REPUBLIQUE DU CAMEROUN	**REPUBLIC OF CAMEROON**
Paix-Travail-Patrie	*Peace-Work-Fatherland*
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MINISTERE DES ENSEIGNEMENTS SECONDAIRES	**MINISTRY OF SECONDARY EDUCATION**
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INSPECTION GENERALE DES ENSEIGNEMENTS	**INSPECTORATE GENERAL OF EDUCATION**
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MINISTRY OF SECONDARY EDUCATION
INSPECTORATE GENERAL OF EDUCATION

PROGRAMME OF STUDY: SPECIAL BILINGUAL EDUCATION PROGRAMME (SBEP)

GENERAL SECONDARY EDUCATION

(INTENSIVE ENGLISH: *2nde*)

2018

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Order N° _____ /MINESEC/IGS/IGE _____

To outline the English Language Syllabus for *Seconde* (*2nde*) classes of the Special Bilingual Education Programme (SBEP) for Secondary General Education To outline the English Language Syllabus of the Special Bilingual Education Programme (SBEP) for *Seconde* (*2nde*) classes of Secondary General Education

THE MINISTER OF SECONDARY EDUCATION,

Mindful of the Constitution;

Mindful of Law Nº 98/004 of 14 April, 1998 to lay down Guidelines for Education in Cameroon;

Mindful of Decree N° 2018/191 of 2 March, 2018 to 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 the Special Bilingual Education Programme (English to Francophones) for *2nde* classes of Secondary General Education is outlined as follows:

TABLE OF CONTENTS

SUBJECT AREA: SPECIAL BILINGUAL EDUCATION PROGRAMME (SBEP)

INTENSIVE ENGLISH

WEEKLY WORKLOAD: (Language use) = **4** + (Literature Awareness) = **2** = **6** hours

ANNUAL WORKLOAD: (Language use) = **100** + (Literature Awareness) = **50** = **150** hours

COEFFICIENT: (Language use) + (Literature Awareness) = **4**

1. GENERAL INTRODUCTION

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 design new syllabus that will enable Francophone learners of English to use the language successfully in real-life situations.

Henceforth, the first and second cycle courses 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.

2. GENERAL PRESENTATION OF THE SBEP SYLLABUS

The Special Bilingual Education Programme is composed of three compulsory modules:

MODULE I: **Intensive English** 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 a Foreign Language (EFL).

MODULE II: The **Cross-curricular Module** takes into consideration the teaching of non-linguistic (content) 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.

MODULE III: The **Co-curricular Module**, involves extra-curricular activities (Language Club activities, the Reading Culture, etc.). These activities are compulsory for the students in the Special Bilingual Education Programme (SBEP).

3.   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/her 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 real-life situations, especially in their capacity as members of the Cameroonian society, with a dual 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.

4.   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 (personal, social, intellectual, cognitive, methodological and/or organisational) which are indispensable for the efficient management of different life situations.

5.   CONTRIBUTION OF THE SYLLABUS TO AREAS OF LIFE

The syllabus of the Special Bilingual Education Programme is unique because the three modules take into consideration all the five (5) areas of life (**Family and Social Life; Economic Life and Occupations; Environment, Well-being and Health; Citizenship/Human Rights; Media and Communication**) identified in the curriculum of Secondary Education.

6. THE MODULES OF THE SYLLABUS

Class	Title	Status	Time allocated
(2nde)	**MODULE I: Intensive English** (Language Use and Literature Awareness)	Compulsory	6 hrs/week 150 hrs/year
	MODULE II : Cross-curricular (Partial Immersion)	Compulsory	Cf Corresponding Syllabus
	MODULE III: **Co-curricular** (Language Club Activities and the Reading Culture)	Compulsory	2 hrs/week 40 hrs/year

7. STUDENTS' EXIT PROFILE

The *Seconde* (2nde) class admits young learners with at least four years of exposure to English as a Foreign Language. At the end of the *Seconde* class, the learners will have built competences and fundamental knowledge, civic, and moral skills which will enable them cultivate their learning in general and their language proficiency in particular in the *Première* (*1ère*) class.

