

**REPUBLIQUE DU CAMEROUN**

*Paix-Travail-Patrie*

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**MINISTERE DES ENSEIGNEMENTS SECONDAIRES**

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**INSPECTION GENERALE DES ENSEIGNEMENTS**

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**REPUBLIC OF CAMEROON**

*Peace-Work-Fatherland*

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**MINISTRY OF SECONDARY EDUCATION**

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**INSPECTORATE GENERAL OF EDUCATION**

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**MINISTRY OF SECONDARY EDUCATION  
INSPECTORATE GENERAL OF EDUCATION**



**PROGRAMME OF STUDY:  
ENGLISH TO FRANCOPHONES  
General Secondary Education  
*SECONDE (2<sup>nde</sup>)***

**2018**

REPUBLIQUE DU CAMEROUN

*Paix – Travail- Patrie*

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MINISTERE DES ENSEIGNEMENTS SECONDAIRES

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SECRETARIAT GENERAL

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INSPECTION GENERALE DES ENSEIGNEMENTS

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INSPECTION GENERALE DE PEDAGOGIE CHARGEE  
DE L'ENSEIGNEMENT ET DE LA PROMOTION DU  
BILINGUISME

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REPUBLIC OF CAMEROON

*Peace -Work -Fatherland*

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MINISTRY OF SECONDARY EDUCATION

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GENERAL SECRETARIAT

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INSPECTORATE GENERAL OF EDUCATION

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INSPECTORATE OF PEDAGOGY IN CHARGE OF  
TEACHING AND PROMOTION OF BILINGUALISM

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Order N° \_\_\_\_\_ /MINESEC/IGS/IGE \_\_\_\_\_

to outline the syllabus for *Seconde (2nde)* classes of Secondary General Education.

**THE MINISTER OF SECONDARY EDUCATION,**

Mindful of the Constitution;

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

Mindful of Decree N° 2018/191 of 2 March, 2018 reorganise the Government;

Mindful of Decree N° 2018/191 of 2 March, 2018 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 syllabus for *2nde* classes of Secondary General Education shall be outlined as follows:

## TABLE OF CONTENTS

<b>Table of contents .....</b>	<b>3</b>
<b>Workload and Coefficients .....</b>	<b>4</b>
<b>General Presentation of the Programme of Study .....</b>	<b>5</b>
<b>The place of the Programme of Study in the New Curriculum.....</b>	<b>8</b>
<b>Contribution of the Programme of Study to broad areas of Learning (languages) .....</b>	<b>9</b>
<b>Contribution of the Programme of Study (syllabus) to areas of Life .....</b>	<b>9</b>
<b>Areas of Life broadly covered by this Programme of Study.....</b>	<b>10</b>
<b>Programme of Study .....</b>	<b>11</b>
<b>Assessment .....</b>	<b>32</b>

## ***SUBJECT AREA: ANGLAIS: (ENGLISH TO FRANCOPHONES)***

***WEEKLY WORKLOAD: 3/4 hours***

***ANNUAL WORKLOAD: 75/100 hours***

***COEFFICIENT: 3/4***

### **I. GENERAL PRESENTATION OF THE PROGRAMME OF STUDY**

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

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

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

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

To be able to attain the outcomes mentioned above, learners require a fair degree of mastery of phonology, grammar and lexis. They also need to have the capacity to receive, analyse, react, and give information orally and in writing, appropriately.

## **II. STUDENTS' EXIT PROFILE**

The *Seconde (2nde)* class admits young learners with at least four years of exposure to the English language. At the end of the *(2nde)* class, the learners will have built competences and fundamental knowledge in addition to

intellectual, civic and moral skills which will enable them to cultivate their learning in general and their language proficiency in particular, in *Premiere (1ere)*.

### III. Learning Outcomes

By the end of the *seconde* class, the learner (Francophone) will be able to perform a certain number of tasks by using language resources effectively in different real-life situations in English, the Target Language (TL).

#### LISTENING AND SPEAKING

The learner can:

- Listen to instructions and follow them.
- Listen to authentic audio materials for general information.
- Interact orally with peers.
- Answer listening comprehension questions on varied types of listening exercises.
- Listen to and engage in 'intermediate level' conversations.
- Discuss with classmates in a language class.
- Respond appropriately to numerous situations e.g. apologising, expressing regrets, appreciating etc.
- Talk about other subjects.
- Carry out debates on prepared topics;
- Speak fluently and accurately and know when and how to take turns.
- Sing songs, recite poems on the community/neighbourhood/goods and services/health/crimes/safe and responsible use of ICTs.
- Act out conversations such as meeting people, and introducing self, classmates, and friends.
- Listen to longer text types and perform slightly more difficult tasks.

