

REPUBLIQUE DU CAMEROUN
Paix – Travail – Patrie

REPUBLIC OF CAMEROON
Peace – Work – Fatherland

MINISTERE DES ENSEIGNEMENTS SECONDAIRES
MINISTRY OF SECONDARY EDUCATION

INSPECTION GENERALE DES ENSEIGNEMENTS
INSPECTORATE GENERAL OF EDUCATION

PROGRAMME OF STUDY: *SPECIAL BILINGUAL EDUCATION PROGRAMME*
(SBEP)

General Secondary Education
ANGLAIS INTENSIF : 4^{ème} et 3^{ème}



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

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

[DECEMBRE, 2014]

[BILINGUISME (ANGLAIS)]

REPUBLIQUE DU CAMEROUN

Paix - Travail – Patrie

MINISTERE DES ENSEIGNEMENTS
SECONDAIRES

INSPECTION GENERALE DES ENSEIGNEMENTS *Sup*

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 <ul style="list-style-type: none"> 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 Literature	and 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, wellbeing 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; Get acquainted with landmarks to find your way and fit in the world. Citizenship Education: Possess essential knowledge in rights and duties in order to fulfil his/her citizenship.
4- Personal Development	Moral Education; Home Economics; Sports and Physical Education Health Education	Develop his / her physical abilities/skills ; Get ready for physical challenges , save and regain energy after physical efforts; Identify risk factors; possess basic knowledge and principles in hygiene and health education; Demonstrate a sense of self control and appreciate the effect of physical activities. Conceive and draw up sports and cultural animation projects; Acquire methods and develop a high sense of efforts; Conceive, draw up and implement projects that will enable one to project his/her image and feel the well being inspired by self-confidence.
5- Arts and National Cultures	Arts/Artistic Education; National Cultures	Artistic Education: Observe and appreciate works of art; Carry out an artistic activity; Gradually acquire the love for personal expression and creativity; Possess a mastery of creativity in music, plastic arts and the performing arts. Dramatise, recite texts (poems, tales, proverbs, etc.) relating to

		<p>various areas of society; Practise the different dramatic genres: sketches, comedy, tragedy, drama, etc.</p> <p>National languages and Cultures Demonstrate a mastery of Cameroon cultures; Visit the various cultural areas of the country in order to discover their characteristics; Demonstrate a mastery of basic rules in writing Cameroonian languages as well as basic grammatical notions applied to these languages; Demonstrate a mastery of one of the national languages at 3 levels: morpho-syntax, reception and production of simple oral and written texts.</p>
<p>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.</p>		
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;</p>

		Exploit and use ICTs in his/her activities.
	Social and Personal Domains	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.

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.

***PROGRAMME OF STUDY: SPECIAL BILINGUAL EDUCATION PROGRAMME (SBEP)
GENERAL SECONDARY EDUCATION
(ANGLAIS INTENSIF: 4^{ème}).***

TABLE OF CONTENTS

Table of contents	13
Workload and Coefficients	14
General presentation of the Syllabus	15
Place of the Module in the Syllabus	15
Contribution of the Syllabus to the teaching/learning process	15
Contribution of the Syllabus to areas of life	15
Students' exit profile	16
Presentation of families of situations of life	16
The modules of the Syllabus	18
Module 1	18
Syllabus: 4 ^{ème}	20
Part I: Language	21
Part II: Literature Awareness	34
Module 2	38
Module 3	39
Syllabus 3 ^e	48
Part 1	48
Part 2	62
Module 2	66
Module 3	67

SUBJECT AREA: SPECIAL BILINGUAL EDUCATION PROGRAMME (SYLLABUS)
(SBEP)

ANGLAIS INTENSIF

WEEKLY WORKLOAD: (Language) = 03 + (Literature Awareness) = 02 = **05 hours**

ANNUAL WORKLOAD: (Language) = 60 + (Literature Awareness) = 40 = **100 hours**

COEFFICIENT: (Language) = 03 + (Literature Awareness) = 02 = **05**

1- GENERAL PRESENTATION OF THE SBEP SYLLABUS

The Special Bilingual Education Programme is made up of three compulsory modules:

- i. **Module 1: “Anglais Intensif** to francophone learners” which is a subject module that gives room to the teacher to accompany the learners and facilitate the learning of English as an L2;
- ii. **Module 2: The Cross-curricular Module** that takes into consideration the teaching of non-linguistic subjects in the other official language i.e. **Citizenship Education, Sports and Physical Education and Craft Work**. These subjects correspond to those of Form 3 syllabus now in force in our educational system.
- iii. **Module 3: The Co-curricular Module**, involving extra class activities (Language Club activities, the Reading Culture, etc.). These extra class activities are compulsory for the Bilingual students involved in the Special Bilingual Education Programme (SBEP).

2- PLACE OF THE MODULES IN THE SYLLABUS

Considering the Law to Lay down Guidelines for Education which recommends the training of the learner to be autonomous and responsible in discharging his social roles, the **three** modules cover all the aspects of the aims and goals of the curriculum of Secondary Education. The learners, exposed to the modules, will be able to express themselves fluently in English in life situations, especially in their capacity as members of the Cameroonian society, with a double official linguistic culture. These three modules foster national integration and the exposure of the Francophone learner to the Anglophone world and to the global village.

3- CONTRIBUTION OF THE SYLLABUS TO THE TEACHING/LEARNING PROCESS

The **Special Bilingual Education Programme** puts in place competence-building mechanisms needed for other syllabuses, i.e. general communication competences and cross-curricular competences, be they personal, social, intellectual, cognitive, methodological or organizational, indispensable for efficient management of different life situations.

4- CONTRIBUTION OF THE SYLLABUS TO AREAS OF LIFE

This Special Bilingual Education Syllabus is unique because the three modules take into consideration, even at the elementary level, all the 5 areas of life identified in the curriculum of Secondary Education, i.e. **Family and Social Life; Economic Life and Occupations; Environment, Health and Well-being; Citizenship; Media, Communication and Technology.**

5- 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:

- interact orally with classmates, teachers, etc.
- give information to others on a specific topic.
- defend his/her point of view on a simple and familiar topic.
- summarize information from a simple text orally.
- interpret facial expressions, mime and simple gestures.
- talk about/describe certain cultural/traditional aspects in Cameroon.
- sing songs/recite poems on real-life situations and other familiar topics.

READING

The learner can:

- read short texts and answer questions on them.
- read short stories (narrative, informative or descriptive) on familiar topics such as school life, family life, etc and narrate /tell others what they are all about.
- read and identify main ideas in simple texts.
- read basic slogans (on health, cleanliness, pedagogic days, etc).
- read short story books or comic books.
- read words from the dictionary correctly (based on the sounds learned so far).

WRITING

The learner can:

- link simple and short sentences to form longer expressions.
- use cues, pictures, or flash cards to write short paragraphs.
- write out simple activities carried out such as daily routines (what he/she does in the morning, afternoon, evening, etc).
- write short descriptions such as the classroom, school, home, market and other real-life situations.
- write descriptions of objects, people, or the environment (forest, savannah, desert, water, etc).