8. MAIN COMPONENTS OF MODULE 1: INTENSIVE ENGLISH

TIME ALLOCATION

Level	Title of Module	Components	Status	Hours per Week	Hours per Year
5 (2nde)	**Intensive English**	Language use	Compulsory	4	100
		Literature Awareness	Compulsory	2	50

PRESENTATION OF THE INTENSIVE ENGLISH MODULE

The **Intensive English** Module enables the francophone learners to acquire new skills in English Language and Literature in English. They will consolidate aspects such as basic literature notions, phonology, vocabulary, syntax, linguistic norms/etiquettes like polite forms, gestures, body and sign language peculiar to the English, Cameroonian and other cultures that have been learnt in 3ème. 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.

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 **Intensive English** 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 real-life situations, especially in their capacity as members of the Cameroonian society, with a dual official linguistic culture. This module fosters national integration and the exposure of the Francophone learners to the Anglophone world and to the global village.

Contribution of the module to the teaching/learning process

The **Intensive English** 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 a n d everyday life communication.

9.   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.
➢ 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/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, essays, articles, e-mails, speeches, poems, and others.
➢ Participate in more authentic writing tasks such as writing letters to peers, applying for a job, taking down notes in the target language and others.
➢ 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.

10. PRESENTATION OF FAMILIES OF SITUATIONS

The family of situations highlight:

➢ Using language to talk about locations, emergency help and volunteering
➢ Using language to elucidate procedures used to purchase goods and services
➢ Using language to explore safety measures and health risks
➢ Using language to examine civic and legal rights, responsibilities, and infractions (common offences and crimes)
➢ Using language to explore safe and responsible use of ICTs.

Module 1: Intensive English

Seconde (2nde)

(6 hours/week)

BREAK-DOWN OF THE MODULES

YEAR	LEVEL	FAMILIES OF SITUATIONS (Titles of Modules)	STATUS	TIME	
				Language Use	Literature Awareness
5	2nde	Using language to talk about locations, emergency help and volunteering	Compulsory	20 hours	10 hours
		Using language to elucidate procedures used to purchase goods and services	Compulsory	20 hours	10 hours
		Using language to explore safety measures and health risks	Compulsory	20 hours	10 hours
		Using language to examine civic and legal rights, responsibilities, and infractions (common offences and crimes)	Compulsory	20 hours	10 hours
		Using language to explore safe and responsible use of ICTs	Compulsory	20 hours	10 hours

NB: The families of situations as presented in the table do not apply to Literature Awareness.

LANGUAGE USE: 1.1

FAMILY AND SOCIAL LIFE

MODULE 1.1.1: Using language to talk about locations, emergency help and volunteering

Presentation of the module
This module addresses real-life situations that inspire 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 to issues on locations, emergency help and volunteering, 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 30 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 30 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	-Locating and utilising services of agencies that provide emergency help -Using simple maps to locate places -Reporting an emergency outside the home -Identifying ways of getting involved or volunteering in solving community problems -Asking for, giving, following or clarifying directions	Listening to informative texts to locate places, get emergency help and offers/requests on volunteering services	-Listens to directions and information about different locations -Listens to texts about neighbourhood or community problems and their solutions - Listens to read-aloud books and song lyrics concerning neighbourhood or community problems and their solutions -Listens to texts for specific information about volunteering, community problems and their solutions -Listens to role-plays -Listens to poems, song lyrics and tongue twisters -Listens to radio and television news reports, commentaries, interviews about community problems and their solutions -Listens to instructions about community problems and their solutions -Listens to dialogues about community problems and their solutions	**A) Speech work:** -Recycle vowels/consonants -Contrast all the vowel and consonant sounds **B) Grammar:** -Revise all the problem areas of grammar -Use prepositions of place/direction/ state -Use of WH questions. -Use of the polite form **C) Vocabulary:** -Words and expressions pertaining to location, emergency help and volunteering.	-Sociability -Companionability - Cordiality -Responsibility -Orderliness -Politeness -Team building Collaboration/Co-operation -Consideration -Openness	**A) Human:** -Peers -Teachers -Parents -Other stakeholders **B) Material:** -Pictures -Cartoons -The Dictionary -Parents -Map etc **C) Methods and Techniques:** -Learner-centred -Learner-to- learner -Cooperative and collaborative learning (pair/group work) -Hands on
		Reacting orally	-Exchanges information about			

		following directions, offering emergency help and accepting /requesting/ volunteering services.	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 descriptions and 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, emergency help and volunteering -Reads headlines, captions in newspapers/brochures to identify community problems and their solutions		
		Writing informative, expressive, and aesthetic texts related to locating places, getting	**-**Writes texts (letters, speeches, compositions, e-mails, articles, etc.) to provide information about community problems and their		

		emergency help and offering /requesting volunteering services	solutions -Creates blogs about community problems, solutions and their experiences. -Fills out forms -Writes names, addresses of different locations -Keeps a journal (diary) -Writes data in simple forms -Completes sentences on essentials about community problems and their solutions -Writes poems, jokes, song lyrics -Writes stories about procedures used to purchase goods and services -Draws and labels locations and scenes related to emergency help and volunteering.			