- Give a detailed account of an event.
- Listen to news broadcast.
- Give directives and follow directions.
- Use discourse markers for coherence and cohesion in speech.

## READING

The learner can:

- Read and make judgements.
- Use pre-reading questions to skim and scan.
- Read varied authentic materials with speed and accuracy.
- Agree and disagree with a writer's point of view.
- Read stories or comic books.
- Read and perform tasks (active reading).
- Read and analyse graphs, charts, tables etc.

## WRITING

The learner can:

- Write formal and informal letters, short stories, compositions, articles, speeches, emails, poems, etc.
- Participate in more authentic writing tasks such as writing letters to peers, applying for a job, taking down notes in the target language, etc.
- Recognise and use discourse markers for coherent and cohesive writing.
- Complete sentences with expressions provided or with simple expressions of their own.
- Rearrange jumbled words/sentences to form coherent sentences, paragraphs or texts.
- Identify the different parts of a paragraph/text.

#### IV. TITLE OF THE SUBJECT: ANGLAIS

LEVEL	TITLE OF THE SUBJECT	COMPONENT	STATUS	SERIES	WEEKLY Hrs.	YEARLY HRS
5 (2 <sup>nde</sup> )	<i>Anglais</i>	Language	Compulsory	A	4	100
				C/D	3	75

#### V. The place of the Programme of Study in the Curriculum

In the new paradigm shift, the English Language is neither learned as an isolated school subject for its own end, nor for the sake of passing an examination. It contributes to the learner's overall capacity to be autonomous in using the language in real-life situations. The curriculum, therefore, works towards breaking down barriers between school subjects, that is, it gives English its rightful place as an essential cross-curricular discipline. English, therefore, ceases to be considered as a mere subject which a learner may pass or fail, and thus becomes the medium through which other subjects are learned. A learner's capacity to act competently in a given real-life situation results from a combined use of relevant contributions from all subjects: thus, the idea of cross-curricular competence. English is, therefore, compulsory in the curriculum as a communication, survival and problem-solving tool, and as an instrument of national and international integration.

#### VI. Contribution of the programme of study to broad areas of learning (Languages)

The present syllabus incorporates the four language skills (Categories of Actions as per the Cameroon CBA); three essential knowledge areas of grammar, vocabulary, and speech work with emphasis on competence in real-life situations. It is believed that adequate learning takes place in a real-life context. In other words, a competence is developed through an authentic situation.



Although English and French are the two official languages in Cameroon, they are not indigenous languages. They are spoken within a background of about 260 mother tongues. Consequently, these mother tongues cause interference in the learning of English nationwide. This diversity is found even among teachers who come from the ten regions of Cameroon and who speak different 'Englishes' to their learners. The need to systematically introduce English phonology in English Learning/teaching cannot therefore be ignored.

## **VII. Contribution of the syllabus to areas of life**

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

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

1. Family and Social life (national integration and diversity acceptance, etc.).
2. Economic Life and Occupations (consumption habits and how they impact economic and social life, etc.).
3. Environment, Well-being and Health (maintaining hygiene and sanitation, climate change, etc.).
4. Citizenship/Human Rights (the quest for excellence, gender issues, democracy, etc.).
5. Media and Communication (utilities of modern technology, etc.).

### VIII. Areas of life broadly covered by this programme of study

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

#### BREAK-DOWN OF THE MODULES

YEAR	LEVEL	DOMAINS OF LIFE	FAMILIES OF SITUATIONS (MODULES)	STATUS	TIME	
					C/D	A
5	2 <sup>nde</sup>	Family and Social Life	Using language to talk about locations, emergency help and volunteering	Compulsory	15 hours	20 hours
		Economic Life and Occupations	Using language to elucidate procedures used to purchase goods and services	Compulsory	15 hours	20 hours
		Environment, Well-being and Health	Using language to explore safety measures and health risks	Compulsory	15 hours	20 hours
		Citizenship/Human Rights	Using language to examine civic and legal rights, responsibilities, and infractions (common offences and crimes)	Compulsory	15 hours	20 hours
		Media and Communication	Using language to explore safe and responsible use of ICTs	Compulsory	15 hours	20 hours

## FAMILY AND SOCIAL LIFE

### Module 1: Using language to talk about locations, emergency help and volunteering

#### Presentation of the module

This module addresses real-life situations that inspire second/foreign language learners to communicate with ease on issues of identifying locations, asking and providing emergency help, and requesting and accepting volunteering

#### Contribution to the curriculum goals

This module enables every learner to develop their personality, become conscientious, autonomous, and to inculcate the spirit of cooperation and collaboration. S/he will become a responsible and discerning individual who can fully exercise her/his social roles.

