparatives and superlatives - Use exclamations: e. g. What a ...! <p>C: Vocabulary</p> <ul style="list-style-type: none"> - Words and expressions related to the protection of the environment and the fight against endemic and pandemic diseases 	<ul style="list-style-type: none"> - Responsibility - Respectability - Cleanliness - Creativity - Innovation - Consciousness - Alertness 	<p>A: Human</p> <ul style="list-style-type: none"> - Peers - Teachers - Parents - Other stakeholders <p>B: Material</p> <ul style="list-style-type: none"> - Pictures - Cartoons - The Dictionary - Dustbin - Parents - Newspapers, etc. <p>C: Methods and Techniques</p> <ul style="list-style-type: none"> - Learner-centred - Learner-to-learner - Cooperative learning (pair/group work) - Hands on
		Communicating orally about protection of the	- Exchanges information about protection of the environment and the fight against endemic and pandemic diseases			

		environment and the fight against endemic and pandemic diseases	<ul style="list-style-type: none"> - Asks for , obtains, and gives information about the protection of the environment and the fight against endemic and pandemic diseases - Requests assistance in an emergency situation - Shares personal experience - Recites poems /tongue twisters - Sings songs 			
		Reading informative, descriptive, expressive, and aesthetic texts about protection of the environment and the fight against endemic and pandemic diseases to decode meaning	<ul style="list-style-type: none"> - Reads short, simple texts with pictures - Reads short instructions/notices/notes on protection against diseases - Reads charts/diagram / adverts/brochures/magazines - Reads related pictures - Reads simple illustrated texts about the protection of the environment and the fight against endemic and pandemic diseases - Reads short, basic descriptions with symbols and illustrations - Reads short, simple poems or song lyrics 			
		Writing expressive, informative and aesthetic texts related to the protection of the environment and the fight against endemic and pandemic diseases	<ul style="list-style-type: none"> - Uses simple written texts to provide information about environmental awareness - Fills out simple forms - Keeps a simple journal (diary) - Copies words from pictorials - Completes simple sentences with words and expressions on the essentials of environmental awareness - Writes poems, jokes, song lyrics - Writes short stories about environmental awareness - Draws and labels pictures on how to protect the environment 			

Citizenship/Human Rights

MODULE 4

Using language to talk about gender issues and mutual acceptance

Presentation of module

This module addresses real-life situations challenging second language learners to communicate at the basic level in areas of gender issues and mutual acceptance.

Contribution to the curriculum goals

This module enables every learner to develop their personality, collaborative competences, and become a conscientious, and to adopt a responsible behaviour with regards to gender issues and mutual acceptance. He/she will become a responsible individual who can fully exercise his/her social roles as an advocate for gender equality and tolerance.

Contribution of the module to the broad area of language learning

The learner initiates real-life dialogues and interacts orally with other speakers on issues about their community, listens and responds appropriately on relationship, demonstrates understanding of simple written texts on these issues, and effectively performs simple writing activities dealing with gender issues and mutual acceptance.

Contribution of the module to the domains of life

In the treatment of the family of situations that belongs to the domain of social life, citizenship, and positive relationship awareness, the teacher is expected to accompany the learner in the process of adopting responsible behaviour with regard to gender issues and mutual acceptance.

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. She/he shall make sure the lessons are learner-centred, and that proper evaluation (formal/informal) is planned. Apart from

the 8 teaching hours, three hours are set aside every sequence for testing the learners' competency to listen, speak, read, and/or write, appropriately.

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes	Other Resources
Using language to talk about gender issues and mutual acceptance	<ul style="list-style-type: none"> - Being a victim of gender discrimination/ Harassment - Exploring problems of violence - Volunteering on conflict resolution issues - Participating in gender equality promotion activities 	Listening to informative texts about gender issues and mutual acceptance	<ul style="list-style-type: none"> - Listens to short, simple texts about gender issues and mutual acceptance - Listens to short read-aloud books and simple song lyrics - Listens to basic texts for specific information; recognizing common vocabulary and routine expressions and terms about gender issues and mutual acceptance - Listens to presentations to identify basic details about gender issues and mutual acceptance - Listens to role-plays - Listens to poem lyrics, and tongue twisters - Listens to fables, myths, legends and stories about gender roles - Listens to simple radio and television news reports, commentaries, interviews about gender issues and mutual acceptance 	A: Speech work: <ul style="list-style-type: none"> - Practise stressed and unstressed syllables in connected speech, dialogues, role play and simulation activities B: Grammar: <ul style="list-style-type: none"> - Identify and use possessive adjectives: my, your etc, - Use possessive pronouns, nominal: mine, yours 	<ul style="list-style-type: none"> - Sociability - Companionability - Cordiality - Acceptability - Respect for others - Self esteem - Dignity 	A: Human <ul style="list-style-type: none"> - Peers - Teachers - Parents - Other stakeholders B: Material <ul style="list-style-type: none"> - Pictures - Cartoons - The Dictionary - UN Charter - Globe - TV - Parents, etc. C: Methods and Techniques <ul style="list-style-type: none"> - Learner-centred - Learner-to-learner - Cooperative learning (pair/group work) - Hands on
		Communicating orally about gender issues and mutual acceptance	<ul style="list-style-type: none"> - Exchanges information about gender issues and mutual acceptance - Asks for , obtains, and gives information about gender issues and mutual acceptance - Expresses thoughts, feelings, preferences, likes, dislikes about gender issues and mutual acceptance 	<ul style="list-style-type: none"> - Use universal pronouns: each, all every - Use adverbs of degree; slightly, quite, too, very C: Vocabulary		

			<ul style="list-style-type: none"> - Requests assistance - Recites poems /tongue twisters - Sings songs 	Words and expressions depicting other gender equality and conflict resolution		
		Reading informative, descriptive, and expressive, and aesthetic texts about gender issues and mutual acceptance to decode meaning	<ul style="list-style-type: none"> - Reads short, simple texts with pictures - Researches on gender issues and mutual acceptance - Reads related pictures - Reads simple illustrated gender stories - Reads charters (UN, UNESCO, UNICEF, UNIFEM, etc.) - Reads short, basic descriptions and illustrations - Reads short, basic forms asking for further information - Reads announcements, adverts, maps, captions, fables, myths, tales from other cultures - Reads short, simple poems or song lyrics 			
		Writing expressive, informative and aesthetic texts related to gender issues and mutual acceptance	<ul style="list-style-type: none"> - Writes simple texts to provide information about gender issues and mutual acceptance - Fills out simple forms - Writes names, addresses - Keeps a simple journal (diary) - Writes basic personal data in simple form - Copies words from pictorials - Completes simple sentences on essentials about gender issues and mutual acceptance - Writes friendly letters/postcards to pen pals/slogans /messages on gender equality and conflict management - Writes simple questions and answers about gender issues and conflict management. - Writes poems, jokes, song lyrics - Writes short stories about the citizens of the nation and the world - Draws and labels pictures dealing with human rights 			

Media and Communication

MODULE 5

Using language to explore ICTs

Presentation of module

This module addresses real-life situations challenging second language learners to communicate at the basic level in areas of modern technology.