ECONOMIC LIFE AND OCCUPATIONS

MODULE 1.1.2: Using language to elucidate procedures used to purchase goods and services

Presentation of module

This module addresses real-life situations challenging 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 30 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 30 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	**A) Speech work:** -Produce correct word stress and sentence stress **B) Grammar:** -Use simple expressions of purpose -Use gerunds -Comparative forms: as…as/comparative form of adjective + than -Construct complex sentences: subordination **C) Vocabulary:** -Words pertaining to: consumption habits , economic and social life -Recognizing common vocabulary related to consumption habits (collocations)	-Confidence -Politeness -Patience -Courtesy -Flexibility -Friendliness -Respectability -Honesty -Accountability -Tolerance	**A) Human:** -Peers -Teachers -Parents -Other stakeholders **B) Material:** -Pictures -Billboards -Cartoons Newspapers/brochures /flyers -The dictionary -Parents, etc. **C) Methods and Techniques:** -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 goods and services -Expresses opinions , intentions, and preferences about procedures used to purchase goods and services			

			-Inquiries about procedures used to purchase goods and services -Recites poems /tongue twisters -Sings songs			
		Reading informative, descriptive, expressive, and aesthetic texts about procedures used to purchase goods and services	-Reads texts with pictures/figures/charts/brochures -Reads stories on procedures used to purchase goods and services -Reads descriptions, adverts, flyers, hoardings and illustrations -Reads forms asking for information about procedures used to purchase goods and services -Reads facts about goods and services -Reads poems or song lyrics -Searches information on procedures used to purchase goods and services			
		Writing expressive, descriptive , informative and aesthetic texts related to procedures used to purchase goods and services	-Writes texts (speeches, letters, compositions, e-mails, articles, flyers, adverts) to provide information about procedures used to purchase goods and services -Keeps a journal of transactions -Calculates transactions (quantities and amounts) -Completes sentences, cloze texts, etc. on essentials about procedures used to purchase goods and services -Writes poems, jokes, song lyrics -Writes stories about procedures used to purchase goods and services -Draws and labels scenes related to the purchase of goods and services			

ENVIRONMENT, WELL-BEING AND HEALTH

MODULE 1.1.3: Using language to explore safety measures and health risks

Presentation of module

This module addresses real-life situations challenging 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 30 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 30 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	-Identifying how to handle, prepare and store food safely -Identifying problems related to drugs, tobacco and alcohol and where treatment may be obtained -Interpreting procedures for simple first aid -Identifying safety measures that can prevent accidents and injuries. -Interpreting safety signs found in the work place	Listening to informative texts about safety measures and health risks	-Listens to texts about principles of safety measures and health risks -Listens to read-aloud texts and song lyrics -Listens to texts for specific information related to safety measures and health risks -Listens to presentations to identify details about principles of safety measures and health risks -Listens to role-plays -Listens to poems, song lyrics and tongue twisters -Listens to radio and television news reports, notices, commentaries, interviews about safety measures and health risks	**A)Speech work:** Show mastery of intonation and stress patterns **B) Grammar:** -Use relative clauses -direct and indirect speech -Use the first and the second conditionals -Use more difficult structures with adjectives: How + adjective, the superlative; too...to etc. **C) Vocabulary:** -Words and expressions related to safety measures and health risks	-Responsibility -Respectability -Cleanliness -Creativity -Innovation -Consciousness -Alertness	**A) Human:** -Peers -Teachers -Parents -Other stakeholders **B) Material:** -Pictures -Cartoons -The dictionary -Dustbins -Charts -Parents -Newspapers, etc. **C) Methods and Techniques:** -Learner-centred -Learner-to- learner -Cooperative and collaborative learning (pair/group work) -Hands on
		Talking orally about safety measures and health risks	-Exchanges information about safety measures and health risks -Asks for, obtains, and gives information about safety measures and health risks -Requests assistance in an emergency situation			