#### Contribution of the module to the broad area of language learning

The learner initiates real-life dialogues and interacts orally with other speakers on issues of locations, emergency help and volunteering, listens and responds appropriately, and understands written texts on these issues, and effectively performs writing activities.

#### Contribution of the module to the domains of life

In the treatment of the family of situations that belongs to the domain of social life, family development, and positive relationship awareness, the teacher is expected to accompany the learner in the process of adopting responsible behaviour with regard to identifying locations, providing emergency help and volunteering.

#### Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15/20 teaching hours, with emphasis on spoken language. S/he shall make sure the lessons are learner-centred, and that proper evaluation (formative/summative) is envisaged. Apart from the 15/20 teaching hours, three hours are set aside every 'sequence' for testing the learners' competence to listen, speak, read, and/or write appropriately.

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
FAMILY OF SITUATIONS	EXAMPLES OF REAL-LIFE SITUATIONS	CATEGORIES OF ACTIONS	EXAMPLES OF ACTIONS	ESSENTIAL KNOWLEDGE	ATTITUDES	OTHER RESOURCES
Using language to talk about locations, emergency help and volunteering	<ul style="list-style-type: none"> <li>-Locating and utilising services of agencies that provide emergency help</li> <li>-Using simple maps to locate places</li> <li>-Reporting an emergency outside the home</li> <li>-Identifying ways of getting involved or volunteering in solving community problems</li> <li>-Asking for, giving, following or clarifying directions</li> </ul>	Listening to informative texts to locate places, get emergency help and offers/requests on volunteering	<ul style="list-style-type: none"> <li>-Listens to directions and information about different locations</li> <li>-Listens to texts about neighbourhood or community problems and their solutions</li> <li>- Listens to read-aloud books and song lyrics concerning neighbourhood or community problems and their solutions</li> <li>-Listens to texts for specific information about volunteering, community problems and their solutions</li> <li>-Listens to role-plays</li> <li>-Listens to poems, song lyrics and tongue twisters</li> <li>-Listens to radio and television news reports, commentaries, interviews about community problems and their solutions</li> <li>-Listens to instructions</li> </ul>	<p><b>A) Speech work:</b> Recycle vowels/ consonants -Contrast all the vowel and consonant sounds</p> <p><b>B) Grammar:</b> -Revise all the problem areas of grammar -Use prepositions of place/direction/ state -Use of WH questions. -Use of the polite form</p> <p><b>C) Vocabulary:</b> -Words and expressions pertaining to location, emergency help and volunteering.</p>	<ul style="list-style-type: none"> <li>-Sociability</li> <li>Companionability</li> <li>- Cordiality</li> <li>-Responsibility</li> <li>-Orderliness</li> <li>-Politeness</li> <li>-Team building</li> <li>-Collaboration/ cooperation</li> <li>-Consideration</li> <li>-Openness</li> </ul>	<p><b>A) Human:</b> -Peers -Teachers -Parents -Other stakeholders</p> <p><b>B) Material:</b> -Pictures -Cartoons -The Dictionary -Parents -Map etc</p> <p><b>C) Methods and Techniques:</b> -Learner-centred -Learner-to-learner -Cooperative</p>

			about community problems and their solutions -Listens to dialogues about community problems and their solutions			and collaborative learning (pair/group work) -Hands on
		Reacting orally following directions, offering emergency help and accepting/ requesting / volunteering services.	-Exchanges information about community problems and their solutions -Asks for, obtains, and gives information about locations, emergency and volunteering services -Accepts or refuses suggestions/plans pertaining to community problems and their solutions -Recites poems /tongue twisters -Sings songs			
		Reading informative, expressive, and aesthetic texts about locations of places, getting emergency help and offering /requesting volunteering services	-Reads texts -Identifies community problems and their solutions in a text -Reads related pictures -Reads stories about volunteering and emergency help -Reads descriptions about locations -Reads forms asking for information about community problems and their solutions -Reads poems or song lyrics related to locations,			