Contribution to the curriculum goals

This module enables every learner to develop their personality, collaborative competences, and become a conscientious, and to adopt a responsible behaviour with regards to the modern technology. He/she will become a responsible individual who can fully manipulate and function in the global village.

Contribution of the module to the broad area of language learning

The learner initiates real-life dialogues and interacts orally with other speakers on issues about their community, listens and responds appropriately on relationship, demonstrates understanding of simple written texts on these issues, and effectively performs simple writing activities dealing with modern technology.

Contribution of the module to the domains of life

In the treatment of the family of situations that belongs to the domain of ICTs and scientific development, and positive relationship awareness, the teacher is expected to accompany the learner in the process of adopting responsible behaviour with regard to the modern technology.

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. She/he shall make sure the lessons are learner-centred, and that proper evaluation (formal/informal) is planned. Apart from the 8 teaching hours, three hours are set aside every sequence for testing the learners' competency to listen, speak, read, and/or write, appropriately.

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes	Other Resources
Using language to explore ICTs	<ul style="list-style-type: none"> - Finding out about modern inventions (www, mp3, USB key, WhatsApp's, Vibe, etc) - Exploring modern inventions - Worrying over ICT illiteracy 	Listening to informative texts about modern technology	<ul style="list-style-type: none"> - Listens to short, simple texts about modern technology - Listens to short read-aloud books and simple song lyrics - Listens to basic texts for specific information; recognises common vocabulary and routine expressions and terms about modern technology - Listens to presentations to identify basic details about modern technology - Listens to role-plays - Listens to poem lyrics and tongue twisters - Listens to simple radio and television news reports, /spots/entertainments/music/scientific discoveries/commentaries/, interviews about modern technology 	A: Speech work: General revision B: Grammar: -General Revision C: Vocabulary Words and expressions related to modern technological inventions	<ul style="list-style-type: none"> - Creativity - Resourcefulness - Critical thinking - Attentiveness - Purposefulness 	A: Human <ul style="list-style-type: none"> - Peers - Teachers - Parents - Other stakeholders B: Material <ul style="list-style-type: none"> - Pictures - Cartoons - Phones - TV - USB key - Computers - Recorder - Web pages, etc. - Parents C: Methods and Techniques <ul style="list-style-type: none"> - learner-centred - Learner-to-learner
		Communicating orally about modern technology	<ul style="list-style-type: none"> - Exchanges information about modern technology - Asks for , obtains, and gives information about modern technology - Expresses, preference/ likes/ dislikes - Requests assistance - Shares thoughts, feelings and personal views - Recites poems /tongue twisters 			

			- Sings songs/music			- Cooperative learning (pair/group work) - Hands on
		Reading informative, descriptive, expressive, and aesthetic texts about modern technology to decode meaning	<ul style="list-style-type: none"> - Reads short, simple texts with pictures - Finds names of gadgets /web pages in a simple text - Reads related pictures - Reads simple illustrated modern technology stories - Reads short, basic descriptions with symbols/charts/diagrams and illustrations - Reads simple instructions on the use of modern technology - Reads simple captions/news bar/adverts/brochures on modern technology - Reads short, basic forms asking for personal information - Reads short, simple poems or song lyrics/music 			
		Writing expressive, descriptive, informative and aesthetic texts related to modern technology	<ul style="list-style-type: none"> - Uses simple written texts to provide information about modern technology - Fills out simple forms/email profiles - Keeps a simple journal (diary)/blogs - Writes basic personal data - Copies words from pictorials - Completes simple sentences on essentials about modern technology - Writes friendly emails/SMS/blogs/chats/tweeters - Writes poems, jokes, song lyrics - Writes short stories about modern technology - Draws and labels pictures dealing with media and communication 			

ASSESSMENT

The main goal of classroom assessment is the evaluation of students' performance, with the purpose of adjusting the teaching process so that it meets students' learning needs. Both summative and formative assessment methods are recommended for students' performance and learning evaluation. Summative assessment is mainly used to evaluate certain learning needs and usually has a form

of tests, semester exams, end of unit or end of chapter tests, etc. It is evaluation conducted at the end of certain periods of time in order to judge the level of students' competence and knowledge.

1- OBJECTIVES

Informal or on-going formative assessment has the following objectives:

- To monitor students' progress in specific areas / skills;
- To identify their strengths and weaknesses;
- To provide meaningful and immediate feedback on what the students are doing to achieve specific learning outcomes;
- To help teachers modify their teaching methods and material to suit the needs and abilities of their classes or the individual students.

On the other hand, formal assessment is intended to:

- i) Provide a comprehensive (or summative) indicator of students' achievements at the end of a specific period of study - module / semester / year;
- ii) To help teachers make decisions on placement, streaming or promotion of students;
- iii) To carry out a review of the programme of study for the purpose of improving learning.

English departments in schools should adopt a departmental policy on school testing and examination in order to ensure that the criteria adopted for assessment are consistent throughout the school. Such criteria should be clear and communicated to learners; as students do not feel in control of their academic outcomes when the criteria for evaluation are unknown or vague. Expose students to different test types to demonstrate their competencies, and give appropriate feedback by clearly pointing out what is good, or inaccurate, or what indicates improvement. Avoid global, uninformative comments, and focus on the language and not the individual.

Give students multiple opportunities to achieve a high grade. For example, learners can also be given opportunities to rewrite papers or redo assignments to achieve a higher grade or demonstrate a higher level of competence. Finally, from time to time, teach students to evaluate their own work.

2- WHAT IS ASSESSED AND HOW?

Even though testing a competence generally involves many skills, a competence is assessed with a focus on one specific skill: listening, speaking, reading, and writing. Sub-skills such as grammar and vocabulary shall be tested in real life situations or meaningful utterances.