6- PRESENTATION OF FAMILIES OF SITUATIONS OF LIFE

Family situations are grouped under the two sub-cycles:

- Interacting in the family and community
- Making informed choices on the consumption of goods and services
- Keeping the environment clean and safe to fight disease
- National socio-cultural values
- Information and communication technologies

7- The Modules of the Syllabus

Cycle	Class	Title of module	Status	Time allocated
1st	(4 ^{ème})	Module 1: Anglais Intensif (Language and Literature Awareness)	Compulsory	05 hrs/week 100 hrs/year
		Module 2: Cross-curricular (Partial Immersion)	Compulsory	Cf Corresponding Syllabus
		Module 3: Co-curricular (Language Club Activities and the Reading Culture)	Compulsory	02hrs/week 40 hrs/year

8- MODULE 1

8.1. TIME ALLOCATED TO MODULE 1

Cycle	Level	Title of Module	Components	Status	Weekly Hrs.	Yearly Hours
1st	3 (4 ^{ème})	SSAnglais Intensif	Language	Compulsory	3	60
			Literature Awareness	Compulsory	2	40

8.2. Title of the Module: Anglais Intensif.

8.3. Duration: 5 hours per week

8.4. Presentation of the module

The **Anglais Intensif** Module enables the francophone learners to acquire new language skills in English and to consolidate the aspects that have been seen in 6^{ème} and 5^{ème}. They are essentially exposed to basic language structures like phonology, vocabulary and syntax. They are also initiated into literature, linguistic norms/etiquettes like polite forms, gestures, body and sign language peculiar to the English, Cameroonian and other cultures. The module provides the learners with a package of intermediate English Language structures that could be developed sequentially to enable them to communicate in a simple and autonomous manner as they respond to daily situations of life.

8.5. Contribution of the module to syllabus aims and goals

Considering the Law to Lay down Guidelines for Education which recommends the training of the learner to be autonomous and responsible in discharging his social roles, the **Anglais Intensif** class module covers all the aspects of the aims and goals of the curriculum of Secondary Education. The learners, exposed to the module, will be able to express themselves fluently in English in life situations, especially in their capacity as members of the Cameroonian society, with a double official linguistic culture. This module fosters national integration and the exposure of the Francophone learner to the Anglophone world and to the global village.

8.6. Contribution of the module to the teaching/learning process

The **Anglais Intensif** class module puts in place competence building mechanisms needed for the acquisition and the use of the language which will be useful to the learner for further education, the learning of other subjects and everyday life communication.

8.7. Contribution of the module to the syllabus and areas of life

a) Contribution to the syllabus

The **Anglais Intensif** class module puts in place competence-building mechanisms needed for other syllabuses, i.e. general communication competences and cross- curricular competences, be they personal, social, intellectual, cognitive, methodological or organizational, indispensable for efficient management of different life situations.

b) Contribution to areas of life

The **Anglais Intensif** Module takes into consideration, even at the elementary level, all the 5 areas of life identified in the curriculum of Secondary Education.

8.8. Main components of Module 1: ANGLAIS INTENSIF

Anglais Intensif

Quatrième (4^{ème})

(05 hours/week)

Anglais Intensif (05 hours)**PART I: LANGUAGE: 03 hours/week; Coef: 03**

CONTEXTUAL FRAMEWORK			COMPETENCE INDICATORS		RESOURCES		
Areas of Life	Examples of Families of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes/Values	Other Resources
Family and social Life	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 	<ul style="list-style-type: none"> - Listening to informative texts about social integration (traditions and customs of Cameroon and conflict resolution) 	<ul style="list-style-type: none"> - Listens to information 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, practices and conflict resolution - Listens to role-plays - Listens to poem 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 tenses correctly - Use relative pronouns: <i>who, which, that, whom and whose</i> - Use reciprocal pronouns: <i>each other, one another,</i> C. Vocabulary <ul style="list-style-type: none"> - Different traditional practices and customs - Words and 	<ul style="list-style-type: none"> - Sociability - Companionability - Cordiality - Responsibility - Orderliness - Politeness - Team building - Collaboration - Consideration - Openness 	<ul style="list-style-type: none"> ▪ Pictures, ▪ Texts, ▪ Real objects, ▪ Learners' ▪ Parents ▪ Text books, ▪ Newspapers ▪ Magazines, ▪ Video/audio tapes, ▪ CDs, Radio ▪ Television, ▪ Internet, ▪ Dictionaries, ▪ Cartoons, ▪ Maps, ▪ Texts selected from a variety of sources,
			Interacting orally about traditional customs, practices and conflict resolution.	<ul style="list-style-type: none"> - Exchanges information about common traditional customs, practices and conflict resolution - Asks for , obtains, and gives information about the common traditional customs, practices and conflict management - Gives preferences, likes, dislikes - Accepts or refuses suggestions/plans 			

				<p>pertaining to conflict resolution and some traditional beliefs</p> <ul style="list-style-type: none"> - Recites poems /tongue twisters - Sings songs 	expressions related to traditional practices and customs of Cameroon		
			<p>Reading informative, expressive, and aesthetic texts about the common traditional customs, practices and conflict resolution to decode meaning</p>	<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. 	<ul style="list-style-type: none"> - Words and expressions related to conflict resolution 		
			<p>Extensive Reading</p> <p>Making extensive use of written language for information and entertainment</p>	<ul style="list-style-type: none"> - Reads books on common traditional customs, practices and conflict resolution - Keeps a personal library - Handles books properly - Develops the ability to : <ul style="list-style-type: none"> i) report on what he/she has read ii) handle the family library books with care iii) follow the school/community library rules iv) handle/take care of books - Organizes and uses the family/class/school/public library 			<ul style="list-style-type: none"> ▪ Other books about common traditional customs, practices and conflict resolution

			<p>Writing expressive, informative and aesthetic texts related to common traditional customs, practices and conflict resolution</p>	<ul style="list-style-type: none"> - Uses simple written texts to provide information about the common traditional customs, 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, practices and conflict resolution - Writes poems, jokes, song lyrics - Writes short stories about the common traditional customs, practices and conflict resolution - Draws and labels scenes 			
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CONTEXTUAL FRAMEWORK			COMPETENCE INDICATORS		RESOURCES		
Areas of Life	Examples of Families of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes/Values	Other Resources
The Environment, Health and Well-being	Using language to talk about the 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 endemic and pandemic diseases 	Listening to informative texts about the protection of the environment and the fight against endemic and pandemic diseases	<ul style="list-style-type: none"> - Listens to short, simple texts about the 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 the protection of the environment and the fight against endemic and pandemic diseases - Listens to presentations to identify basic details about the protection of the environment and the fight against endemic and pandemic diseases - Listens to role-plays 	A. Speech work Practise intonation and stress patterns B. Grammar <ul style="list-style-type: none"> - Identify and use noun phrases in countable and uncountable forms - Identify and use comparative and superlative forms - Use exclamations: e. g. What a ...! C. Vocabulary <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 - Respect - Cleanliness - Creativity - Innovative - Consciousness - Alertness 	<ul style="list-style-type: none"> ▪ Pictures, ▪ Texts, ▪ Real objects, ▪ Learners' ▪ Parents ▪ Text books, ▪ Newspapers ▪ Magazines, ▪ Video/audio tapes, ▪ CDs, Radio ▪ Television, ▪ Internet, ▪ Dictionaries, ▪ Cartoons, ▪ Maps, ▪ Texts selected from a variety of sources,
			Communicating orally about protection of the environment and the fight against endemic and pandemic diseases	<ul style="list-style-type: none"> - Exchanges information about the protection of the environment and the fight against endemic and pandemic diseases - 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 experiences - Recites poems /tongue twisters 			