			<p>emergency help and volunteering</p> <p>-Reads headlines, captions in newspapers/brochures to identify community problems and their solutions</p>			
		<p>Writing informative, expressive, and aesthetic texts related to locating places, getting emergency help and offering/requesting volunteering services</p>	<p>-Writes texts (letters, speeches, compositions, emails, articles, etc.) to provide information about community problems and their solutions</p> <p>-Creates blogs about community problems, solutions and their experiences.</p> <p>-Fills out forms</p> <p>-Writes names, addresses of different locations</p> <p>-Keeps a journal (diary)</p> <p>-Writes data in simple forms</p> <p>-Completes sentences on essentials about community problems and their solutions</p> <p>-Writes poems, jokes, song lyrics</p> <p>-Writes stories about procedures used to purchase goods and services</p> <p>-Draws and labels locations and scenes related to emergency help and volunteering.</p>			

# Economic Life and Occupations

## Module 2: Using language to elucidate procedures used to purchase goods and services

### Presentation of module

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

### Contribution to the curriculum goals

This module enables every learner to explore different methods of purchasing goods and services and identifying different procedures of fighting against fraud. S/he will develop the ability to protect consumer rights.

### Contribution of the module to the broad area of language learning

The learner initiates real-life dialogues and interacts orally with other speakers on issues pertaining to the purchase of goods and services, making informed choices, prioritizing purchases and keeping accounts of transactions.

### Contribution of the module to the domains of life

In the treatment of the family of situations that belongs to the domain of economic life, social development, and positive economic management, the teacher is expected to accompany the learner in the process of efficiently planning and managing economic resources.

### Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15/20 teaching hours, with emphasis on spoken language. S/he shall make sure the lessons are learner-centred, and that proper evaluation (formative/summative) is envisaged. Apart from the 15/20 teaching hours, three hours are set aside every 'sequence' for testing the learners' competency to listen, speak, read, and/or write appropriately.

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
FAMILY OF SITUATIONS	EXAMPLES OF REAL-LIFE SITUATIONS	CATEGORIES OF ACTIONS	EXAMPLES OF ACTIONS	ESSENTIAL KNOWLEDGE	ATTITUDES	OTHER RESOURCES
-Using language to elucidate procedures used to purchase goods and services	-Identifying, comparing and using methods of purchasing goods and services including on-line purchasing -Using catalogues and other forms to purchase goods and services -Identifying consumer protection resources available when confronted with fraudulent practices -Writing a cheque -Responding to a cashier's questions concerning means of payment	Listening to informative and descriptive texts about procedures used to purchase goods and services	-Listens to texts about procedures used to purchase goods and services -Listens to read-aloud books and song lyrics -Listens to texts for specific information and routine expressions about procedures used to purchase goods and services -Listens to presentations to identify details about goods and services -Listens to role-plays -Listens to poem lyrics and tongue twisters -Listens to radio and television news reports, commentaries, interviews and analyses -Listens to dialogues/conversations about procedures used to purchase goods and services	<b>A) Speech work:</b> -Produce correct word stress and sentence stress  <b>B) Grammar:</b> -Use simple expressions of purpose -Use gerunds -Comparative forms: as...as/comparative form of adjective + than -Construct complex sentences: subordination  <b>C) Vocabulary:</b> -Words pertaining to: consumption habits , economic and social life -Recognising common vocabulary related to	-Confidence -Politeness -Patience -Courtesy -Flexibility -Friendliness -Respectability -Honesty -Accountability -Tolerance	<b>A) Human:</b> -Peers -Teachers -Parents -Other stakeholders  <b>B) Material:</b> -Pictures -Billboards -Cartoons Newspapers/bro- chures/flyers -The dictionary -Parents, etc.  <b>C) Methods and Techniques:</b> -Learner-centred -Learner-to- learner -Cooperative and collaborative learning (pair/group work) -Hands on
		Talking about procedures used to purchase goods and services	-Exchanges information about procedures used to purchase goods and services -Asks for, obtains, and gives information on selected procedures used to purchase			



			<p>goods and services</p> <ul style="list-style-type: none"> <li>-Expresses opinions, intentions, and preferences about procedures used to purchase goods and services</li> <li>-Inquiries about procedures used to purchase goods and services</li> <li>-Recites poems /tongue twisters</li> <li>-Sings songs</li> </ul>	consumption habits (collocations)		
		<p>Reading informative, descriptive, expressive, and aesthetic texts about procedures used to purchase goods and services</p>	<ul style="list-style-type: none"> <li>-Reads texts with pictures/ figures/charts/brochures</li> <li>-Reads stories on procedures used to purchase goods and services</li> <li>-Reads descriptions, adverts, flyers, hoardings and illustrations</li> <li>-Reads forms asking for information about procedures used to purchase goods and services</li> <li>-Reads facts about goods and services</li> <li>-Reads poems or song lyrics</li> <li>-Searches information on procedures used to purchase goods and services</li> </ul>			
		<p>Writing expressive, descriptive, informative and aesthetic texts related to procedures used to purchase goods</p>	<ul style="list-style-type: none"> <li>-Writes texts (speeches, letters, emails, compositions, articles, flyers, adverts) to provide information about procedures used to purchase goods and services</li> <li>-Keeps a journal of transactions</li> <li>-Calculates transactions (quantities and amounts)</li> </ul>			