			-Shares personal experience related to safety measures and health risks -Recites poems /tongue twisters -Role plays and presentations (sketches, scenes on safety measures) -Presents research findings on safety and health risks -Sings songs
		Reading informative, descriptive, expressive, and aesthetic texts about safety measures and health risks	-Reads texts with pictures -Reads instructions/notices/ notes on safety measures and health risks -Reads charts /diagrams/ notices/brochures/ magazines -Reads texts about safety measures and health risks -Reads descriptions with symbols and illustrations -Reads poems or song lyrics
		Writing expressive, informative and aesthetic texts related to safety measures and health risks	-Writes (letters, speeches, e-mails, 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			

Citizenship/Human rights

MODULE 1.1.4: 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 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, responsibilities and infractions. 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 civic and legal rights, responsibilities and infractions, listens and responds appropriately to issues on civil 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 30 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 30 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 examine civic and legal rights, responsibilities, and infractions (common offences and crimes)	-Identifying 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 legal rights, responsibilities, legal obligations in domestic relationships and how to report problems -Identifying individual, legal and civic rights	Listening to informative texts about civic and legal rights, responsibilities, infractions (common offences and crimes) and legal consequences	-Listens to texts about civic and 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.	**A) Speech work:** - Make thorough discrimination and identification of all the consonant sounds through speech work related to civic and legal rights and responsibilities **B) Grammar:** -Use direct and reported speech -Use phrasal verbs -Identify word order in simple expressions of purpose. **C) Vocabulary:** Words and expressions depicting the quest for civic and legal rights and responsibilities.	-Sociability -Companionability - Cordiality -Acceptability -Respect for others -Self esteem -Dignity	**A) Human:** -Peers -Teachers -Parents -Other stakeholders **B) Material:** -Pictures -Cartoons -The dictionary -UN Charter -Globes -TVs -Parents **C) Methods and Techniques:** -Learner-centred -Learner-to-learner -Cooperative and collaborative learning (pair/group work) -Hands on
		Talking about civic	-Exchanges information about civic			

		and legal rights, responsibilities, and infractions (common offences and crimes) and their legal consequences	and legal rights, responsibilities, infractions (common offences and crimes) and their legal consequences -Asks for, obtains, and gives information about civic and legal 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 and responsibilities, 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 legal rights, responsibilities, infractions (common offences and crimes) and their legal consequences	-Writes texts (letters, e-mails, rules and regulations, compositions, articles, speeches, warning messages) to provide information on infractions (common offences and crimes) and their legal consequences -Fills out forms -Writes names, addresses -Keeps a journal (diary) -Writes simple resume -Completes sentences, cloze texts, etc. on essentials about civic and legal rights, responsibilities, infractions (common offences and crimes) and their legal consequences -Writes questions and answers about infractions (common offences and crimes) and their legal consequences -Writes poems, jokes, song lyrics -Writes stories about infractions (common offences and crimes) and their legal consequences -Draws and labels scenes depicting civil and legal rights, infractions and their legal consequences -Writes rules on civic and legal rights, responsibilities, infractions and their legal consequences.			

MEDIA AND COMMUNICATION

MODULE 1.1.5: Using language to explore safe and responsible use of ICTs

Presentation of module

This module addresses real-life situations challenging 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 30 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 30 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	**A) Speech work:** -General revision **B) Grammar:** -General Revision **C) Vocabulary:** -Words and expressions related to modern technological inventions	-Creativity -Resourcefulness -Critical thinking -Attentiveness -Purposefulness -Responsibility -Consciousness	**A) Human:** -Peers -Teachers -Parents -Other stakeholders **B) Material:** -Pictures -Cartoons -Phones -TVs -USB keys/flash drives -Computers -Recorders -Web pages -Parents
		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			**C) Methods and Techniques:** -Learner-centred -Learner-to- learner -Cooperative and collaborative learning (pair/group work) -Hands on
		Reading informative, descriptive,	-Reads texts with pictures -Finds names of gadgets /web pages in texts			

		expressive, and aesthetic texts about safe and responsible use of ICTs	-Reads illustrated modern technology stories -Reads descriptions with symbols/ 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, articles, e-mails, 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 - Writes netiquettes (rules and regulations)