				<ul style="list-style-type: none"> - Sings songs 			
			<p>Reading informative, descriptive, expressive, and aesthetic texts about the protection of the environment and the fight against endemic and pandemic diseases to decode meaning</p>	<ul style="list-style-type: none"> - Reads short, simple texts with pictures - Reads short instructions/notices/notes on the protection against diseases - Reads charts/diagrams/adverts/brochures/magazines - Reads related pictures - Reads simple illustrated protection of the environment and the fight against endemic and pandemic diseases stories - Reads short, basic descriptions with symbols and illustrations - Reads short, simple poems or song lyrics 			<ul style="list-style-type: none"> ▪ Other books about the protection of the environment and the fight against endemic and pandemic diseases
			<p>Extensive Reading</p> <p>Making extensive use of written language about the protection of the environment and the fight against endemic and pandemic diseases</p>	<ul style="list-style-type: none"> - Reads books on family and social life - Keeps a personal library - Handles books properly - Develops the ability to : <ul style="list-style-type: none"> i) report on what he/she has read ii) handle the family library books with care iii) follow the school/community library rules iv) handle/take care of books - Organizes and uses the family/class/school/public library 			
			<p>Writing expressive, informative and aesthetic texts related to the protection of the environment and the fight against endemic and pandemic diseases</p>	<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 scenes 			

CONTEXTUAL FRAMEWORK			COMPETENCE INDICATORS		RESOURCES		
Areas of Life	Examples of Families of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes/Values	Other Resources
Economic Life and occupations	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 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 	A. Speech work <ul style="list-style-type: none"> - Focus on nasals- /m/, /n/, /ŋ/, - Focus on affricates: /tʃ/, /dʒ/ and more consonant sounds B. Grammar <ul style="list-style-type: none"> - Identify and use the passive and active voices - Identify and use modals and their equivalent expressions: <i>can/to be able to, may/ to be allowed to, must/to have to</i> and contracted forms - use basic phrasal verbs correctly: <i>put on, put off, look up, give up, give in</i> etc - Make suggestion- <i>let's ..., what if ...</i> C. Vocabulary <ul style="list-style-type: none"> - Words pertaining to job interviews and entertainment products 	<ul style="list-style-type: none"> - Confidence - Politeness - Patience - Courtesy - Flexibility - Friendliness - Respect 	<ul style="list-style-type: none"> ▪ Pictures, ▪ Texts, ▪ Real objects, ▪ Learners' ▪ Parents ▪ Text books, ▪ Newspapers ▪ Magazines, ▪ Video/audio tapes, ▪ CDs, Radio ▪ Television, ▪ Internet, ▪ Dictionaries, ▪ Cartoons, ▪ Maps, ▪ Texts selected from a variety of sources, ▪ Other books
			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 			
			Reading	- Reads short, simple texts with pictures			

			<p>informative, descriptive, expressive, and aesthetic texts about a vision of their future professional life while managing leisure to decode meaning</p>	<p>/figures</p> <ul style="list-style-type: none"> - 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 			about a vision of their jobs and entertainment
			<p>Extensive Reading</p> <p>Making extensive use of written language for information and entertainment</p>	<ul style="list-style-type: none"> - Reads books on jobs and entertainment - Keeps a personal library - Handles books properly - Develops the ability to : <ul style="list-style-type: none"> i) report on what he/she has read ii) handle the family library books with care iii) follow the school/community library rules iv) handle/take care of books - Organizes and uses the family/class/school/public library 			
			<p>Writing expressive, descriptive, informative and aesthetic texts related to the vision of their future professional</p>	<ul style="list-style-type: none"> - 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 			

[DECEMBRE, 2014]

[BILINGUISME (ANGLAIS INTENSIF)]

			life while managing leisure	<ul style="list-style-type: none">- 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			
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CONTEXTUAL FRAMEWORK			COMPETENCE INDICATORS		RESOURCES		
Areas of Life	Examples of Families of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes/ Values	Other Resources
Citizenship and human values	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, 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 	<p>A. Speech work</p> <ul style="list-style-type: none"> - Practise stressed and unstressed syllables in connected speech, dialogues, role play and simulation activities <p>B. Grammar</p> <ul style="list-style-type: none"> - Identify and use possessive adjectives: my, your etc, - Use possessive pronouns, nominal: mine, yours - Use universal pronouns: <i>each, all, every</i> - Use adverbs of degree; <i>slightly, quite, too, very</i> <p>C. Vocabulary</p> <p>Words and expressions depicting other gender equality and conflict resolution</p>	<ul style="list-style-type: none"> - Sociability - Companionability - Cordiality - Acceptance - Respect for others - Self esteem - Dignity 	<ul style="list-style-type: none"> ▪ Pictures, ▪ Texts, ▪ Real objects, ▪ Learners' ▪ Parents ▪ Text books, ▪ Newspapers ▪ Magazines, ▪ Video/audio tapes, ▪ CDs, Radio ▪ Television, ▪ Internet, ▪ Dictionaries, ▪ Cartoons, ▪ Maps, ▪ Texts selected from a variety of sources,
			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 - Requests assistance - Recites poems /tongue twisters - Sings songs 			
			Reading				

			<p>informative, descriptive, expressive, and aesthetic texts about gender issues and mutual acceptance to decode meaning</p>	<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			<ul style="list-style-type: none">▪ Other books about gender issues and mutual acceptance
			<p>Extensive Reading</p> <p>Making extensive use of written language for information and entertainment</p>	<ul style="list-style-type: none">- Reads books on gender issues and mutual acceptance- Keeps a personal library- Handles books properly- Develops the ability to :<ul style="list-style-type: none">i) report on what he/she has readii) handle the family library books with careiii) follow the school/community library rulesiv) handle/take care of books- Organizes and uses the family/class/school/public library			
			<p>Writing expressive, informative and aesthetic texts related to gender issues and mutual acceptance</p>	<ul style="list-style-type: none">- Writes simple texts to provide information about gender issues and mutual acceptance- Fills out simple forms- Writes names and 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			

[DECEMBRE, 2014]

[BILINGUISME (ANGLAIS INTENSIF)]

				<ul style="list-style-type: none">- mutual acceptance- Writes friendly letters/postcards /slogans /messages to pen pals on gender equality and mutual acceptance- Writes simple questions and answers about gender issues and mutual acceptance- Writes poems, jokes, song lyrics- Writes short stories about the citizens of the nation and the world- Draws and labels scenes			
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CONTEXTUAL FRAMEWORK			COMPETENCE INDICATORS		RESOURCES		
Areas of Life	Examples of Families of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes/ Values	Other Resources
The Media, Communication, Science and Technology	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; 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/entertainment/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 	<ul style="list-style-type: none"> ▪ Pictures, ▪ Texts, ▪ Real objects, ▪ Learners' ▪ Parents ▪ Text books, ▪ Newspapers ▪ Magazines, ▪ Video/audio tapes, ▪ CDs, Radio ▪ Television, ▪ Internet, ▪ Dictionaries, ▪ Cartoons, ▪ Maps, ▪ Texts selected from a variety of sources,
			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, 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 - Read 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			■ Other books about modern technology and inventions
			Extensive Reading Making extensive use of written language for information and entertainment	- Reads books on family and social life - Keeps a personal library - Handles books properly - Develops the ability to : i) report on what he/she has read ii) handle the family library books with care iii) follow the school/community library rules iv) handle/take care of books - Organizes and uses the family/class/school/public library			
			Writing expressive, descriptive, informative and aesthetic texts related to modern technology	- 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 scenes			

