



ZIMBABWE

# MINISTRY OF PRIMARY AND SECONDARY EDUCATION

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## ENGLISH LANGUAGE SYLLABUS

### FORMS 1 - 4

2024 - 2030

Curriculum Development Unit  
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## ACKNOWLEDGEMENTS

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## **1.0 PREAMBLE**

### **1.1 Introduction**

The Forms 1-4 English Language Syllabus is anchored on the heritage-based philosophy, covering the teaching and learning of English Language. It takes into account the importance of language as one of the vehicles for communication and a tool for cultural, political, religious, social and economic development. The syllabus uses the communicative-functional approach to the teaching and learning of English Language. It allows for tolerance and appreciation of individual differences and diversity. The teaching and learning of the heritage-based English Language aims to produce learners who are not only linguistically competent, but whose norms and values are firmly grounded in the appreciation of their tangible and intangible heritage. It seeks to enable learners to communicate through ethical and responsible use of Information and Communication Technologies (ICTs).

### **1.2 Rationale**

The heritage-based English Language syllabus for Forms 1-4 seeks to produce learners who can communicate effectively in a variety of contexts. The syllabus promotes the development of the four macro language skills namely: listening/observing, speaking/signing, reading and writing/braille, and their sub-skills through learner-centred and interactive methodologies. Through learner-centred methodologies, the syllabus fosters effective exploration of both tangible and intangible aspects of our heritage, thereby encouraging cultural identity, pride and continuity. In addition, it also promotes the development of 21<sup>st</sup> century skills in learners, thus preparing them to function productively in the global context.

### **1.3 Summary of Content**

The heritage-based English Language syllabus for forms 1-4 emphasises the teaching and learning of the four macro skills: listening/observing, speaking/signing, reading and writing/braille and their sub skills. The syllabus also promotes the development of psycho-motor, cognitive and affective domains in learners through appropriate use of language. The teaching and learning of English Language involves careful selection of texts and ICT tools to promote the appreciation of tangible and intangible heritage.

## **1.4 Assumptions**

It is assumed that learners have:

- prior knowledge of English Language
- the desire to learn English Language
- some level of tolerance
- appreciation of ICT
- some knowledge about their heritage

## **1.5 Cross-cutting themes**

In the teaching and learning of English Language, the following are some of the cross-cutting themes that should be taken into consideration:

- Health and wellbeing
- Gender and equity
- Children's rights and responsibilities
- Disaster risk reduction and management
- Climate change
- ICT
- Entrepreneurship
- Environmental Management

## **2.0 PRESENTATION OF THE SYLLABUS**

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

## **3.0 AIMS**

The heritage-based English Language syllabus aims to:

- 3.1 promote patriotism and appreciation of tangible and intangible heritage through effective use of English Language in a variety of situations
- 3.2 develop in learners the four macro language skills for application in various situations
- 3.3 instil in learners an awareness of the usefulness of English Language as one of the media of national and international communication, as well as the value of effective language command and use for personal and national development

- 3.4 equip learners with communicative proficiency in English Language using the four macro language skills in different situations
- 3.5 develop linguistic competencies that enhance communication proficiency for application in the business world
- 3.6 enhance the development of 21<sup>st</sup> century skills in learners through effective communication in English Language

#### **4.0 SYLLABUS OBJECTIVES**

Learners should be able to:

- 4.1 use the four macro language skills in various communicative contexts
- 4.2 utilise appropriate language (register) in diverse situations
- 4.3 express themselves proficiently using English Language in career and entrepreneurship interactions
- 4.4 demonstrate an appreciation of tangible and intangible heritage aspects in various communicative settings
- 4.5 exude patriotism and values of Ubuntu/Unhu/Vumunhu through effective use of English Language
- 4.6 expand interactive skills using Information Communication Technology
- 4.7 apply 21<sup>st</sup> century skills in effective communication in the dynamic global context

#### **5.0 METHODOLOGY AND TIME ALLOCATION**

##### **5.1 Methodology**

This syllabus uses the functional-communicative and multi-sensory approaches. It encourages learner-centred and interactive methodologies which equip learners with appropriate linguistic skills and register. Within the functional-communicative approach, the following are some of the recommended methods:

- Debate and discussion
- Individual and group presentations
- Drama
- Role-play/imitation/simulation
- Poetry, music and dance
- Educational tours
- E-learning and digitisation
- Research
- Projects

- Puppetry
- Diorama
- School on the shop floor

## **5.2 Time allocation**

For effective teaching and learning of English Language, a minimum of 6 periods of 40 minutes each per week is recommended.