LITERATURE AWARENESS: 1.2
02 hours/week

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Topic Areas	**Examples of Real-life Situations**	**Categories of Actions**	**Examples of Actions**	**Essential Knowledge**	**Attitudes/Values** / **Notions**	**Other Resources**
Prose (types and features)	Oral/Aural African/ Non-African Prose forms	• Saying riddles, jokes and proverbs • Narrating folktales • Narrating myths and legends	- Listens to/Watches stories/folktale/ legends/myths from the immediate/foreign society on Radio/TV - 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	- 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, novella, etc.) - **Beginning, middle** and **end** in a story/tale/legend/myth - **Literal meaning** (= subject matter) in a story/tale/legend/ myth - Cause and effect (= **causality**) - Identifying various **themes** in a story/tale/legend/myth - Main points and story line (= **plot**) - Determining character traits (**characterization**) (physical/ emotional/moral) and role played by characters in a story/tale/legend/myth - Identifying **protagonist**/ **antagonist**	▪ Purposefulness ▪ Story-telling ▪ Flexibility ▪ Critical thinking ▪ Comprehension ▪ Creativity ▪ Orderliness ▪ Coherence ▪ Moral ethos -community living	**A) Human:** - Peers - Teachers - Parents - Community members - Other stakeholders **B) Material:** - Pictures - Cartoons - Recorded texts/tales - Audios/Videos **C) Methods and techniques:** - Student-student interaction through story-telling - Teacher-student interaction through story-telling

			- Reads short stories fluently and with understanding.	- Learning lessons (**moral**) from a story/tale/legend/myth		- Coherent narration - Use of mime, gestures, simulation, etc - Prior reading at home - Summaries of texts
	Written African/ Non-African Prose forms	• Reading and writing riddles and jokes • Reading and writing folktales • Reading and writing myths and legends • Reading and writing intermediate prose texts on various topics	- Reads stories/tales/legends/myths from one's society - Lists the prose features. - Writes stories/tales/legends/myths from one's society - Detects style in a written story/tale/legend/myth - Summarizes a story - Dramatizes parts of a story	- Detecting intermediate stylistic features (**style** e.g. onomatopoeia, irony, simile, metaphor, personification, symbol, description, contrast, pun, pathos, humour, suspense, repetition, fable, flashback, paradox, allusion, satire, rhetorical question, euphemism, etc.) in a story/tale/legend/myth - Information recalling, garnering and dispensing strategies (**knowledge**, **comprehension**, **application**, **analysis**, **synthesis** and **evaluation**) - **Atmosphere/Scenery** - **Tone** - **Point of view** - **Narrative technique**		
Poetry (types and features)	Oral/Aural African/ Non-African Poetry forms	• Enacting incantations/ invocations/ conjurations and rituals • Doing recitals/ recitations • Singing lullabies and panegyrics • Reading and writing simple short lines of poetry	- Listens to verses/songs/lyrics, etc. - Mimes/acts as in a ritual/ incantation - Recites a poem - Sings a verse (e.g. lullaby, panegyric and dirge) - Reads a poem aloud - Explains the meaning of a poem - Dramatizes a poem	- Identifying **types of poetry** (praise singer, love, dirge, war, ritualistic incantations, nature, elegy, sonnet, lyric, etc) - **Meaning** (literal/literary) - Identifying the **persona/speaker** in poetry - Identifying **poetic devices/ features** {sound/literary (e.g. title, line, stanza, onomatopoeia, alliteration, rhyme, rhythm, form and structure, symbol, imagery, meter/foot, tone, diction, etc)} - Writing the title of a poem	▪ Public speaking (oration) ▪ Fluency ▪ Concision ▪ Emotion ▪ Aesthetics	**A) Human:** - Peers - Teachers - Parents - Other stakeholders **B) Material:** - Pictures - Drawings - Cuttings - Paintings - Cartoons - Recorded texts/sketches - Audios/Videos **C) Methods and**