Anglais Intensif (05 hours)**PART II: LITERATURE AWARENESS: 02 hours/week; Coef: 02**

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Topic Areas	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes/Values	Other Resources
					Notions	
Prose (types and features)	Oral/aural African/ Non-African Prose forms	<ul style="list-style-type: none"> • Saying riddles, jokes and proverbs • Narrating folktales • Narrating myths and legends 	<ul style="list-style-type: none"> - Listens to stories/folktales/legends/myths from the immediate society - Identifies the type of oral prose - Tells a story/folktale in one's immediate society or tribe - Narrates a legend/myth from one's society - Re-narrates a story/tale/legend/myth and explains its meaning - Participates in the discussion of a story/tale/legend/myth - Identifies themes in a story/legend/myth - Identifies character and traits in a story/legend/myth (e.g. good or bad) - Locates the setting of a story/tale/legend/myth - Draws a morale from a story/tale/legend/myth - Detects simple style in an oral story/tale/legend/myth - Brings out features that make a tale Cameroonian, African or non-African - Reads short stories fluently and with understanding. 	<ul style="list-style-type: none"> - Historical (time) and geographical (place) location of a story (= setting/spatial indicators) - Identifying prose type (e.g. narrative/descriptive: trickster, etiological, moralistic, explaining phenomena/informative, entertaining, etc) - Beginning, middle and end in a story/tale/legend/myth - Literal meaning (= subject matter) in a story/tale/legend/myth - Cause vs. effect (= causality) - Identifying various themes in a story/tale/legend/myth - Main points and story line (= plot) - Determining character traits (physical/emotional/moral) and role played by characters in a story/tale/legend/myth - Learning lessons from a story/tale/legend/myth - Detecting simple stylistic 	<ul style="list-style-type: none"> ▪ Purposefulness ▪ Story-telling ▪ Flexibility ▪ Critical thinking ▪ Comprehension ▪ Creativity ▪ Orderliness ▪ Coherence ▪ Moral ethos ▪ Community living 	<p>A. Human</p> <ul style="list-style-type: none"> - Peers - Teachers - Parents - Community members - Other stakeholders <p>B. Material</p> <ul style="list-style-type: none"> - Pictures - Cartoons - Recorded texts/tales - Audios/Videos <p>C. Methods and techniques.</p> <ul style="list-style-type: none"> - Student-student interaction through story- telling - Teacher-student interaction through story-telling - Coherent narration - Use of mime, gestures, simulation, etc - Prior reading at home - Summaries of texts

	Written African/ Non- African Prose forms	<ul style="list-style-type: none"> • Reading and writing riddles and jokes • Reading and writing folktales • Reading and writing myths and legends • Reading and writing simple prose texts on various topics 	<ul style="list-style-type: none"> - Reads simple/short stories/tales/legends/myths from one's society - Lists the prose features. - Writes simple/short (guided) stories/tales/legends/myths from one's society/culture - Detects simple style in a written story/tale/legend/myth - Summarizes a story - Dramatizes parts of a story 	<p>features (e.g. onomatopoeia, irony, simile, metaphor, personification, symbol, description, contrast, pun, pathos, humour, suspense, repetition, fable, etc) in a story/tale/legend/myth</p> <ul style="list-style-type: none"> - Information recalling, garnering and dispensing strategies 		
Poetry (types and features)	Oral/aural African/ Non- African Poetry forms	<ul style="list-style-type: none"> • Enacting incantations/invocations/conjurations and rituals • Doing recitals/recitations • Singing lullabies and panegyrics • Reading and writing simple short lines of poetry 	<ul style="list-style-type: none"> - Mimes/acts as in a ritual/incantation - Recites a poem - Sings a verse (e.g. dirge or lullaby) - Reads a poem aloud - Explains the meaning of a poem 	<ul style="list-style-type: none"> - Identifying types of poetry (praise singer, love, dirge, war, ritualistic incantations, etc) - Identifying the persona/speaker in poetry - Identifying basic poetic devices (e.g. onomatopoeia, alliteration, rhyme, rhythm, form and structure, symbol, imagery, etc) - Writing the title of a poem 	<ul style="list-style-type: none"> ▪ Public speaking (oration) ▪ Fluency ▪ Concision ▪ Emotion ▪ Aesthetics 	<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 - Drawings - Cuttings - Paintings - Cartoons - Recorded texts/sketches - Audios/Videos <p>C. Methods and techniques.</p> <ul style="list-style-type: none"> - Student-student interaction through

	Written African/ Non- African Poetry forms	<ul style="list-style-type: none"> • Reading and writing simple short lines of poetry 	<ul style="list-style-type: none"> - Surveys a poem - Gives the title of a poem - Identifies the form (rhyme and rhythm) and structure (e.g. number of stanzas) of a poem - Identifies the speaker in a poem - Gives the literal meaning of a poem - Determines the subject of a poem - Identifies the rhyme scheme of a poem - Identifies poetic (sound and some simple literary) devices - Appreciates diction in a poem - reads poems silently to identify the themes. 			poetry recitation - Teacher-student interaction through poetry recitation - Coherent/fluent recitation - Use of mime, gestures, simulation, etc - Reading aloud - Prior reading at home - Summaries of texts
Drama (types and features)	Oral/aural African/ Non-African drama forms	<ul style="list-style-type: none"> • Taking part in song and dance • Staging a masquerade • Performing at festivals • Taking part in popular theatre • Acting sketches and drama pieces 	<ul style="list-style-type: none"> - Sings and dances at popular displays and cultural festivals - Debates on topical issues - Mimics/mimes/dramatizes/simulates scenes - Imitates/mimics characters to highlight traits - Role-plays - Involves in public displays - Identifies and uses appropriate but simple stage craft (e.g. stage props, costuming, décor/scenery, etc) 			A. Human - Peers - Teachers - Parents - Other stakeholders B. Material - Pictures - Drawings - Cuttings - Paintings - Cartoons - Recorded texts/sketches - Audios/Videos

	Written African/ Non-African drama forms	<ul style="list-style-type: none"> • Reading and writing simple short sketches and drama pieces 	<ul style="list-style-type: none"> - Identifies drama types (e.g. comedy and tragedy) - Assumes roles and re-enacts written drama forms - Reads aloud drama texts - Listens to and watches films and plays on radio and TV 			C. Methods and techniques. <ul style="list-style-type: none"> - Student-student interaction through sketches - Teacher-student interaction through sketches and drama pieces - Use of mime, gestures, simulation, etc - Reading aloud - Prior reading at home - Summaries of texts
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9- MODULE 2: Cross-curricular

9.1. TIME ALLOCATED TO MODULE 2

Cycle	Class	Title of module	Status	Time allocated
1st	4 ^{ème}	Module 2: Cross-curricular (Partial Immersion)	Compulsory	Cf Corresponding Syllabus

9.2. Title of the Module: Cross-curricular

9.3. Duration: Cf Corresponding Syllabus

9.4. Presentation of the module

The **Module 2**: The Cross-curricular Module as mentioned above takes into consideration the teaching of non-linguistic subjects in the other official language i.e. Citizenship Education, Sports and Physical Education and Craft Work. These subjects correspond to those of Form 3 syllabus now in force in our educational system. The main objective of this module is to expose Francophone learners to the use of the other official language.