Assessment, whether formal or informal, should be broad-based and multidimensional. Apart from pen-and-paper tasks such as written tests and worksheets, oral presentations and portfolios should be included in the assessment of students.

HANDY INFORMATION ABOUT TESTING

A TEST TECHNIQUES TO REMEMBER

1. Passage-based questions and answers using your words as far as possible	3. Matching	9. Cloze passages and order gap-filling tasks	13. Transformation (of grammar structures)	18. Copying
2. Multiple choice	4. True/false questions	10. Re-writing sentences	14. Composition (Essay)	19. Breaking a sentence into meaningful chunks
	5. Yes/no questions	11. Summarising	15. Re-arranging	20. Underlining/circling
	6. Interpretation/description	12. Debating	16. Dictation	(identification exercise)
	7. Building dialogues		17. Completing sentences	21. Labelling
	8. Practicing a dialogue			

B. WHAT TEST TECHNIQUES ARE TYPICAL FOR WHICH SKILLS? (NB: A competency involves different skills)

1. Vocabulary: - Multiple choice (MCQ) - Matching - Filling in blanks	5. Reading - Multiple choice (MCQ) - Questions for answering (factual, inferential, yes/no, True/false, life experience, etc.)
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<ul style="list-style-type: none"> - Modified cloze - Labelling - Underlining/circling - Word building <p>2. Grammar</p> <ul style="list-style-type: none"> - Multiple choice - Modified cloze - Filling in blanks - Transformation - Building dialogues <p>3 Pronunciation</p> <ul style="list-style-type: none"> - Multiple choice - Dictation <p>4. Listening</p> <ul style="list-style-type: none"> - Multiple choice - Questions / answers - Filling in blanks - True/false or yes/no - Continuing the story and imagining its end - Underlining/circling 	<ul style="list-style-type: none"> - Filling in blanks - Matching - Summary - Open-ended sentences <p>6. Speaking</p> <ul style="list-style-type: none"> - Repetition - Reading aloud - Picture talks - Role Play - Responding orally - Debates - Exposés - Questions answers <p>7. Writing</p> <ul style="list-style-type: none"> - Transformation (e.g. combining phrases, changing tenses, paraphrasing. summarising. etc.) - Dictation - Composition (Guide of free, individual or group) - Picture composition - Rewriting/re-ordering sentences or paragraphs - Completing statements
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Remember:

1. Carefully set your MCQs: Watch your distractors. Do not propose more than one correct response. Do not draw on outside knowledge.
2. For true/false questions: Paraphrase questions; do not repeat them verbatim. Avoid ambiguity.
3. Comprehension questions: Phrase questions at a lower level of language difficulty than the text.
4. Think of questions which require students to comment on what happens to a character with discussion of reasons or motives for an action. This could be more appropriate for group work or follow-up composition. As concerns advanced learners, some questions may draw attention to the author's style and the levels of language used in the literary text and how they work together to express or symbolise the content or proposition of that text. They may also be called to identify literary devices (e.g. figurative language, allusion, symbol, irony).

***SUBJECT AREA: ANGLAIS FOR 3^{ème}: (ENGLISH
TO FRANCOPHONES)***

WEEKLY WORKLOAD: 03 hours

ANNUAL WORKLOAD: 75 hours

COEFFICIENT: 03

I. General Presentation of the Programme of Study

As enshrined in its Constitution, Cameroon is a bilingual country with English and French as the two official languages. The Constitution accords the same legal and social status to both languages which are expected to be used indiscriminately throughout the country.

In today's fast changing world, the English Language is an important communication tool in politics, economics, science, technology, and the media. Knowledge of this fact has caused an increasing number of Cameroonians (both Anglophones and Francophones) to make greater efforts to use English and French fluently in real-life situations.

Every system, be it in pedagogy, administration or other, must be upgraded to suit innovations in scientific knowledge. Cognisant of this trend, the Ministry of Secondary Education decided to make profound changes to the existing syllabus. The present changes aim at reducing the shortcomings observed in the previous syllabus so as to prepare Francophone learners of English to use the language successfully in real-life situations.

Henceforth, throughout the first and second cycles, the course shall cover diverse areas of life and classes of situations. The expected outcome of teaching English to Francophone learners in Cameroon is therefore to enable every learner to develop his/her personality and become a conscientious and autonomous citizen who can fully exercise his/her social roles as member of a family and of a community, a producer and a consumer of goods and services, and also as a morally fit and fully responsible citizen of Cameroon, of Africa, and of the world.

Dealing with these issues requires a fair degree of mastery of related phonology, grammar and lexis. It also requires the capacity to receive, analyse, and give information orally and in writing, and to react appropriately to written or oral messages.

II. STUDENTS' EXIT PROFILE

LEARNING OUTCOMES:

By the end of the observation sub-cycle, the learner (francophone) should be able to do a certain number of tasks in different life-situations in the Target Language (TL) (English) by using the language resources acquired effectively.

LISTENING AND SPEAKING

The learner can:

- listen to instructions and follow them.
- interact orally with peers.
- listen and engage in simple conversations.
- discuss with classmates in a language class.
- talk about other subjects.
- take turns to speak.
- sing songs/recite poems on the home, family, chores, nature, etc.
- act out conversations such as meeting people, introducing self, classmates, friends, relatives, etc.

READING

The learner can read:

- short sentences.
- texts (of several paragraphs on familiar topics such as school, home, shopping, family, and other real life situations. Such texts should be straight-forward.
- words and syllables correctly.
- short story books or comic books.

WRITING

The learner can:

- write short sentences (subject, verb, and object).
- complete sentences with expressions provided or with simple expressions of their own.
- re-arrange jumbled sentences to form a coherent sequence or paragraph.

III. TITLE OF THE MODULE: ANGLAIS

Cycle	Level	Title Of Module	Components	Status	Weekly Hrs.	Yearly Hours
1st	4 (3 ^{ème})	Anglais	Language	Compulsory	3	75

The place of the programme of study in the curriculum

In the new paradigm shift, the English Language is no longer learned as an isolated school subject for its own end, or for the sake of passing an examination. It contributes to the learner's overall capacity to be autonomous in using the language in real-life

situations. The curriculum, therefore, works towards breaking down barriers between school subjects; that is, it gives English its rightful place as an essentially cross-curricula discipline. English, therefore, ceases to be considered a mere subject which a learner may pass or fail, and becomes the medium through which other subjects are learnt. A learner's capacity to act competently in a given real-life situation results from a combined use of relevant contributions from all subjects; thus, the idea of cross-curricula competence. English is, therefore, compulsory in the curriculum as a communication, survival and problem-solving tool, and as an instrument of national and international integration.