		and services	<ul style="list-style-type: none"> <li>-Completes sentences, cloze texts, etc. on essentials about procedures used to purchase goods and services</li> <li>-Writes poems, jokes, song lyrics</li> <li>-Writes stories about procedures used to purchase goods and services</li> <li>-Draws and labels scenes related to the purchase of goods and services</li> </ul>			
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# Environment, Well-being and Health

## Module 3: Using language to explore safety measures and health risks

### Presentation of module

This module addresses real-life situations challenging second/foreign language learners to communicate at the intermediate level in areas dealing with safety measures and health risks

### Contribution to the curriculum goal

This module enables every learner to develop their personality, collaborative competences, become conscientious, and adopt responsible behaviour with regard to safety measures and health risks. S/he will become a responsible individual.

### Contribution of the module to the broad area of language learning

The learner initiates real-life dialogues and interacts orally with other speakers on issues about safety measures and health risks, listens and responds appropriately to issues on well-being and health risks, demonstrates understanding of written texts on these issues, and effectively performs writing activities dealing with related matters.

### Contribution of the module to the domains of life

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

### Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15/20 teaching hours, with emphasis on spoken language. S/he shall make sure the lessons are learner-centred, and that proper evaluation (formative/Summative) is envisaged. Apart from the 15/20 teaching hours, three hours are set aside every 'sequence' for testing the learners' competency to listen, speak, read, and write appropriately

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
FAMILY OF SITUATIONS	EXAMPLES OF REAL-LIFE SITUATIONS	CATEGORIES OF ACTIONS	EXAMPLES OF ACTIONS	ESSENTIAL KNOWLEDGE	ATTITUDES	OTHER RESOURCES
Using language to explore safety measures and health risks	<ul style="list-style-type: none"> <li>-Identifying how to handle, prepare and store food safely</li> <li>-Identifying problems related to drugs, tobacco and alcohol and where treatment may be obtained</li> <li>-Interpreting procedures for simple first aid</li> <li>-Identifying safety measures that can prevent accidents and injuries.</li> </ul>	Listening to informative texts about safety measures and health risks	<ul style="list-style-type: none"> <li>-Listens to texts about principles of safety measures and health risks</li> <li>-Listens to read-aloud texts and song lyrics</li> <li>-Listens to texts for specific information related to safety measures and health risks</li> <li>-Listens to presentations to identify details about principles of safety measures and health risks</li> <li>-Listens to role-plays</li> <li>-Listens to poems, song lyrics and tongue twisters</li> <li>-Listens to radio and television news reports, notices, commentaries, interviews about safety measures and health risks</li> </ul>	<p><b>A) Speech work:</b> Show mastery of intonation and stress patterns</p> <p><b>B) Grammar:</b></p> <ul style="list-style-type: none"> <li>-Use relative clauses</li> <li>-direct and indirect speech</li> <li>-Use the first and the second conditionals</li> <li>-Use more difficult structures with adjectives: How + adjective, the superlative; too...to etc.</li> </ul> <p><b>C) Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-Words and expressions</li> </ul>	<ul style="list-style-type: none"> <li>- Responsibility</li> <li>- Respectability</li> <li>-Cleanliness</li> <li>-Creativity</li> <li>-Innovation</li> <li>- Consciousness</li> <li>-Alertness</li> </ul>	<p><b>A) Human:</b></p> <ul style="list-style-type: none"> <li>-Peers</li> <li>-Teachers</li> <li>-Parents</li> <li>-Other stakeholders</li> </ul> <p><b>B) Material:</b></p> <ul style="list-style-type: none"> <li>-Pictures</li> <li>-Cartoons</li> <li>-The dictionary</li> <li>-Dustbins</li> <li>-Charts</li> <li>-Parents</li> <li>-Newspapers, etc.</li> </ul> <p><b>C) Methods and Techniques:</b></p> <ul style="list-style-type: none"> <li>-Learner-centred</li> <li>-Learner-to-learner</li> </ul>