9.5. Contribution of the module to the syllabus and areas of life

Its contribution, to the syllabus as well as to areas of life, remains the same while putting in place competence-building mechanisms needed for other syllabuses. It focuses on the exploitation of Media and Communication (ICT). In addition, SBEP takes into consideration all the areas of life and life situations identified in the curriculum of Secondary Education.

9.6. Contribution of the module to syllabus aims and goals

The contribution of **Module 2** to syllabus aims and goals is the same as that which is presented in Module 1. It gives room to the learner's autonomy and responsibility in his social behaviours as well as in the field of communication. It exposes the learner not only to the other official language but also to the British and Anglophone culture, making the Francophone learner a veritable Bilingual Cameroonian as well as a citizen of the world. The learner will be able to work in other domains different from the linguistic field.

9.7. Contribution of the module to the teaching /learning process

The **Cross-curricular Module**, like the other modules of SBEP, puts in place competence-building mechanisms needed for the acquisition and use of the language which will be useful to the learner for further education, the learning of other subjects and everyday life communication, English being the language of Science and research.

10. MODULE 3: Co-curricular

10.1 TIME ALLOCATED

Cycle	Class	Title of module	Status	Time allocated per week	Time allocated per year
1st	4 ^{ème}	Module 3: Co-curricular (Club Activities and the Reading culture)	Compulsory	02	40

10.2. Title of the Module: Co-curricular.

10.3. Duration: 02 hours per week

10.4. Presentation of the Module

Module 3, known as **Co-curricular Module**, takes into account all the Language Club activities and the Reading Culture. In addition, all the aspects presented in Modules 1 and 2 are involved in Module 3. The teaching/learning of this module will easily help the learner to face various life situations within the society.

PROGRAMME OF STUDY: SPECIAL BILINGUAL EDUCATION PROGRAMME (SBEP)
GENERAL SECONDARY EDUCATION
(ANGLAIS INTENSIF: 3^{ème}).

(SBEP)
ANGLAIS INTENSIF

WEEKLY WORKLOAD: (Language) = 03 + (Literature Awareness) = 02 = **05 hours**

ANNUAL WORKLOAD: (Language) = 60 + (Literature Awareness) = 40 = **100 hours**

COEFFICIENT: (Language) = 03 + (Literature Awareness) = 02 = **05**

2- GENERAL PRESENTATION OF THE SBEP/PEBS SYLLABUS

The Special Bilingual Education Programme is made up of three compulsory modules:

- iv. **Module 1: “Anglais Intensif** to francophone learners” which is a subject module that gives room to the teacher to accompany the learners and facilitate the learning of English as an L2;
- v. **Module 2: The Cross-curricular Module** that takes into consideration the teaching of non-linguistic subjects in the other official language i.e. **Citizenship Education, Sports and Physical Education and Craft Work**. These subjects correspond to those of Forms Four and Five syllabuses now in force in our educational system.
- vi. **Module 3: The Co-curricular Module**, involving extra class activities (Language Club activities, the Reading Culture, etc.). These extra class activities are compulsory for the Bilingual students involved in the Special Bilingual Education Programme (SBEP).

2- PLACE OF THE MODULES IN THE SYLLABUS

Considering the Law to Lay down Guidelines for Education which recommends the training of the learner to be autonomous and responsible in discharging his social roles, the **three** modules cover all the aspects of the aims and goals of the curriculum of Secondary Education. The learners, exposed to the modules, will be able to express themselves fluently in English in life situations, especially in their capacity as members of the Cameroonian society, with a double official linguistic culture. These three modules foster national integration and the exposure of the Francophone learner to the Anglophone world and to the global village.

3- CONTRIBUTION OF THE SYLLABUS TO THE TEACHING/LEARNING PROCESS

The **Special Bilingual Education Programme** puts in place competence-building mechanisms needed for other syllabuses, i.e. general communication competences and cross-curricular competences, be they personal, social, intellectual, cognitive, methodological or organizational, indispensable for efficient management of different life situations.

4- CONTRIBUTION OF THE SYLLABUS TO AREAS OF LIFE

This Special Bilingual Education Syllabus is unique because the three modules take into consideration, even at the elementary level, all the 5 areas of life identified in the curriculum of Secondary Education, i.e. **Family and Social Life; Economic Life and Occupations; Environment, Health and Well-being; Citizenship; Media, Communication and Technology.**

5- 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:

- interact orally with classmates, teachers, etc.
- give information to others on a specific topic.
- defend his/her point of view on a simple and familiar topic.
- summarize information from a simple text orally.
- interpret facial expressions, mime and simple gestures.
- talk about/describe certain cultural/traditional aspects in Cameroon.
- sing songs/recite poems on real-life situations and other familiar topics.

READING

The learner can:

- read short texts and answer questions on them.
- read short stories (narrative, informative or descriptive) on familiar topics such as school life, family life, etc and narrate /tell others what they are all about.
- read and identify main ideas in simple texts.
- read basic slogans (on health, cleanliness, pedagogic days, etc).
- read short story books or comic books.
- read words from the dictionary correctly (based on the sounds learned so far).

WRITING

The learner can:

- link simple and short sentences to form longer expressions.
- use cues, pictures, or flash cards to write short paragraphs.
- write out simple activities carried out such as daily routines (what he/she does in the morning, afternoon, evening, etc).
- write short descriptions such as the classroom, school, home, market and other real-life situations.
- write descriptions of objects, people, or the environment (forest, savannah, desert, water, etc).

6- PRESENTATION OF FAMILIES OF SITUATIONS OF LIFE

Family situations are grouped under the two sub-cycles:

- Interacting in the family and community
- Making informed choices on the consumption of goods and services
- Keeping the environment clean and safe to fight disease
- National socio-cultural values
- Information and communication technologies

7- The Modules of the Syllabus

Cycle	Class	Title of Module	Status	Time allocated
1st	(3 ^{ème})	Module 1: Anglais Intensif (Language and Literature Awareness)	Compulsory	05 hrs/week 100 hrs/year
		Module 2: Cross-curricular (Partial Immersion)	Compulsory	Cf Corresponding Syllabus
		Module 3: Co-curricular (Language Club Activities and the Reading Culture)	Compulsory	02hrs/week 40 hrs/year

8- MODULE 1

8.1. TIME ALLOCATED TO MODULE 1

Cycle	Level	Title of Module	Components	Status	Weekly Hrs.	Yearly Hours
1st	4 (3 ^{ème})	Anglais Intensif	Language	Compulsory	3	60
			Literature Awareness	Compulsory	2	40

8.2. Title of the Module: Anglais Intensif.

8.3. Duration: 5 hours per week

8.4. Presentation of the module

The **Anglais Intensif** Module enables the francophone learners to acquire new language skills in English and to consolidate the aspects that have been seen in 4^{ème}. They are essentially exposed to basic language structures like phonology, vocabulary and syntax. They are also initiated into literature, linguistic norms/etiquettes like polite forms, gestures, body and sign language peculiar to the English, Cameroonian and other cultures. The module provides the learners with a package of intermediate English Language structures that could be developed sequentially to enable them to communicate in a simple and autonomous manner as they respond to daily situations of life.