## **6.0 SYLLABUS TOPICS**

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

- Listening/Observing
- Speaking/Signing
- Reading
- Writing/Braille

## 7.0 SCOPE AND SEQUENCE

### TOPIC/SKILL 1: LISTENING/OBSERVING

| CONCEPTS/ASPECTS               | FORM 1  | FORM 2  | FORM 3   | FORM 4   |
|--------------------------------|---|---|--|--|
| <b>Listening comprehension</b> | <ul style="list-style-type: none"> <li>• Attentive listening</li> <li>• Simple recall</li> <li>• Comprehension</li> <li>• Note taking</li> </ul>            | <ul style="list-style-type: none"> <li>• Attentive listening</li> <li>• Simple recall</li> <li>• Comprehension</li> <li>• Note taking</li> </ul>            | <ul style="list-style-type: none"> <li>• Attentive listening</li> <li>• Simple recall</li> <li>• Comprehension</li> <li>• Note taking</li> <li>• Summary</li> <li>• Inference</li> <li>• Evaluation</li> </ul> | <ul style="list-style-type: none"> <li>• Attentive listening</li> <li>• Simple recall</li> <li>• Comprehension</li> <li>• Note taking</li> <li>• Summary</li> <li>• Inference</li> <li>• Evaluation</li> </ul> |
| <b>Oral instructions</b>       | <ul style="list-style-type: none"> <li>• Instructions</li> <li>• Announcements</li> <li>• Simple directions</li> <li>• Messages</li> </ul>                  | <ul style="list-style-type: none"> <li>• Instructions</li> <li>• Announcements</li> <li>• Simple directions</li> <li>• Messages</li> </ul>                  | <ul style="list-style-type: none"> <li>• Instructions</li> <li>• Announcements</li> <li>• Complex directions</li> <li>• Messages</li> </ul>  | <ul style="list-style-type: none"> <li>• Instructions</li> <li>• Announcements</li> <li>• Complex directions</li> <li>• Messages</li> </ul>  |
| <b>Conversations</b>           | <ul style="list-style-type: none"> <li>• Dialogues</li> <li>• Register</li> <li>• Verbal and non-verbal cues</li> <li>• Conversational etiquette</li> </ul> | <ul style="list-style-type: none"> <li>• Dialogues</li> <li>• Register</li> <li>• Verbal and non-verbal cues</li> <li>• Conversational etiquette</li> </ul> | <ul style="list-style-type: none"> <li>• Dialogues</li> <li>• Interviews</li> <li>• Register</li> <li>• Verbal and non-verbal cues</li> <li>• Conversational etiquette</li> </ul>                              | <ul style="list-style-type: none"> <li>• Dialogues</li> <li>• Interviews</li> <li>• Register</li> <li>• Verbal and non-verbal cues</li> <li>• Conversational etiquette</li> </ul>                              |
| <b>Purposeful listening</b>    | <ul style="list-style-type: none"> <li>• Directed listening</li> <li>• Dictation</li> <li>• Pronunciation</li> <li>• Specific questions</li> </ul>          | <ul style="list-style-type: none"> <li>• Directed listening</li> <li>• Dictation</li> <li>• Pronunciation</li> <li>• Specific questions</li> </ul>          | <ul style="list-style-type: none"> <li>• Directed listening</li> <li>• Selective listening</li> <li>• Dictation</li> <li>• Pronunciation</li> </ul>  | <ul style="list-style-type: none"> <li>• Directed listening</li> <li>• Selective listening</li> <li>• Dictation</li> <li>• Pronunciation</li> </ul>  |



| CONCEPTS/ASPECTS | FORM 1  | FORM 2  | FORM 3  | FORM 4  |
|------------------|---|---|---|---|
|                  | <ul style="list-style-type: none"> <li>• Tone and intonation</li> </ul> | <ul style="list-style-type: none"> <li>• Tone and intonation</li> </ul> | <ul style="list-style-type: none"> <li>• Specific questions</li> <li>• Tone and intonation</li> </ul> | <ul style="list-style-type: none"> <li>• Specific questions</li> <li>• Tone and intonation</li> </ul> |