IV. Contribution of the programme of study to broad areas of learning (languages)

While the present syllabus incorporates the four language skills and two essential knowledge areas of grammar and vocabulary, it however lays more emphasis on competence in real-life situations. It is believed that adequate learning takes place in the context of situated actions. In other words, a competence is developed through a situation.

Although English and French are the two official languages in Cameroon, they are non-native and are spoken against a background of about 260 mother tongues and Pidgin English. Consequently, these mother tongues cause interference in the learning of English nation-wide. This diversity is found even among teachers who come from the ten Regions of Cameroon, and who speak different “Englishes” to their learners. The importance of introducing English phonology systematically in language learning/teaching cannot therefore be ignored.

V. Contribution of the syllabus to areas of life

For Francophone learners to be competent in real-life situations, areas of life have been catalogued and used as entry points for learning. Therefore, the students will learn to act, react and interact competently as members of a community, producers or consumers of goods and services, and responsible citizens of a nation and of the world as a whole. Francophone learners of the English language in Cameroon should be able to communicate competently to cope with the varying situations and contexts in which they find themselves at all times in their country and in the world at large. Therefore, the current syllabus sequences areas of life and examples of real-life situations within which relevant language items are used.

The syllabus covers five domains of life with specified social roles and related curricula goals as described below:

1. Family and social life (national integration and diversity acceptance, etc.)
2. Economic life and occupations (consumption habits and how they impact economic and social life, etc.)
3. Health, environment and welfare (maintaining hygiene and sanitation and climate change, etc.)
4. Citizenship (the quest for excellence, gender issues, and democracy, etc)
5. Communication, the Media and Technology (utilities of Modern Technology, etc.)

VI. Areas of life broadly covered by this programme of study

Areas of life are broken down into families of situations that learners encounter in their daily life. Each family of situations is in turn broken down into real-life situations from which categories of actions and the related language competences are derived. The following are examples of families of situations:

VII. BREAKDOWN OF THE MODULES

Cycle	Year	Level	Domain of life	Titles of the Modules	Status	Time
First cycle	4	3 ^{ème}	Family and Social life	Using language to talk about national integration and diversity acceptance	Compulsory	15 hours
			Economic Life and Occupations	Using language to talk about consumption habits and how they impact economic and social life	Compulsory	15 hours
			Environment, well-being and health	Using language to talk about maintaining hygiene and sanitation and climate change	Compulsory	15 hours
			Citizenship/Human rights	Using language to talk about the quest for excellence, gender issues, and democracy	Compulsory	15 hours
			Media and communication	Using language to explore utilities of Modern technology	Compulsory	15 hours

FAMILY AND SOCIAL LIFE

MODULE 1

Using language to talk about National integration and diversity acceptance

Presentation of the module

This module addresses real life situations inspiring second language learners to communicate with ease on issues of their national integration and also cooperate effectively in areas of diversity acceptance/tolerance around their immediate environment where discord prevails.

Contribution to the curriculum goals

This module enables every learner to develop their personality and become conscientious and autonomous, and to adopt a high degree of tolerance toward others ideas, opinions and culture. She/he will become a responsible and discerning individual who can fully exercise his/her social roles

Contribution of the module to the broad area of language learning

The learner initiates real-life dialogues and interacts orally with other speakers on issues of national integration and diversity acceptance, listens and responds appropriately on conflict resolutions, demonstrates understanding of simple written texts on these issues, and effectively performs simple writing activities dealing with social integration and conflict resolution.

Contribution of the module to the domains of life

In the treatment of the family of situations that belongs to the domain of social life, family development, and positive relationship awareness, the teacher is expected to accompany the learner in the process of adopting responsible behaviour with regard to respect of national integration and diversity acceptance.

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. She/he shall make sure the lessons are learner-centred, and that proper evaluation (formal/informal) is planned. Apart from the 15 teaching hours, three hours are set aside every sequence for testing the learners' competency to listen, speak, read, and/or write, appropriately.

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes	Other Resources
Using language to talk about national integration and diversity acceptance	<ul style="list-style-type: none"> - Interacting with peers from other tribes/cultures in Cameroon - Taking part in cross-national celebrations - Socializing with friends and neighbours - Tolerating and accepting others 	Listening to informative texts to talk about national integration and diversity acceptance	<ul style="list-style-type: none"> - Listens to information about national integration and diversity acceptance - Listens to short, simple texts about national integration and diversity acceptance - Listens to read-aloud books and simple song lyrics concerning national integration and diversity acceptance - Listens to basic texts for specific information; recognizing common vocabulary and routine expressions and terms about national integration and diversity acceptance - Listens to presentations to identify basic details about national integration and diversity acceptance - Listens to role-plays - Listens to poem lyrics and tongue twisters - Listens to simple radio and television news reports, commentaries, interviews about national integration and diversity acceptance - Listens to instructions on carrying out certain traditional practices and conflict management - Listens to dialogues about national integration and diversity 	A: Speech work: <ul style="list-style-type: none"> - Recycle vowels/consonants] - Contrast all the vowel and consonant sounds B: Grammar: <ul style="list-style-type: none"> - Revise all the problem areas of grammar - Use adjuncts: while, for, neither ...nor, either...or, only, also, never, ever, although - Identify ellipsis:-e.g. Ndonga loves Ngum, and so does Ekwalla. C: Vocabulary <ul style="list-style-type: none"> - Words and expressions pertaining to national integration and diversity 	<ul style="list-style-type: none"> - Sociability - Companionability - Cordiality - Responsibility - Orderliness - Politeness - Team building - Collaboration - Consideration - Openness 	A: Human <ul style="list-style-type: none"> - Peers - Teachers - Parents - Other stakeholders B: Material <ul style="list-style-type: none"> - Pictures - Cartoons - The Dictionary) - Parents - Map of Cameroon - Constitution of Cameroon - Traditional regalia/drums, etc. C: Methods and Techniques <ul style="list-style-type: none"> - learner-centred - Learner-to-learner - Cooperative learning (pair/group
		Interacting orally about national integration and	- Exchanges information about national integration and diversity acceptance			