	-Interpreting safety signs found in the work place			related to safety measures and health risks		-Cooperative and collaborative learning (pair/group work) -Hands on
		Talking orally about safety measures and health risks	<ul style="list-style-type: none"> <li>-Exchanges information about safety measures and health risks</li> <li>-Asks for, obtains, and gives information about safety measures and health risks</li> <li>-Requests assistance in an emergency situation</li> <li>-Shares personal experience related to safety measures and health risks</li> <li>-Recites poems /tongue twisters</li> <li>-Role plays and presentations (sketches, scenes on safety measures)</li> <li>-Presents research findings on safety and health risks</li> <li>-Sings songs</li> </ul>			
		Reading informative, descriptive, expressive, and aesthetic texts about safety measures and health risks	<ul style="list-style-type: none"> <li>-Reads texts with pictures</li> <li>-Reads instructions/notices/ notes on safety measures and health risks</li> <li>-Reads charts/diagrams/notices/brochures/magazines</li> <li>-Reads texts about safety measures and health risks</li> <li>-Reads descriptions with symbols and illustrations</li> <li>-Reads poems or song lyrics</li> </ul>			
		Writing	-Writes (letters, speeches, emails,			

		expressive, informative and aesthetic texts related to safety measures and health risks	compositions, articles, flyers, warning signs) to provide information about safety measures and health risks -Fills out forms -Keeps a journal (diary) -Completes sentences and cloze texts with words and expressions on safety measures and health risks -Writes poems, jokes, song lyrics -Writes short stories about principles on health maintenance -Draws and labels scenes related to safety measures and health risks			
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## Citizenship/Human rights

**Module 4: Using language to examine civic and legal rights, responsibilities, and infractions (common offences and crimes)**

**Presentation of module**

This module addresses real-life situations challenging second/foreign language learners to communicate at the intermediate level in areas of civic and legal rights, responsibilities, and infractions.

### **Contribution to the curriculum goals**

This module enables every learner to develop their personality and collaborative competences, become conscientious and adopt responsible behaviour with regard to civic and legal rights and responsibilities. S/he will become a responsible individual who can fully exercise her/his civic roles.

### **Contribution of the module to the broad area of language learning**

The learner initiates real-life dialogues and interacts orally with other speakers on issues about their civic and legal rights, responsibilities and infractions, listens and responds appropriately to issues on civic and legal rights responsibilities and infractions, demonstrates understanding of written texts and effectively performs writing activities in related areas.

### **Contribution of the module to the domains of life**

In the treatment of the family of situations that belongs to the domain of social life, citizenship, and positive relationship awareness, the teacher is expected to accompany the learner in the process of adopting responsible behaviour with regard to civic and legal rights, responsibilities and infractions.

### **Coverage of the module**

The teacher will endeavour to cover at least 90% of the module within the prescribed 15/20 teaching hours, with emphasis on spoken language. S/he shall make sure the lessons are learner-centred, and that proper evaluation (formative/summative) is envisaged. Apart from the 15/20 teaching hours, three hours are set aside every 'sequence' for testing the learners' competency to listen, speak, read, and/or write, appropriately.

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
FAMILY OF SITUATIONS	EXAMPLES OF REAL-LIFE SITUATIONS	CATEGORIES OF ACTIONS	EXAMPLES OF ACTIONS	ESSENTIAL KNOWLEDGE	ATTITUDES	OTHER RESOURCES
Using language to	-Identifying	Listening to	-Listens to texts about civic and	<b>A) Speech work:</b>	-Sociability	<b>A) Human:</b>

examine civic and legal rights, responsibilities, and infractions (common offences and crimes)	common infractions and legal consequences -Identifying civic responsibilities such as voting, paying taxes and respect of national emblems and monuments -Identifying procedures of reporting a crime -Identifying rights, responsibilities, legal obligations in domestic relationships and how to report problems -Identifying individual, legal and civic rights	informative texts about civic and legal rights, responsibilities, infractions (common offences and crimes) and legal consequences	legal rights, responsibilities, infractions (common offences and crimes) and their legal consequences -Listens to read-aloud texts and song lyrics -Listens to texts for specific information -Listens to presentations to identify details about infractions (common offences and crimes) and their legal consequences -Listens to role-plays -Listens to poems, song lyrics, and tongue twisters -Listens to fables, myths, legends and stories about infractions (common offences and crimes) and their legal consequences -Listens to radio and television news reports, commentaries, interviews about civic and legal rights, responsibilities, infractions (common offences and crimes) and their legal consequences.	- Make thorough discrimination and identification of all the consonant sounds through speech work related to civic and legal rights and responsibilities  <b>B) Grammar:</b> -Use direct and reported speech -Use phrasal verbs -Identify word order in simple expressions of purpose.  <b>C) Vocabulary:</b> Words and expressions depicting the quest for civic and legal rights and responsibilities.	-Companionability - Cordiality -Acceptability -Respect for others -Self esteem -Dignity	-Peers -Teachers -Parents -Other stakeholders  <b>B) Material:</b> -Pictures -Cartoons -The dictionary -UN Charter -Globes -TVs -Parents  <b>C) Methods and Techniques:</b> -Learner-centred -Learner-to-learner -Cooperative and collaborative learning (pair/group work) -Hands on
		Talking about civic and legal rights, responsibilities, infractions (common offences and crimes) and their legal	-Exchanges information about civic and legal rights, responsibilities, infractions (common offences and crimes) and their legal consequences -Asks for, obtains, and gives information about civic and legal			