## TOPIC/ SKILL 2: SPEAKING/SIGNING

| CONCEPTS/ASPECTS     | FORM 1   | FORM 2   | FORM 3  | FORM 4  |
|----------------------|--|--|---|---|
| <b>Pronunciation</b> | <ul style="list-style-type: none"> <li>• Vowels</li> <li>• Consonant clusters</li> <li>• Consonants</li> <li>• Diphthongs</li> </ul>   | <ul style="list-style-type: none"> <li>• Vowels</li> <li>• Consonant clusters</li> <li>• Consonants</li> <li>• Diphthongs</li> </ul>   | <ul style="list-style-type: none"> <li>• Vowels</li> <li>• Consonant clusters</li> <li>• Consonants</li> <li>• Diphthongs</li> <li>• Triphthongs</li> </ul>   | <ul style="list-style-type: none"> <li>• Vowels</li> <li>• Consonant clusters</li> <li>• Consonants</li> <li>• Diphthongs</li> <li>• Triphthongs</li> </ul>   |
| <b>Register</b>      | <ul style="list-style-type: none"> <li>• Formality and informality</li> <li>• Introductions</li> <li>• Greetings</li> <li>• Requests</li> <li>• Invitations</li> <li>• Apologies</li> <li>• Compliments</li> <li>• Telephone etiquette</li> <li>• Expression of gratitude</li> <li>• Advising</li> </ul> | <ul style="list-style-type: none"> <li>• Formality and informality</li> <li>• Introductions</li> <li>• Greetings</li> <li>• Requests</li> <li>• Invitations</li> <li>• Apologies</li> <li>• Compliments</li> <li>• Telephone etiquette</li> <li>• Expression of gratitude</li> <li>• Advising</li> </ul> | <ul style="list-style-type: none"> <li>• Formality and informality</li> <li>• Expression of opinion</li> <li>• Complaints</li> <li>• Condolences</li> <li>• Interviews</li> <li>• Persuasion</li> <li>• Announcements</li> <li>• Counselling</li> <li>• Personality traits</li> <li>• Advising</li> </ul> | <ul style="list-style-type: none"> <li>• Formality and informality</li> <li>• Expression of opinion</li> <li>• Complaints</li> <li>• Condolences</li> <li>• Interviews</li> <li>• Persuasion</li> <li>• Announcements</li> <li>• Counselling</li> <li>• Personality traits</li> <li>• Advising</li> </ul> |

| CONCEPTS/ASPECTS    | FORM 1  | FORM 2  | FORM 3  | FORM 4  |
|---------------------|---|---|---|---|
| <b>Descriptions</b> | <ul style="list-style-type: none"> <li>• Self</li> <li>• Objects</li> <li>• People</li> <li>• Scenes</li> <li>• Flora and fauna</li> <li>• Processes</li> </ul> | <ul style="list-style-type: none"> <li>• Self</li> <li>• Objects</li> <li>• People</li> <li>• Scenes</li> <li>• Flora and fauna</li> <li>• Processes</li> </ul> | <ul style="list-style-type: none"> <li>• Self</li> <li>• Objects</li> <li>• People</li> <li>• Scenes</li> <li>• Flora and fauna</li> <li>• Processes</li> <li>• Products</li> <li>• Events</li> </ul> | <ul style="list-style-type: none"> <li>• Self</li> <li>• Objects</li> <li>• People</li> <li>• Scenes</li> <li>• Flora and fauna</li> <li>• Processes</li> <li>• Products</li> <li>• Events</li> </ul> |
| <b>Debates</b>      | <ul style="list-style-type: none"> <li>• Debating procedures</li> <li>• Topical issues-local</li> </ul>   | <ul style="list-style-type: none"> <li>• Debating procedures</li> <li>• Topical issues-local</li> </ul>   | <ul style="list-style-type: none"> <li>• Debating styles</li> <li>• Topical issues</li> </ul>   | <ul style="list-style-type: none"> <li>• Debating styles</li> <li>• Topical issues</li> </ul>   |
| <b>Speeches</b>     | <ul style="list-style-type: none"> <li>• Impromptu</li> <li>• Prepared</li> <li>• Appropriate register</li> </ul>   | <ul style="list-style-type: none"> <li>• Impromptu</li> <li>• Prepared</li> <li>• Appropriate register</li> </ul>   | <ul style="list-style-type: none"> <li>• Impromptu</li> <li>• Prepared</li> <li>• Appropriate register</li> <li>• Presentations</li> </ul>  | <ul style="list-style-type: none"> <li>• Impromptu</li> <li>• Prepared</li> <li>• Appropriate register</li> <li>• Presentations</li> </ul>  |