8.5. Contribution of the module to syllabus aims and goals

Considering the Law to Lay down Guidelines for Education which recommends the training of the learner to be autonomous and responsible in discharging his/her social roles, the **Anglais Intensif** class module covers all the aspects of the aims and goals of the curriculum of Secondary Education. The learners, exposed to the module, will be able to express themselves fluently in English in life situations, especially in their capacity as members of the Cameroonian society, with a double official linguistic culture. This module fosters national integration and the exposure of the Francophone learner to the Anglophone world and to the global village.

8.6. Contribution of the module to the teaching/learning process

The **Anglais Intensif** class module puts in place competence-building mechanisms needed for the acquisition and the use of the language which will be useful to the learner for further education, the learning of other subjects and everyday life communication.

8.7. Contribution of the module to the syllabus and areas of life

a) Contribution to the syllabus

The **Anglais Intensif** class module puts in place competence-building mechanisms needed for other syllabuses, i.e. general communication competences and cross-curricular competences, be they personal, social, intellectual, cognitive, methodological or organizational, indispensable for efficient management of different life situations.

b) Contribution to areas of life

The **Anglais Intensif** Module takes into consideration, even at the elementary level, all the 5 areas of life identified in the curriculum of Secondary Education.

8.8. Main components of Module 1: ANGLAIS INTENSIF

Anglais Intensif

Troisième (3^{ème})

(05 hours/week)

Anglais Intensif (05 hours)

PART I: LANGUAGE: 03 hours/week; Coef: 03

CONTEXTUAL FRAMEWORK			COMPETENCE INDICATORS		RESOURCES		
Areas of Life	Examples of Families of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes/ Values	Other Resources
Family and Social Life	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 tolerance 	A. Speech work Recycle vowels/consonants - Contrast all the vowel and consonant sounds B. Grammar: - Revise all the problem areas of grammar - Use adjuncts: <i>while, for, neither...nor, either...or, only, also, never, ever, although</i> - Identify ellipsis:- e.g. "Ndongo loves Ngum, and so does Ekwalla." C. Vocabulary - Words and expressions pertaining to National	- Sociability - Companionability - Cordiality - Responsibility - Orderliness - Politeness - Team building - Collaboration - Consideration - Openness	<ul style="list-style-type: none"> ▪ Pictures, ▪ Texts, ▪ Real objects, ▪ Learners' Parents ▪ Text books, ▪ Newspapers ▪ Magazines, ▪ Video/audio tapes, ▪ CDs, Radio ▪ Television, ▪ Internet, ▪ Dictionaries, ▪ Cartoons, ▪ Maps, ▪ Texts selected from a variety of sources,
			Interacting orally about National integration and diversity acceptance	<ul style="list-style-type: none"> - Exchanges information about National integration and diversity acceptance - Asks for, obtains, and gives information about National integration 			

				<ul style="list-style-type: none"> - and diversity acceptance - Gives preferences, likes, dislikes, etc - Accepts or refuses suggestions/plans pertaining to conflict resolution and some traditional beliefs - Recites poems /tongue twisters - Sings songs 	integration and diversity acceptance		
			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 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 			
			Extensive Reading Making extensive use of written language for information/instruction and entertainment on the topic	<ul style="list-style-type: none"> - Reads books on National integration and diversity acceptance - Keeps a personal library - Handles books properly - Develops the ability to : <ul style="list-style-type: none"> i) report on what he/she has read ii) handle the family library books with care iii) follow the school/community library rules v) handle/take care of books - Organizes and uses the family/class/school/public library 			<ul style="list-style-type: none"> ▪ Other books about National integration and diversity acceptance

			<p>Writing expressive, informative and aesthetic texts related to National integration and diversity acceptance</p>	<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 - Writes short stories about National integration and diversity acceptance - Draws and labels 			
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CONTEXTUAL FRAMEWORK			COMPETENCE INDICATORS		RESOURCES		
Areas of Life	Examples of Families of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes/ Values	Other Resources
The Environment, Health and Well-being	Using language to talk about climate change; maintaining hygiene and sanitation	- Keeping informed about weather conditions/climate change	Listening to informative texts about climate change and about maintaining hygiene and sanitation	- Listens to short, simple texts about climate change and maintaining hygiene and sanitation	A. Speech work - Show mastery of stress patterns and intonation: weak forms in connected speech, orthography and pronunciation B. Grammar - Use relative clauses- direct and indirect speech - Use the first and the second conditional - Use more difficult structures with adjectives: How + adjective, the superlative; too...to, etc. C. Vocabulary - Words and expressions related to climate change and hygiene and sanitation	- Responsibility - Respect - Cleanliness - Creativity - Innovative - Consciousness - Alertness	<ul style="list-style-type: none">▪ Pictures,▪ Texts,▪ Real objects,▪ Learners’▪ Parents▪ Text books,▪ Newspapers▪ Magazines,▪ Video/audio tapes,▪ CDs, Radio▪ Television,▪ Internet,▪ Dictionaries,▪ Cartoons,▪ Maps, <ul style="list-style-type: none">▪ Texts selected from a variety of sources,
		- Being concerned about environmental issues		- Listens to short read-aloud books and simple song lyrics			
		- Finding out about garbage collection and recycling services	- Listens to basic texts for specific information; recognizing common vocabulary and routine expressions and terms relating to climate change and hygiene and sanitation	- Listens to presentations to identify basic details about climate change and hygiene and sanitation			
		- Finding out about climate change and global warming	- Listens to role-plays	- Listens to poem lyrics and tongue twisters			
			communicating orally about climate change and maintaining hygiene and sanitation	- Exchanges information about climate change and also about maintaining hygiene and sanitation - Asks for, obtains, and gives information about climate change and hygiene and sanitation - Requests assistance in an emergency situation - Shares personal experiences - Recites poems/tongue twisters - Sings songs			
			Reading informative, descriptive,	- Reads short, simple texts with pictures - Reads short instructions/notices/notes on climate change and hygiene and sanitation			<ul style="list-style-type: none">▪ Other books

			expressive, and aesthetic texts about climate change and maintaining hygiene and sanitation to decode meaning	<ul style="list-style-type: none"> -Reads charts/diagrams/adverts/brochures/magazines - Reads related pictures - Reads simple illustrated climate change and hygiene and sanitation stories - Reads short, basic descriptions with symbols and illustrations - Reads short, simple poems or song lyrics 			about climate change and maintaining hygiene and sanitation
			Extensive Reading Making extensive use of written language for information and entertainment on the topic	<ul style="list-style-type: none"> - Reads books on climate change and maintaining hygiene and sanitation - Keeps a personal library - Handles books properly - Develops the ability to : <ul style="list-style-type: none"> i) report on what he/she has read ii) handle the family library books with care iii) follow the school/community library rules iv) handle/take care of books - Organizes and uses the family/class/school/public library 			
			Writing expressive, informative and aesthetic texts related to climate change and maintaining hygiene and sanitation	<ul style="list-style-type: none"> - Writes simple texts to provide information about climate change and 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 maintaining hygiene and sanitation - Writes poems, jokes, song lyrics - Writes short stories about climate change and hygiene and sanitation - Draws and labels 			