		consequences	rights, responsibilities, infractions (common offences and crimes) and their legal consequences -Expresses thoughts and feelings about civic and legal rights, responsibilities, infractions (common offences and crimes) and their legal consequences -Requests assistance -Recites poems /tongue twisters -Sings songs			
		Reading informative, descriptive, expressive, and aesthetic texts about civic and legal rights, responsibilities, and infractions (common offences and crimes) and legal consequences	-Reads texts with pictures -Researches on infractions (common offences and crimes) and their legal consequences -Reads illustrated stories on civic and legal rights, responsibilities, infractions (common offences and crimes) and their legal consequences -Reads charters (UN, UNESCO, UNICEF, UNIFEM etc.) -Reads forms asking for further information -Reads announcements, notices, maps, captions, fables, myths, tales from other cultures -Reads short, simple poems or song lyrics			
		Writing expressive, informative and aesthetic texts related to civic and	-Writes texts (letters, emails, rules and regulations, compositions, speeches, articles, warning messages) to provide			

		<p>legal rights, responsibilities, infractions (common offences and crimes) and their legal consequences</p>	<p>information on infractions (common offences and crimes) and their legal consequences</p> <ul style="list-style-type: none"> <li>-Fills out forms</li> <li>-Writes names, addresses</li> <li>-Keeps a journal (diary)</li> <li>-Writes simple resume</li> <li>-Completes sentences, cloze texts, etc. on essentials about civic and legal rights, responsibilities, infractions (common offences and crimes) and their legal consequences</li> <li>-Writes questions and answers about infractions (common offences and crimes) and their legal consequences</li> <li>-Writes poems, jokes, song lyrics</li> <li>-Writes stories about infractions (common offences and crimes) and their legal consequences</li> <li>-Draws and labels scenes depicting civil and legal rights, responsibilities, infractions and their legal consequences</li> <li>-Writes rules on civic and legal rights, responsibilities, infractions and their legal consequences.</li> </ul>			
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## Media and Communication

### Module 5: Using language to explore safe and responsible use of ICTs

#### Presentation of module

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

### **Contribution to the curriculum goals**

This module enables every learner to develop their personality and collaborative competences, become conscientious, and adopt responsible behaviour with regard to modern technology. S/he will become a responsible individual who can manipulate ICT gadgets in a safe and responsible manner and function in the global village.

### **Contribution of the module to the broad area of language learning**

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

### **Contribution of the module to the domains of life**

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

### **Coverage of the module**

The teacher will endeavour to cover at least 90% of the module within the prescribed 15/20 teaching hours, with emphasis on spoken language. S/he shall make sure the lessons are learner-centred, and that proper evaluation (formative/summative) is envisaged. Apart from the 15/20 teaching hours, three hours are set aside every 'sequence' for testing the learners' competency to listen, speak, read, and/or write, appropriately.

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
FAMILY OF SITUATIONS	EXAMPLES OF REAL-LIFE SITUATIONS	CATEGORIES OF ACTIONS	EXAMPLES OF ACTIONS	ESSENTIAL KNOWLEDGE	ATTITUDES	OTHER RESOURCES