### TOPIC/SKILL 3: READING/SIGNING

| CONCEPTS/ASPECTS         | FORM 1   | FORM 2   | FORM 3   | FORM 4   |
|--------------------------|--|--|--|--|
| <b>Intensive reading</b> | <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Note making</li> <li>• Summary writing</li> <li>• Types of questions</li> </ul> | <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Note making</li> <li>• Summary writing</li> <li>• Types of questions</li> </ul> | <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Note making</li> <li>• Summary writing</li> <li>• Paraphrasing</li> </ul> | <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Note making</li> <li>• Summary writing</li> <li>• Paraphrasing</li> </ul> |

| CONCEPTS/ASPECTS         | FORM 1  | FORM 2  | FORM 3  | FORM 4  |
|--------------------------|---|---|---|---|
|                          | <ul style="list-style-type: none"> <li>Contextual meaning               <ul style="list-style-type: none"> <li>Characterisation</li> <li>Setting</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Contextual meaning               <ul style="list-style-type: none"> <li>Characterisation</li> <li>Setting</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Types of questions:</li> <li>Contextual meaning</li> <li>Evaluation</li> <li>Analysis</li> <li>Synthesis</li> <li>Tone and mood</li> </ul>                 | <ul style="list-style-type: none"> <li>Types of questions:</li> <li>Contextual meaning</li> <li>Evaluation</li> <li>Analysis</li> <li>Synthesis</li> <li>Tone and mood</li> </ul>                 |
| <b>Extensive reading</b> | <ul style="list-style-type: none"> <li>Characterisation</li> <li>Setting</li> <li>Themes</li> <li>Plot</li> </ul>   | <ul style="list-style-type: none"> <li>Characterisation</li> <li>Setting</li> <li>Themes</li> <li>Plot</li> </ul>   | <ul style="list-style-type: none"> <li>Characterisation</li> <li>Plot</li> <li>Setting</li> <li>Style</li> <li>Themes</li> <li>Research</li> <li>Moral lessons</li> <li>Media literacy</li> </ul> | <ul style="list-style-type: none"> <li>Characterisation</li> <li>Plot</li> <li>Setting</li> <li>Style</li> <li>Themes</li> <li>Research</li> <li>Moral lessons</li> <li>Media literacy</li> </ul> |
| <b>Referencing</b>       | <ul style="list-style-type: none"> <li>Online resources</li> <li>Reference sources</li> <li>Sections of a book</li> </ul>   | <ul style="list-style-type: none"> <li>Online resources</li> <li>Reference sources</li> <li>Sections of a book</li> </ul>   | <ul style="list-style-type: none"> <li>Reference sources</li> <li>Sections of a book</li> <li>Online resources</li> </ul>   | <ul style="list-style-type: none"> <li>Reference sources</li> <li>Sections of a book</li> <li>Online resources</li> </ul>   |

## TOPIC/SKILL 4: WRITING/BRAILLING

| CONCEPTS/ASPECTS                      | FORM 1   | FORM 2   | FORM 3  | FORM 4  |
|---------------------------------------|--|--|---|---|
| <b>Aspects of composition writing</b> | <ul style="list-style-type: none"> <li>• Basic sentence construction</li> <li>• Types of sentences</li> <li>• Paragraphing</li> <li>• Linking devices</li> <li>• Appropriate register</li> </ul> | <ul style="list-style-type: none"> <li>• Basic sentence construction</li> <li>• Types of sentences</li> <li>• Paragraphing</li> <li>• Linking devices</li> <li>• Appropriate register</li> </ul> | <ul style="list-style-type: none"> <li>• Types of sentences</li> <li>• Linking devices</li> <li>• Amplification of notes</li> <li>• Figurative language</li> <li>• Paragraphing</li> <li>• Appropriate register</li> <li>• Diction</li> </ul> | <ul style="list-style-type: none"> <li>• Types of sentences</li> <li>• Linking devices</li> <li>• Amplification of notes</li> <li>• Figurative language</li> <li>• Paragraphing</li> <li>• Appropriate register</li> <li>• Diction</li> </ul> |
| <b>Free compositions</b>              | <ul style="list-style-type: none"> <li>• Creative writing techniques</li> <li>• Paragraphing</li> <li>• Narrative writing techniques</li> <li>• Descriptive writing techniques</li> </ul>        | <ul style="list-style-type: none"> <li>• Creative writing techniques</li> <li>• Paragraphing</li> <li>• Narrative writing techniques</li> <li>• Descriptive writing techniques</li> </ul>        | <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Descriptive</li> <li>• Informative</li> <li>• Argumentative</li> <li>• Discursive</li> </ul>  | <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Descriptive</li> <li>• Informative</li> <li>• Argumentative</li> <li>• Discursive</li> </ul>  |