CONTEXTUAL FRAMEWORK			COMPETENCE INDICATORS		RESOURCES		
Areas of Life	Examples of Families of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes/Values	Other Resources
Economic Life and Occupations	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 	A. Speech work <ul style="list-style-type: none"> - Produce correct word stress and sentence stress B. Grammar <ul style="list-style-type: none"> - Use simple expressions of purpose - Use gerunds - Construct complex sentences: co-ordination, subordination C. Vocabulary <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 - Respect 	<ul style="list-style-type: none"> ▪ Pictures, ▪ Texts, ▪ Real objects, ▪ Learners' Parents ▪ Text books, ▪ Newspapers ▪ Magazines, ▪ Video/audio tapes, ▪ CDs, Radio ▪ Television, ▪ Internet, ▪ Dictionaries, ▪ Cartoons, ▪ Maps, ▪ Texts selected from a variety of sources, ▪ Other books about consumption
			Communicating about consumption habits and how they impact economic and social life	<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 - Expresses opinions, intentions, likes and dislikes about consumption habits and how they impact economic and social life 			

				<ul style="list-style-type: none"> - 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 			habits and how they impact economic and social life
			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, ads, 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 - Researches information on consumption habits and how they impact economic and social life 			
			Extensive Reading Making extensive use of written language for information and entertainment	<ul style="list-style-type: none"> - Reads books on consumption habits and how they impact economic and social life - Keeps a personal library - Handles books properly - Develops the ability to : <ul style="list-style-type: none"> i) report on what he/she has read ii) handle the family library books with care iii) follow the school/community library rules iv) handle/take care of books 			

				- Organizes and uses the family/class/school/public library			
			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 - Writes poems, jokes, song lyrics - Writes short stories about consumption habits and how they impact economic and social life - Draws and labels 			

CONTEXTUAL FRAMEWORK			COMPETENCE INDICATORS		RESOURCES		
Areas of Life	Examples of Families of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes/Values	Other Resources
Citizenship and human values	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/causes on democracy - Taking part in polls/surveys - Campaigning and voting for school Prefects 	Listening to informative texts about the 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 expressions of purpose C. Vocabulary <p>Words and expressions depicting the quest for excellence, gender issues, and democracy</p>	<ul style="list-style-type: none"> - Sociability - Companionability - Cordiality - Acceptance - Respect for others - Self esteem - Dignity 	<ul style="list-style-type: none"> ▪ Pictures, ▪ Texts, ▪ Real objects, ▪ Learners' Parents ▪ Text books, ▪ Newspapers ▪ Magazines, ▪ Video/audio tapes, ▪ CDs, Radio ▪ Television, ▪ Internet, ▪ Dictionaries, ▪ Cartoons, ▪ Maps, ▪ Texts selected from a variety of sources, ▪ Other books about the quest for excellence,
			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, preferences, likes, dislikes about the quest for excellence, gender 			

				<ul style="list-style-type: none"> issues, and democracy - Requests assistance - Recites poems/tongue twisters - Sings songs 			gender issues, and democracy
			<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>Extensive Reading</p> <p>Making extensive use of written language for information and entertainment</p>	<ul style="list-style-type: none"> - Reads books on the quest for excellence, gender issues, and democracy - Keeps a personal library - Handles books properly - Develops the ability to : <ul style="list-style-type: none"> i) report on what he/she has read ii) handle the family library books with care iii) follow the school/community library rules iv) handle/take care of books - Organizes and uses the family/class/school/public library 			

			<p>Writing expressive, informative and aesthetic texts related to the quest for excellence, gender issues, and democracy</p>	<ul style="list-style-type: none"> - Writes simple texts to provide information about 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 democracy - Writes friendly letters/postcards slogans/messages to pen pals on gender equality and democracy - Writes simple questions and answers about gender issues and democracy - Writes poems, jokes, song lyrics - Writes short stories about the citizens of the nation and the world - Draws and labels 			
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CONTEXTUAL FRAMEWORK			COMPETENCE INDICATORS		RESOURCES		
Areas of Life	Examples of Families of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes/ Values	Other Resources
The Media, Communication, Science and Technology	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/entertainment/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 	<ul style="list-style-type: none"> ▪ Pictures, ▪ Texts, ▪ Real objects, ▪ Learners' Parents ▪ Text books, ▪ Newspapers ▪ Magazines, ▪ Video/audio tapes, ▪ CDs, Radio ▪ Television, ▪ Internet, ▪ Dictionaries, ▪ Cartoons, ▪ Maps, ▪ Texts selected from a variety of sources, ▪ Other books on modern
			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 preferences/likes/dislikes - Requests assistance - Shares thoughts, feelings and personal views - Recites poem /tongue twisters - Sings songs/music 			
			Reading	- Reads short, simple texts with			

			<p>informative, descriptive, expressive and expressive texts about modern technology to decode meaning</p>	<p>pictures</p> <ul style="list-style-type: none"> - 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 bars/adverts/brochures on modern technology - Reads short, basic forms asking for personal information - Reads short, simple poems or song lyrics/music 			technology
			<p>Extensive Reading</p> <p>Making extensive use of written language for information and entertainment</p>	<ul style="list-style-type: none"> - Reads books on modern technology - Keeps a personal library - Handles books properly - Develops the ability to : <ul style="list-style-type: none"> i) report on what he/she has read ii) handle the family library books with care iii) follow the school/community library rules iv) handle/take care of books - Organizes and uses the family/class/school/public library 			

			<p>Writing expressive, informative and aesthetic texts related to modern technology</p>	<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 			
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Anglais Intensif (05 hours)

PART II: LITERATURE AWARENESS: 02 hours/week; Coef: 02

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Topic Areas	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes/Values	Other Resources
					Notions	
Prose (types and features)	Oral/aural African/ Non-African Prose forms	<ul style="list-style-type: none"> • Saying riddles, jokes and proverbs • Narrating folktales • Narrating myths and legends 	<ul style="list-style-type: none"> - Listens to stories/folktale/legends/myths from the immediate society - Identifies the type of oral prose - Tells a story/folktale in one's immediate society or tribe - Narrates a legend/myth from one's society - Re-narrates a story/tale/legend/myth and explains its meaning - Participates in the discussion of a story/tale/legend/myth - Identifies themes in a story/legend/myth - Identifies character and traits in a story/legend/myth (e.g. good or bad) - Locates the setting of a story/tale/legend/myth - Draws a morale from a story/tale/legend/myth - Detects simple style in an oral story/tale/legend/myth - Brings out features that make a tale Cameroonian, African or non-African - Reads short stories fluently and with understanding. 	<ul style="list-style-type: none"> - Historical (time) and geographical (place) location of a story (= setting/spatial indicators) - Identifying prose type (e.g. narrative/descriptive: trickster, etiological, moralistic, explaining phenomena/informative, entertaining, etc) - Beginning, middle and end in a story/tale/legend/myth - Literal meaning (= subject matter) in a story/tale/legend/myth - Cause vs. effect (= causality) - Identifying various themes in a story/tale/legend/myth - Main points and story line (= plot) - Determining character traits (physical/emotional/moral) and role played by characters in a story/tale/legend/myth - Learning lessons from a story/tale/legend/myth - Detecting simple stylistic 	<ul style="list-style-type: none"> ▪ Purposefulness ▪ Story-telling ▪ Flexibility ▪ Critical thinking ▪ Comprehension ▪ Creativity ▪ Orderliness ▪ Coherence ▪ Moral ethos ▪ Community living 	<p>A. Human</p> <ul style="list-style-type: none"> - Peers - Teachers - Parents - Community members - Other stakeholders <p>B. Material</p> <ul style="list-style-type: none"> - Pictures - Cartoons - Recorded texts/tales - Audios/Videos <p>C. Methods and techniques.</p> <ul style="list-style-type: none"> - Student-student interaction through story-telling - Teacher-student interaction through story-telling - Coherent narration - Use of mime, gestures, simulation, etc - Prior reading at home - Summaries of texts