	Written African/ Non-African Poetry forms	• Reading and writing poetry stanzas	- Surveys a poem - Gives the title of a poem - Identifies the form (rhyme and rhythm) and structure (e.g. number of stanzas and shape) of a poem - Identifies the speaker in a poem - Gives the literal/literary meaning of a poem - Determines the subject of a poem - Identifies the rhyme scheme of a poem - Identifies poetic devices (sound and literary) in a poem - Appreciates diction in a poem - Reads a poem silently to identify the themes - Writes a (stanza) poem			**techniques:** - Student-student interaction through 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	• Taking part in song and dance • Staging a masquerade • Performing at festivals • Taking part in popular theatre • Acting sketches and drama pieces	- Listens to/Watches rituals/festivals incantations/sketches/drama/theatre/ movies on Radio/TV - 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 stagecraft (e.g. stage props, costuming, décor/scenery, etc)	• **Tragedy** • **Comedy** • **Tragicomedy** • **Melodrama** • **Humour** • **Character traits** • **Hero/Heroine** • **Stage directions** • **Stagecraft** (props, décor/scenery, costuming)	▪ Story-telling ▪ Flexibility ▪ Performance ▪ Comprehension ▪ Creativity ▪ Orderliness ▪ Cooperation ▪ Moral ethos ▪ ommunity living ▪ ublic speaking	**A) Human:** - Peers - Teachers - Parents - Other stakeholders **B) Material:** - Pictures - Drawings - Cuttings - Paintings - Cartoons - Recorded texts/sketches - Audios/Videos **C) Methods and**

					techniques:
			• **Setting/Scenery/Atmosphere**		- Student-student interaction through sketches
			• **Scene(s)**		- Teacher-student interaction through sketches and drama pieces
			• **Act(s)**		- Use of mime, gestures, simulation, etc.
			• **Prologue**		- Reading aloud
			• **Epilogue**		- Prior reading at home
			• **Picture interpretation/reading**		- Summaries of texts
	Written African/ Non-African drama forms	• Reading and writing simple short sketches and drama pieces	- Identifies drama types (e.g. comedy, pantomime and tragedy) - Assumes roles and re-enacts written drama forms - Reads aloud drama texts			

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:

a. 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;

b. To help teachers make decisions on placement, streaming or promotion of students;

c. 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 H0W?

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

B) WHAT TEST TECHNIQUES ARE TYPICAL FOR WHICH SKILLS? (NB: A competency involves different skills)	
1. Vocabulary: - Multiple choice (MCQ) - Matching - Filling in blanks - Modified cloze - Labelling - Underlining/circling - Word building -Transformation **2. Grammar** - Multiple choice - Modified cloze - Filling in blanks - Transformation - Building dialogues **3. Pronunciation** - Multiple choice - Dictation **4. Listening** - Multiple choice - Questions / answers - Filling in blanks - True/false or yes/no - Continuing the story and imagining its end - Underlining/circling -Taking down notes	**5. Reading** - Multiple choice (MCQ) - Questions for answering (factual, inferential, yes/no) -True/false, life experience, opinion etc. - Filling in blanks - Matching - Summary - Open-ended sentences **6. Speaking** - Repetition - Reading aloud - Picture talks - Role Play - Responding orally - Debates - Exposés - Questions and answers **7. Writing** - Transformation (e.g. combining phrases, changing tenses, paraphrasing, summarising etc.) - Dictation - Composition (Guided or free, individual or group) - Picture composition - Rewriting/re-ordering sentences or paragraphs - Completing statements

Remember:

1. <u>Carefully set your MCQs</u>: 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).

MODULE 2: Cross-curricular

TIME ALLOCATION (Cf Corresponding Syllabus)

Class	Title of Module	Status	Time allocated
2nde	**Module 2**: **Cross-curricular** (Partial Immersion)	Compulsory	Cf Corresponding Syllabus

Title of the Module: Cross-curricular
Duration: Cf Corresponding Syllabus
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 the 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.

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.

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 for a 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.

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 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.

MODULE 3: Co-curricular

TIME ALLOCATION

Class	Title of module	Status	Time allocated per week	Time allocated per year
2nde	**Module 3**: **Co-curricular** (Club Activities and the Reading culture)	Compulsory	02	40

Title of the Module: Co-curricular.
Duration: 02 hours per week

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.

Article 2: The programme of study presented in article one (1) here above shall take effect as from the beginning of the 2018-2019 academic year;

Article 3: All previous provisions repugnant hereto are hereby declared null and void;

Article 4: The Inspector-General of Education, the Inspector Coordinator-General in Charge of the Teaching and Promotion of Bilingualism, the Director in charge of Examinations and Certification (DECC) in the Ministry, the Director of Secondary General Education, the Director of Private Education, Regional Delegates for Secondary Education, Divisional Delegates for Secondary Education, Education Secretaries of various Lay and Confessional Education Agencies, Principals and Teachers of public and private schools, each in their sphere, are responsible for the strict and rigorous implementation of this order which shall be registered and published in the Official Gazette in English and French.

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