| CONCEPTS/ASPECTS           | FORM 1   | FORM 2   | FORM 3   | FORM 4   |
|----------------------------|--|--|--|--|
|                            | <ul style="list-style-type: none"> <li>• Informative writing techniques</li> </ul>                 | <ul style="list-style-type: none"> <li>• Informative writing techniques</li> </ul>                 |  |  |
| <b>Guided compositions</b> | <ul style="list-style-type: none"> <li>• Letters</li> <li>• Reports</li> <li>• Speeches</li> </ul> | <ul style="list-style-type: none"> <li>• Letters</li> <li>• Reports</li> <li>• Speeches</li> </ul> | <ul style="list-style-type: none"> <li>• Memoranda</li> <li>• Letters</li> <li>• Articles</li> <li>• Curriculum vitae</li> <li>• Reports</li> <li>• Speeches</li> <li>• Completion of forms</li> </ul> | <ul style="list-style-type: none"> <li>• Memoranda</li> <li>• Letters</li> <li>• Articles</li> <li>• Curriculum vitae</li> <li>• Reports</li> <li>• Speeches</li> <li>• Completion of forms</li> </ul> |

## TOPIC/SKILL 5: SUPPORTING LANGUAGE STRUCTURES

The heritage-based English Language syllabus is functional-communicative in nature. The following language structures should be taught contextually so that learners connect with their heritage, making teaching and learning relevant and functional in the dynamic world.

| SUB TOPIC    | FORM 1  | FORM 2  | FORM 3  | FORM 4  |
|--------------|---|---|---|---|
| <b>Nouns</b> | <ul style="list-style-type: none"> <li>• Types of nouns</li> <li>• Plural forms</li> <li>• Opposites</li> </ul> | <ul style="list-style-type: none"> <li>• Types of nouns</li> <li>• Plural forms</li> <li>• Opposites</li> </ul> | <ul style="list-style-type: none"> <li>• Types of nouns</li> <li>• Plural forms</li> <li>• Opposites</li> <li>• Masculine and feminine nouns</li> <li>• Noun formation</li> </ul> | <ul style="list-style-type: none"> <li>• Types of nouns</li> <li>• Plural forms</li> <li>• Opposites</li> <li>• Masculine and feminine nouns</li> <li>• Noun formation</li> </ul> |

| SUB TOPIC         | FORM 1  | FORM 2  | FORM 3  | FORM 4  |
|-------------------|---|---|---|---|
|                   | <ul style="list-style-type: none"> <li>• Masculine and feminine nouns</li> <li>• Noun formation</li> </ul>  | <ul style="list-style-type: none"> <li>• Masculine and feminine nouns</li> <li>• Noun formation</li> </ul>  |   |   |
| <b>Verbs</b>      | <ul style="list-style-type: none"> <li>• Tenses</li> <li>• Sequence of tenses</li> <li>• Subject-verb agreement</li> </ul>  | <ul style="list-style-type: none"> <li>• Tenses</li> <li>• Sequence of tenses</li> <li>• Subject-verb agreement</li> </ul>  | <ul style="list-style-type: none"> <li>• Tenses</li> <li>• Sequence of tenses</li> <li>• Subject-verb agreement</li> <li>• Active and passive forms</li> <li>• Auxiliaries and modals</li> <li>• Phrasal verbs</li> </ul> | <ul style="list-style-type: none"> <li>• Tenses</li> <li>• Sequence of tenses</li> <li>• Subject-verb agreement</li> <li>• Active and passive forms</li> <li>• Auxiliaries and modals</li> <li>• Phrasal verbs</li> </ul> |
| <b>Pronouns</b>   | <ul style="list-style-type: none"> <li>• Personal</li> <li>• Relative</li> <li>• Possessive</li> <li>• Reflexive</li> <li>• Demonstrative</li> <li>• Interrogative</li> </ul> | <ul style="list-style-type: none"> <li>• Personal</li> <li>• Relative</li> <li>• Possessive</li> <li>• Reflexive</li> <li>• Demonstrative</li> <li>• Interrogative</li> </ul> | <ul style="list-style-type: none"> <li>• Personal</li> <li>• Relative</li> <li>• Possessive</li> <li>• Reflexive</li> <li>• Demonstrative</li> <li>• Interrogative</li> <li>• Indefinite</li> <li>• Reciprocal</li> </ul> | <ul style="list-style-type: none"> <li>• Personal</li> <li>• Relative</li> <li>• Possessive</li> <li>• Reflexive</li> <li>• Demonstrative</li> <li>• Interrogative</li> <li>• Indefinite</li> <li>• Reciprocal</li> </ul> |
| <b>Adjectives</b> | <ul style="list-style-type: none"> <li>• Formation</li> <li>• Comparatives</li> <li>• Superlatives</li> <li>• Opposites</li> </ul>  | <ul style="list-style-type: none"> <li>• Formation</li> <li>• Comparatives</li> <li>• Superlatives</li> <li>• Opposites</li> </ul>  | <ul style="list-style-type: none"> <li>• Order when more than one follow each other</li> <li>• Non-gradable</li> </ul>  | <ul style="list-style-type: none"> <li>• Order when more than one follow each other</li> <li>• Non-gradable</li> </ul>  |