		diversity acceptance	<ul style="list-style-type: none"> - Asks for , obtains, and gives information about national integration and diversity acceptance - Gives preferences, likes, dislikes - Accepts or refuses suggestions/plans pertaining to conflict resolution and some traditional beliefs - Recites poems /tongue twisters - Sings songs 	acceptance		work) - Hands on
		Reading informative, expressive, and aesthetic texts about national integration and diversity acceptance to decode meaning	<ul style="list-style-type: none"> - Reads short, simple texts with pictures - Finds names of common traditional customs and practices in a simple text - Reads related pictures - Reads very simple illustrated stories - Reads short, basic descriptions with national symbols and illustrations - Reads short, basic forms asking for information - Reads short, simple poems or song lyrics - Reads headlines, captions and short briefs in newspapers/brochures to identify issues on national integration and diversity acceptance 			
		Writing expressive, informative and aesthetic texts related to national integration and diversity acceptance	<ul style="list-style-type: none"> - Writes simple texts to provide information about national integration and diversity acceptance -Fills out simple forms - Writes names, addresses of different cultures in the nation - Keeps a simple journal (diary) - Writes basic data in simple form - Copies words from pictorials - Completes simple sentences on essentials about national integration and diversity acceptance resolution - Writes poems, jokes, song lyrics 			

			<ul style="list-style-type: none"> - Writes short stories about national integration and diversity acceptance - Draws and labels scenes 			
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Economic Life and Occupations

MODULE 2

Using language to talk about consumption habits and how they impact economic and social life

Presentation of module

This module addresses real-life situations challenging second language learners to communicate at the basic level in areas of common consumption habits and how they impact economic and social life.

Contribution to the curriculum goals

This module enables every learner to develop their personality, collaborative competences, assiduity, and become a conscientious and effective team-builder, and to adopt a healthy behaviour with regards to others. He will become a responsible individual who can fully exercise his/her social roles.

Contribution of the module to the broad area of language learning

The learner initiates real-life dialogues and interacts orally with other speakers on issues about their home, listens and responds appropriately on relationship, demonstrates understanding of simple written texts on these issues, and effectively performs simple writing activities dealing with consumption habits and how they impact economic and social life.

Contribution of the module to the domains of life

In the treatment of the family of situations that belongs to the domain of economic life, social development, and positive relationship awareness, the teacher is expected to accompany the learner in the process of adopting responsible behaviour with regard to consumption habits and how they impact economic and social life

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. She/he shall make sure the lessons are learner-centred, and that proper evaluation (formal/informal) is planned. Apart from the 8 teaching hours, three hours are set aside every sequence for testing the learners' competency to listen, speak, read, and/or write, appropriately.

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes	Other Resources
Using language to talk about consumption habits and how they impact economic and social life	<ul style="list-style-type: none"> - Inquiring about accommodation - Going to a restaurant - Finding best buys - Participating in leisure activities 	Listening to informative, descriptive texts about consumption habits and how they impact economic and social life	<ul style="list-style-type: none"> - Listens to short, simple texts about consumption habits and how they impact economic and social life - Listens to short read-aloud books and simple song lyrics - Listens to basic texts for specific information; recognizing common vocabulary and routine expressions and terms about consumption habits and how they impact economic and social life - Listens to presentations to identify basic details about consumption habits and how they impact economic and social life - Listens to role-plays - Listens to poem lyrics and tongue twisters - Listens to simple radio and television news reports, commentaries, interviews, analyses - Listens to dialogues/conversations about consumption habits 	<p>A: Speech work:</p> <ul style="list-style-type: none"> - Produce correct word stress and sentence stress <p>B: Grammar:</p> <ul style="list-style-type: none"> - Use simple expression of purpose - Use gerund - Construct complex sentences: co-ordination, subordination <p>C: Vocabulary</p> <ul style="list-style-type: none"> - Words pertaining to consumption habits, economic and social life 	<ul style="list-style-type: none"> - Confidence - Politeness - Patience - Courtesy - Flexibility - Friendliness - Respectability - Honesty - Accountability - Tolerance 	<p>A: Human</p> <ul style="list-style-type: none"> - Peers - Teachers - Parents - other stakeholders <p>B: Material</p> <ul style="list-style-type: none"> - Pictures - Billboards - Cartoons - Newspapers/brochures/flyers - The dictionary - Parents, etc. <p>C: Methods and Techniques</p> <ul style="list-style-type: none"> - Learner-centred - Learner-to-learner - Cooperative learning (pair/group work) - Hands on
		Communicating about consumption habits and how they impact economic and	<ul style="list-style-type: none"> - Exchanges information about consumption habits and how they impact economic and social life - Asks for, obtains, and gives information on selected activities/jobs/goods/services, etc. 			

		social life	<ul style="list-style-type: none"> - Expresses opinions , intentions, likes and dislikes about consumption habits and how they impact economic and social life - Inquires about social conventions applicable to using language to talk about consumption habits - Asks questions about procedures and safety measures - Recites poems /tongue twisters - Sings songs 			
		Reading informative, descriptive, expressive, and aesthetic texts about consumption habits and how they impact economic and social life to decode meaning	<ul style="list-style-type: none"> - Reads short, simple texts with pictures /figures - Reads related pictures - Reads very simple illustrated stories on consumption habits and how their impact on economic and social life - Reads short, basic descriptions, adverts, flyers and illustrations - Reads short, basic forms asking for information about consumption habits and how they impact economic and social life - Reads short, simple poems or song lyrics - Searches information on consumption habits and how they impact economic and social life 			
		Writing expressive, descriptive , informative and aesthetic texts related to consumption habits and how they impact economic and social life	<ul style="list-style-type: none"> - Writes simple texts to provide information about consumption habits and how they impact economic and social life - Keeps a simple journal (diary) - Writes basic personal data in simple form - Copies words from pictorials - Completes simple sentences on essentials about consumption habits and how they impact economic and social life 			

			<ul style="list-style-type: none"> - Writes poems, jokes, song lyrics - Writes short stories about consumption habits and how they impact economic and social life - Draws and labels scenes 			
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Environment, well-being and health

MODULE 3

Using language to talk about climate change and also about maintaining hygiene and sanitation

Presentation of module

This module addresses real-life situations challenging second language learners to communicate at the basic level in areas of climate change and also about maintaining hygiene and sanitation.