Using language to explore safe and responsible use of ICTs	-Finding out and coping with cyber bullying -Distinguishing fact from opinion, fiction from non-fiction, and point of view in social media messages and presentations. -Detecting cyber criminality (scamming/hack-ing)	Listening to informative texts about safe and responsible use of ICTs	-Listens to texts about safe and responsible use of ICTs -Listens to read-aloud texts and song lyrics -Listens to texts for specific information about safe and responsible use of ICTs -Listens to presentations to identify details about safe and responsible use of ICTs -Listens to role-plays -Listens to poems, song lyrics and tongue twisters -Listens to radio and television news reports/spots/entertainments/music/scientific discoveries /commentaries/ interviews about safe and responsible use of ICTs	<b>A) Speech work:</b> -General revision  <b>B) Grammar:</b> -General Revision  <b>C) Vocabulary:</b> -Words and expressions related to modern technological inventions	-Creativity -Resourcefulness -Critical thinking -Attentiveness -Purposefulness -Responsibility -Consciousness	<b>A) Human:</b> -Peers -Teachers -Parents -Other stakeholders  <b>B) Material:</b> -Pictures -Cartoons -Phones -TVs -USB keys/flash drives -Computers -Recorders -Web pages -Parents  <b>C) Methods and Techniques:</b> -Learner-centred -Learner-to- learner -Cooperative and collaborative learning (pair/group work) -Hands on
		Talking about safe and responsible use of ICTs	-Exchanges information about safe and responsible use of ICTs -Asks for, obtains, and gives information about safe and responsible use of ICTs -Expresses preferences -Requests assistance -Shares thoughts, feelings and personal views -Recites poems /tongue twisters -Sings songs			
		Reading informative, descriptive, expressive, and aesthetic texts about safe and	-Reads texts with pictures -Finds names of gadgets /web pages in texts -Reads illustrated modern technology stories -Reads descriptions with symbols/			

		responsible use of ICTs	charts/diagrams and illustrations -Reads instructions on the use of ICTs -Reads captions/news bars/ adverts/brochures on safe and responsible use of ICTs -Reads forms asking for personal information -Reads poems or song lyrics -Reads emails, blogs, twitter, Imo, Facebook, WhatsApp accounts, etc.			
		Writing expressive, descriptive, informative and aesthetic texts related to safe and responsible use of ICTs.	-Writes texts (letters, speeches, emails, articles, compositions) on safe and responsible use of ICTs -Fills out forms/email profiles -Creates and keeps blogs -Writes personal data (Instagram/ Facebook/Twitter etc.) -Completes sentences on essentials about safe and responsible use of ICTs -Writes emails/ SMS/ blogs/ chats/ twitters -Writes poems, jokes, song lyrics -Writes stories about safe and responsible use of ICTs -Netiquette (rules and regulations)			

## ASSESSMENT

The main goal of classroom assessment is the evaluation of students' performance, with the purpose of adjusting the teaching process so that it meets students' learning needs. Both summative and formative assessment methods are recommended for

students' performance and learning evaluation. Summative assessment is mainly used to evaluate learning and furnish information about how much learners have acquired. It is usually given at the end of the year.

## **1 - OBJECTIVES**

Formative or on-going assessment has the following objectives:

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

On the other hand, summative assessment is intended to:

- I. Provide a comprehensive (or summative) indicator of students' achievement at the end of a specific period of study and furnish information to other stakeholders on learners' performances — module / sequence / year
- II. To help teachers make decisions on placement, streaming or promotion of students
- III. To carry out a review of the programme of study for the purpose of improving teaching/learning.

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

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

## **2. WHAT IS ASSESSED AND HOW?**

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

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

## HANDY INFORMATION ABOUT TESTING

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

B) WHAT TEST TECHNIQUES ARE TYPICAL FOR WHICH SKILLS? (NB: A competency involves different skills)	
<b>1. Vocabulary:</b> - Multiple choice (MCQ) - Matching	<b>5. Reading</b> - Multiple choice (MCQ) - Questions for answering (factual, inferential, yes/no,)

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

1. Carefully set your MCQs: Watch your distractors. Do not propose more than one correct response. Do not draw on outside knowledge.
2. For true/false questions: Paraphrase questions; do not repeat the words from the text verbatim. Avoid ambiguity.
3. Comprehension questions: Phrase questions at a lower level of language difficulty than the text.



4. Think of questions which require students to comment on what happens to a character with discussion of reasons or motives for an action. This could be more appropriate for group work or follow-up composition. As concerns advanced learners, some questions may draw attention to the author's style and the levels of language used in the literary text and how they work together to express or symbolise the content or proposition of that text. They may also be called to identify literary devices (e.g. figurative language, allusion, symbol, irony).

**Article 2:** The syllabus as presented in article 1 shall take effect as from the date of signature.

**Article 3:** Previous measures contrary to the present order are henceforth considered null and void.

**Article 4:** The Inspector General of Education, the Inspector Coordinator General in charge of Teaching and Promotion of Bilingualism, the Directors of Secondary General/Technical Education, the Regional and Divisional Delegates of Secondary Education, the Secretaries of Education and the Principals of schools, shall all be responsible for the implementation of this order that will be registered and communicated wherever and whenever necessary.

Yaounde, \_\_\_\_\_

**THE MINISTER OF SECONDARY EDUCATION**

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