	Written African/ Non- African Prose forms	<ul style="list-style-type: none"> • Reading and writing riddles and jokes • Reading and writing folktales • Reading and writing myths and legends • Reading and writing simple prose texts on various topics 	<ul style="list-style-type: none"> - Reads simple/short stories/tales/legends/myths from one's society - Lists the prose features. - Writes simple/short (guided) stories/tales/legends/myths from one's society - Detects simple style in a written story/tale/legend/myth - Summarizes a story - Dramatizes parts of a story 	<p>features (e.g. onomatopoeia, irony, simile, metaphor, personification, symbol, description, contrast, pun, pathos, humour, suspense, repetition, fable, etc) in a story/tale/legend/myth</p> <ul style="list-style-type: none"> - Information recalling, garnering and dispensing strategies 		
Poetry (types and features)	Oral/aural African/ Non- African Poetry forms	<ul style="list-style-type: none"> • Enacting incantations/invocations/conjurations and rituals • Doing recitals/recitations • Singing lullabies and panegyrics • Reading and writing simple short lines of poetry 	<ul style="list-style-type: none"> - Mimes/acts as in a ritual/incantation - Recites a poem - Sings a verse (e.g. dirge or lullaby) - Reads a poem aloud - Explains the meaning of a poem 	<ul style="list-style-type: none"> - Identifying types of poetry (praise singer, love, dirge, war, ritualistic incantations, etc) - Identifying the persona/speaker in poetry - Identifying basic poetic devices (e.g. onomatopoeia, alliteration, rhyme, rhythm, form and structure, symbol, imagery, etc) - Writing the title of a poem 	<ul style="list-style-type: none"> ▪ Public speaking (oration) ▪ Fluency ▪ Concision ▪ Emotion ▪ Aesthetics 	<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 - Drawings - Cuttings - Paintings - Cartoons - Recorded texts/sketches - Audios/Videos <p>C. Methods and techniques.</p> <ul style="list-style-type: none"> - Student-student interaction through

	Written African/ Non- African Poetry forms	<ul style="list-style-type: none"> • Reading and writing simple short lines of poetry 	<ul style="list-style-type: none"> - Surveys a poem - Gives the title of a poem - Identifies the form (rhyme and rhythm) and structure (e.g. number of stanzas) of a poem - Identifies the speaker in a poem - Gives the literal meaning of a poem - Determines the subject of a poem - Identifies the rhyme scheme of a poem - Identifies poetic (sound and some simple literary) devices - Appreciates diction in a poem - reads poems silently to identify the themes. 			<ul style="list-style-type: none"> poetry recitation - Teacher-student interaction through poetry recitation - Coherent/fluent recitation - Use of mime, gestures, simulation, etc - Reading aloud - Prior reading at home - Summaries of texts
Drama (types and features)	Oral/aural African/ Non-African drama forms	<ul style="list-style-type: none"> • Taking part in song and dance • Staging a masquerade • Performing at festivals • Taking part in popular theatre • Acting sketches and drama pieces 	<ul style="list-style-type: none"> - Sings and dances at popular displays and cultural festivals - Debates on topical issues - Mimics/mimes/dramatizes/simulates scenes - Imitates/mimics characters to highlight traits - Role-plays - Involves in public displays - Identifies and uses appropriate but simple stage craft (e.g. stage props, costuming, décor/scenery, etc) 			<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 - Drawings - Cuttings - Paintings - Cartoons - Recorded texts/sketches - Audios/Videos

	Written African/ Non-African drama forms	<ul style="list-style-type: none"> • Reading and writing simple short sketches and drama pieces 	<ul style="list-style-type: none"> - Identifies drama types (e.g. comedy and tragedy) - Assumes roles and re-enacts written drama forms - Reads aloud drama texts - Listens to and watches films and plays on radio and TV 			C. Methods and techniques. <ul style="list-style-type: none"> - Student-student interaction through sketches - Teacher-student interaction through sketches and drama pieces - Use of mime, gestures, simulation, etc. - Reading aloud - Prior reading at home - Summaries of texts
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9- MODULE 2: Cross-curricular

9.1. TIME ALLOCATED TO MODULE 2

Cycle	Class	Title of Module	Status	Time allocated
1st	3 ^{ème}	Module 2: Cross-curricular (Partial Immersion)	Compulsory	Cf Corresponding Syllabus

9.2. Title of the Module: Cross-curricular

9.3. Duration: Cf Corresponding Syllabus

9.4. Presentation of the module

The **Module 2**: The Cross-curricular Module as mentioned above takes into consideration the teaching of non-linguistic subjects in the other official language i.e. Citizenship Education, Sports and Physical Education and Craft Work. These subjects correspond to those of Forms Four and Five syllabuses now in force in our educational system. The main objective of this module is to expose Francophone learners to the use of the other official language.

9.5. Contribution of the module to the syllabus and areas of life

Its contribution, to the syllabus as well as to areas of life, remains the same while putting in place competence-building mechanisms needed for other syllabuses. It focuses on the exploitation of Media and Communication (ICT). In addition, SBEP takes into consideration all the areas of life and life situations identified in the curriculum of Secondary Education.

9.6. Contribution of the module to syllabus aims and goals

The contribution of **Module 2** to syllabus aims and goals is the same as that which is presented in Module 1. It gives room to the learner's autonomy and responsibility in his social behaviours as well as in the field of communication. It exposes the learner not only to the other official language but also to the British and Anglophone culture, making the Francophone learner a veritable Bilingual Cameroonian as well as a citizen of the world. The learner will be able to work in other domains different from the linguistic field.

9.7. Contribution of the module to the teaching /learning process

Cross-curricular Module, like the other modules of SBEP, puts in place competence-building mechanisms needed for the acquisition use of the language which will be useful to the learner for further education, the learning of other subjects and everyday life communication, English being the language of Science and research.

10. MODULE 3: Co-curricular

10.1 TIME ALLOCATED

Cycle	Class	Title of module	Status	Time allocated per week	Time allocated per year
1 st	3 ^{ème}	Module 3: Co-curricular (Club Activities and the Reading culture)	Compulsory	02	40

10.2. Title of the Module: Co-curricular.

10.3. Duration: 02 hours per week

10.4. Presentation of the Module

The **Module 3**, known as **Co-curricular Module**, takes into account all the Language Clubs activities and the Reading Culture. In addition, all the aspects presented in Modules 1 and 2 are involved in Module 3. The teaching/learning of this module will easily help the learner to face various life situations within the society.

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'Éducation', 'Enseignement Secondaire', and 'Le Ministre'. In the center is a small emblem. Overlaid on the stamp is a large, stylized handwritten signature in black ink. Below the signature, the name 'Louis Baptes Baptes' is written in a cursive, pinkish-red ink.

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