Contribution to the curriculum goals

This module enables every learner to develop their personality, collaborative competences, and become conscientious, and to adopt a responsible behaviour with regards to the environment and health. He/she will become a responsible individual who can fully exercise his/her social and environmental roles

Contribution of the module to the broad area of language learning

The learner initiates real-life dialogues and interacts orally with other speakers on issues about their environment, health, listens and responds appropriately on relationship, demonstrates understanding of simple written texts on these issues, and effectively performs simple writing activities dealing with environment and health.

Contribution of the module to the domains of life

In the treatment of the family of situations that belongs to the domain of environment and health, and positive relationship awareness, the teacher is expected to accompany the learner in the process of adopting responsible behaviour with regard to the environment and health.

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. She/he shall make sure the lessons are learner-centred, and that proper evaluation (formal/informal) is planned. Apart from the 8 teaching hours, three hours are set aside every sequence for testing the learners' competency to listen, speak, read, and/or write, appropriately.

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes	Other Resources
Using language to talk about climate change and also about maintaining hygiene and sanitation	<ul style="list-style-type: none"> - Keeping informed about weather conditions/ climate change - Being concerned about environmental issues - Finding out garbage collection and recycling services - Finding out about climate change and global warming 	Listening to informative texts about climate change and also about maintaining hygiene and sanitation	<ul style="list-style-type: none"> - Listens to short, simple texts about climate change and also about maintaining hygiene and sanitation - Listens to short read-aloud books and simple song lyrics - Listens to basic texts for specific information; recognizing common vocabulary and routine expressions and terms relating to climate change and also about maintaining hygiene and sanitation - Listens to presentations to identify basic details about climate change and also about maintaining hygiene and sanitation - Listens to role-plays <p>Listens to poem lyrics and tongue twisters</p> <ul style="list-style-type: none"> - Listens to simple radio and television news reports, adverts, commentaries, interviews about climate change and also about maintaining hygiene and sanitation 	<p>A: Speech work:</p> <ul style="list-style-type: none"> - Show mastery of intonation and stress patterns: weak forms in connected speech, orthography and pronunciation <p>B: Grammar:</p> <ul style="list-style-type: none"> - Use relative clauses - Direct and indirect speech - Use the first and the second conditionals - Use more difficult structures with adjectives: How + adjective, the superlative; too ... to etc. <p>C: Vocabulary</p> <ul style="list-style-type: none"> - Words and expressions related to climate change and also about maintaining 	<ul style="list-style-type: none"> - Responsibility - Respectability - Cleanliness - Creativity - Innovation - Consciousness - Alertness 	<p>A: Human</p> <ul style="list-style-type: none"> - Peers - Teachers - Parents - Other stakeholders <p>B: Material</p> <ul style="list-style-type: none"> - Pictures - Cartoons - The dictionary - Dustbin - Charts - Parents - Newspapers, etc. <p>C: Methods and Techniques</p> <ul style="list-style-type: none"> - Learner-centred - Learner-to-learner - Cooperative learning (pair/group work) - Hands on
		Communicating orally to talk about climate change and also about maintaining hygiene and sanitation	<ul style="list-style-type: none"> - Exchanges information about climate change and also about maintaining hygiene and sanitation - Asks for, obtains, and gives information about climate change and also about maintaining hygiene and sanitation - Requests assistance in an emergency 			

			<ul style="list-style-type: none"> situation - Shares personal experience - Recites poems /tongue twisters - Sings songs 	hygiene and sanitation		
		Reading informative, descriptive, expressive, and aesthetic texts about climate change and also about maintaining hygiene and sanitation to decode meaning	<ul style="list-style-type: none"> - Reads short, simple texts with pictures - Reads short instructions/notices/ notes on climate change and also about maintaining hygiene and sanitation - Reads charts/diagrams/adverts/brochures/magazines - Reads related pictures - Reads simple illustrated texts on climate change and also about maintaining hygiene and sanitation stories - Reads short, basic descriptions with symbols and illustrations - Reads short, simple poems or song lyrics 			
		Writing expressive, informative and aesthetic texts related to climate change and also about maintaining hygiene and sanitation	<ul style="list-style-type: none"> - writes simple texts to provide information about climate change and also about maintaining hygiene and sanitation - Fills out simple forms - Keeps a simple journal (diary) - Copies words from pictorials - Completes simple sentences with words and expressions on the essentials of climate change and also about maintaining hygiene and sanitation - Writes poems, jokes, song lyrics - Writes short stories about climate change and also about maintaining hygiene and sanitation - Draws and labels scenes 			

Citizenship/Human rights

MODULE 4

Using language to talk about the quest for excellence, gender issues, and democracy

Presentation of module

This module addresses real-life situations challenging second language learners to communicate at the basic level in areas of excellence, gender issues, and democracy.

Contribution to the curriculum goals

This module enables every learner to develop their personality, collaborative competences, and become conscientious, and to adopt a responsible behaviour with regards to the world as a gender sensitivity and democracy. He/she will become a responsible individual who can fully exercise his/her social roles as an advocate for gender equality and tolerance.

Contribution of the module to the broad area of language learning

The learner initiates real-life dialogues and interacts orally with other speakers on issues about their community, listens and responds appropriately on relationship, demonstrates understanding of simple written texts on these issues, and effectively performs simple writing activities dealing with gender issues and democracy.

Contribution of the module to the domains of life

In the treatment of the family of situations that belongs to the domain of social life, citizenship, and positive relationship awareness, the teacher is expected to accompany the learner in the process of adopting responsible behaviour with regard to gender issues and mutual acceptance.

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. She/he shall make sure the lessons are learner-centred, and that proper evaluation (formal/informal) is planned. Apart from the 8 teaching hours, three hours are set aside every sequence for testing the learners' competency to listen, speak, read, and/or write, appropriately.

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes	Other Resources
Using language to talk about the quest for excellence, gender issues, and democracy	<ul style="list-style-type: none"> - Volunteering in gender equality promotion activities - Participating in training activities/courses on democracy - Taking part in polls/survey - Campaigning and voting for school prefects 	Listening to informative texts about quest for excellence, gender issues, and democracy	<ul style="list-style-type: none"> - Listens to short, simple texts about the quest for excellence, gender issues, and democracy - Listens to short read-aloud books and simple song lyrics - Listens to basic texts for specific information; recognizing common vocabulary and routine expressions and terms about the quest for excellence, gender issues, and democracy - Listens to presentations to identify basic details about the quest for excellence, gender issues, and democracy - Listens to role-plays - Listens to poem lyrics, and tongue twisters - Listens to fables, myths, legends and stories about gender roles - Listens to simple radio and television news reports, commentaries, interviews about the quest for excellence, gender issues, and democracy 	A: Speech work: <ul style="list-style-type: none"> - Make thorough discrimination and identification of all the sounds through speech work B: Grammar: <ul style="list-style-type: none"> - Use direct and reported speech - Use phrasal verbs - Identify sequence of tenses, word order, phrasal verbs in simple expression of purpose C: Vocabulary Words and expressions depicting the quest for excellence, gender issues, and democracy	<ul style="list-style-type: none"> - Sociability - Companionability - Cordiality - Acceptability - Respect for others - Self esteem - Dignity 	A: Human <ul style="list-style-type: none"> - Peers - Teachers - Parents - Other stakeholders B: Material <ul style="list-style-type: none"> - Pictures - Cartoons - The dictionary - UN Charter - Globe - TV - Parents C: Methods and Techniques <ul style="list-style-type: none"> - Learner-centred - Learner-to-learner - Cooperative learning (pair/group work) - Hands on
		Communicating orally about the quest for excellence, gender issues, and democracy	<ul style="list-style-type: none"> - Exchanges information about the quest for excellence, gender issues, and democracy - Asks for, obtains, and gives information about the quest for excellence, gender issues, and democracy - Expresses thoughts, feelings, 			

			<p>preferences, likes, dislikes about the quest for excellence, gender issues, and democracy</p> <ul style="list-style-type: none"> - Requests assistance - Recites poems /tongue twisters - Sings songs 			
		<p>Reading informative, descriptive, expressive, and aesthetic texts about the quest for excellence, gender issues, and democracy to decode meaning</p>	<ul style="list-style-type: none"> - Reads short, simple texts with pictures - Researches on gender issues and democracy - Reads related pictures - Reads simple illustrated gender stories - Reads charters (UN, UNESCO, UNICEF, UNIFEM, etc) - Reads short, basic descriptions and illustrations - Reads short, basic forms asking for further information - Reads announcements, adverts, maps, captions, fables, myths, tales from other cultures - Reads short, simple poems or song lyrics 			
		<p>Writing expressive, informative and aesthetic texts related to the quest for excellence, gender issues, and democracy to decode meaning</p>	<ul style="list-style-type: none"> - Writes simple texts to provide information on the quest for excellence, gender issues, and democracy - Fills out simple forms - Writes names, addresses - Keeps a simple journal (diary) - Writes basic personal data in simple form - Copies words from pictorials - Completes simple sentences on essentials about gender issues and mutual acceptance - Writes friendly letters/postcards to pen pals/slogans /messages on gender equality and conflict management - Writes simple questions and answers about gender issues and conflict management. - Writes poems, jokes, song lyrics 			

			<ul style="list-style-type: none"> - Writes short stories about the citizens of the nation and the world - Draws and labels rules on human rights and gender issues 			
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Media and Communication

MODULE 5

Using language to explore utilities of modern technology

Presentation of module

This module addresses real-life situations challenging second language learners to communicate at the basic level in areas of modern technology.

Contribution to the curriculum goals

This module enables every learner to develop their personality, collaborative competences, and become a conscientious, and to adopt a responsible behaviour with regards to the modern technology. He will become a responsible individual who can fully manipulate and function in the global village

Contribution of the module to the broad area of language learning

The learner initiates real-life dialogues and interacts orally with other speakers on issues about their community, listens and responds appropriately on relationship, demonstrates understanding of simple written texts on these issues, and effectively performs simple writing activities dealing with modern technology.

Contribution of the module to the domains of life

In the treatment of the family of situations that belongs to the domain of ICTs, scientific development, and positive relationship awareness, the teacher is expected to accompany the learner in the process of adopting responsible behaviour with regard to the modern technology

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. She/he shall make sure the lessons are learner-centred, and that proper evaluation (formal/informal) is planned. Apart from the 8 teaching hours, three hours are set aside every sequence for testing the learners' competency to listen, speak, read, and/or write, appropriately.

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes	Other Resources
Using language to explore utilities of modern technology	<ul style="list-style-type: none"> - Subscribing to service packages (Telephone/internet services) - Complaining about service quality - Relaxing with video games/computer etc - Facing difficulties with Android phones/IPhones/IPads and latest gadgets 	Listening to informative texts about modern technology	<ul style="list-style-type: none"> - Listens to short, simple texts about modern technology - Listens to short read-aloud books and simple song lyrics - Listens to basic texts for specific information; recognizing common vocabulary and routine expressions and terms about modern technology - Listens to presentations to identify basic details about modern technology - Listens to role-plays - Listens to poem lyrics and tongue twisters - Listens to simple radio and television news reports, /spots/entertainments/music/scientific discoveries/commentaries/, interviews about modern technology 	A: Speech work: General revision B: Grammar: - General Revision C: Vocabulary Words and expressions related to modern technological inventions	<ul style="list-style-type: none"> - Creativity - Resourcefulness - Critical thinking - Attentiveness - Purposefulness - Responsibility - Consciousness 	A: Human <ul style="list-style-type: none"> - Peers - Teachers - Parents - Other stakeholders B: Material <ul style="list-style-type: none"> - Pictures - Cartoons - Phones - TV - USB key/flash - Computers - Recorder - Web pages - Parents C: Methods and Techniques <ul style="list-style-type: none"> - Learner-centred - Learner-to-learner - Cooperative learning (pair/group work) - Hands on
		Communicating orally about modern technology	<ul style="list-style-type: none"> - Exchanges information about modern technology - Asks for, obtains, and gives information about modern technology - Expresses preference/ likes/dislikes - Requests assistance - Shares thoughts, feelings and personal views - Recites poems /tongue twisters 			

			- Sings songs/music			
		Reading informative, descriptive, expressive, and aesthetic texts about modern technology to decode meaning	<ul style="list-style-type: none"> - Reads short, simple texts with pictures - Finds names of gadgets /web pages in a simple text - Reads related pictures - Reads simple illustrated modern technology stories - Reads short, basic descriptions with symbols/charts/diagrams and illustrations - Reads simple instructions on the use of modern technology - Reads simple captions/news bar/adverts/brochures on modern technology - Reads short, basic forms asking for personal information - Reads short, simple poems or song lyrics/music 			
		Writing expressive, descriptive, informative and aesthetic texts related to modern technology	<ul style="list-style-type: none"> - Uses simple written texts to provide information about modern technology - Fills out simple forms/email profiles - Keeps a simple journal (diary)/blogs - Writes basic personal data - Copies words from pictorials - Completes simple sentences on essentials about modern technology - Writes friendly emails/SMS/ blogs/chats/twitters -Writes poems, jokes, song lyrics - Writes short stories about modern technology - Draws and labels (rules and regulations) 			

ASSESSMENT

The main goal of classroom assessment is the evaluation of students' performance, with the purpose of adjusting the teaching process so that it meets students' learning needs. Both summative and formative assessment methods are recommended for students' performance and learning evaluation. Summative assessment is mainly used to evaluate certain learning needs, and usually has a form of tests, semester exams, end of unit or end of chapter tests, etc. It is evaluation conducted at the end of certain periods of time in order to judge the level of students' competence and knowledge.

1- OBJECTIVES

Informal or on-going formative assessment has the following objectives:

- To monitor students' progress in specific areas / skills;
- To identify their strengths and weaknesses;
- To provide meaningful and immediate feedback on what the students are doing to achieve specific learning outcomes;
- To help teachers modify their teaching methods and material to suit the needs and abilities of their classes or the individual students.

On the other hand, formal assessment is intended to:

- i) Provide a comprehensive (or summative) indicator of students' achievement at the end of a specific period of study — module / semester / year;
- ii) To help teachers make decisions on placement, streaming or promotion of students;
- iii) To carry out a review of the programme of study for the purpose of improving learning.

English departments in schools should adopt a departmental policy on school testing and examination, in order to ensure that the criteria adopted for assessment are consistent throughout the school. Such criteria should be clear and communicated to learners; as students do not feel in control of their academic outcomes when the criteria for evaluation are unknown or vague. Expose students to different test types to demonstrate their competencies, and give appropriate feedback by clearly pointing out what is good, or inaccurate, or what indicates improvement. Avoid global, uninformative comments, and focus on the language and not the individual. Give students multiple opportunities to achieve a high grade. For example, learners can also be given opportunities to rewrite papers or redo assignments to achieve a higher grade or demonstrate a higher level of competence. Finally, from time to time, teach students to evaluate their own work.

2- WHAT IS ASSESSED AND HOW?

Even though testing a competence generally involves many skills, a competence is assessed with a focus on one specific skill: listening, speaking, reading, and writing. Sub-skills such as grammar and vocabulary shall be tested in real life situations or meaningful utterances.

Assessment, whether formal or informal, should be broad-based and multidimensional. Apart from pen-and-paper tasks such as written tests and worksheets, oral presentations and portfolios should be included in the assessment of students.

HANDY INFORMATION ABOUT TESTING

A TEST TECHNIQUES TO REMEMBER

1. Passage-based questions and answers using your words as far as possible	3. Matching	9. Cloze passages and order gap-filling tasks	13. Transformation (of grammar structures)	18. Copying
2. Multiple choice	4. True/false questions	10. Re-writing	14. Composition (Essay)	19. Breaking a sentence into meaningful chunks
	5. Yes/no questions	11. Summarising	15. Re-arranging	20. Underlining/circling (identification exercise)
	6. Interpretation/description	12. Debating	16. Dictation	21. Labelling
	7. Building dialogues		17. Completing sentences	
	8. Practicing a dialogue			

B. WHAT TEST TECHNIQUES ARE TYPICAL FOR WHICH SKILLS? (NB: A competency involves different skills)

1. Vocabulary: - Multiple choice (MCQ) - Matching - Filling in blanks - Modified cloze - Labelling	5. Reading - Multiple choice (MCQ) - Questions for answering (factual, inferential, yes/no, True/false, life experience, etc.) - Filling in blanks - Matching
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<ul style="list-style-type: none"> - Underlining/circling - Word building <p>2. Grammar</p> <ul style="list-style-type: none"> - Multiple choice - Modified cloze - Filling in blanks - Transformation - Building dialogues <p>3. Pronunciation</p> <ul style="list-style-type: none"> - Multiple choice - Dictation <p>4. Listening</p> <ul style="list-style-type: none"> - Multiple choice - Questions / answers - Filling in blanks - True/false or yes/no - Continuing the story and imagining its end - Underlining/circling 	<ul style="list-style-type: none"> - Summary - Open-ended sentences <p>6. Speaking</p> <ul style="list-style-type: none"> - Repetition - Reading aloud - Picture talks - Role Play - Responding orally - Debates - Exposés - Questions answers <p>7. Writing</p> <ul style="list-style-type: none"> - Transformation (e.g. combining phrases, changing tenses, paraphrasing. summarising. etc.) - Dictation - Composition (Guide of free, individual or group) - Picture composition - Rewriting/re-ordering sentences or paragraphs - Completing statements
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Remember:

1. Carefully set your MCQs: Watch your distractors. Do not propose more than one correct response. Do not draw on outside knowledge.
2. For true/false questions: Paraphrase questions; do not repeat them verbatim. Avoid ambiguity.
3. Comprehension questions: Phrase questions at a lower level of language difficulty than the text.
4. Think of questions which require students to comment on what happens to a character with discussion of reasons or motives for an action. This could be more appropriate for group work or follow-up composition. As concerns advanced learners, some questions may draw attention to the author's style and the levels of language used in the literary text and how they work together to express or symbolise the content or proposition of that text. They may also be called to identify literary devices (e.g. figurative language, allusion, symbol, irony).

Article 2: The syllabus presented in article one here above shall be implemented as from the beginning of the 2016-2017 school year;

Article 3: All previous provisions repugnant hereto are hereby repealed;

Article 4: Inspectors Coordinator General, the Director of General Secondary Education, the Director of Examinations and Certification, Regional Delegates of Secondary Education, Divisional Delegates of Secondary Education, Education Secretaries of various Private Educations Agencies, Principals of public and private schools, each in their own sphere shall be charged with the strict implementation of this order which shall be inserted and published in the Official Gazette in English and French.

Yaoundé, - 9 DEC 2014

THE MINISTER OF SECONDARY EDUCATION

The image shows a circular official stamp of the Ministry of Secondary Education of Cameroon. The stamp contains the text 'REPUBLIQUE DU CAMEROUN', 'Ministère de l'Enseignement Secondaire', and 'SEIGNEMENTS Secondaire'. Overlaid on the stamp is a handwritten signature in black ink, which appears to be 'Louis Baptes Baptes'. Below the signature, the name 'Louis Baptes Baptes' is written in red ink.

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