| SUB TOPIC                          | FORM 1   | FORM 2   | FORM 3   | FORM 4   |
|------------------------------------|--|--|--|--|
| <b>Adverbs</b>                     | <ul style="list-style-type: none"> <li>Types of adverbs</li> <li>Formation</li> </ul>  | <ul style="list-style-type: none"> <li>Types of adverbs</li> <li>Formation</li> </ul>  | <ul style="list-style-type: none"> <li>Adverbials of time, place, manner and reason</li> <li>Adverbial phrases and clauses</li> </ul>  | <ul style="list-style-type: none"> <li>Adverbials of time, place, manner and reason</li> <li>Adverbial phrases and clauses</li> </ul>  |
| <b>Spelling and word formation</b> | <ul style="list-style-type: none"> <li>Consonant-vowel combinations</li> <li>Spelling rules</li> <li>Prefixes and suffixes in word formation</li> <li>Anagrams</li> <li>Homonyms</li> <li>Homophones</li> <li>Homographs</li> </ul>  | <ul style="list-style-type: none"> <li>Consonant-vowel combinations</li> <li>Spelling rules</li> <li>Prefixes and suffixes in word formation</li> <li>Anagrams</li> <li>Homonyms</li> <li>Homophones</li> <li>Homographs</li> </ul>  | <ul style="list-style-type: none"> <li>Noun formation</li> <li>Prefixes and suffixes</li> <li>Spelling rules</li> <li>Derivative words</li> <li>Homonyms</li> <li>Homophones</li> <li>Homographs</li> <li>Anagrams</li> </ul>  | <ul style="list-style-type: none"> <li>Noun formation</li> <li>Prefixes and suffixes</li> <li>Spelling rules</li> <li>Derivative words</li> <li>Homonyms</li> <li>Homophones</li> <li>Homographs</li> <li>Anagrams</li> </ul>  |
| <b>Sentence construction</b>       | <ul style="list-style-type: none"> <li>Simple and compound</li> <li>Conjunctions</li> <li>Punctuation</li> <li>Articles</li> <li>Determiners</li> <li>Prepositions</li> <li>Questions</li> <li>Commands</li> <li>Exclamations</li> <li>Phrases</li> <li>Question tags</li> </ul> | <ul style="list-style-type: none"> <li>Simple and compound</li> <li>Conjunctions</li> <li>Punctuation</li> <li>Articles</li> <li>Determiners</li> <li>Prepositions</li> <li>Questions</li> <li>Commands</li> <li>Exclamations</li> <li>Phrases</li> <li>Question tags</li> </ul> | <ul style="list-style-type: none"> <li>Simple, compound and complex</li> <li>Clauses</li> <li>Phrases</li> <li>Conjunctions</li> <li>Determiners</li> <li>Prepositions</li> <li>Punctuation and meaning</li> <li>Questions</li> <li>Question tags</li> <li>Commands</li> </ul> | <ul style="list-style-type: none"> <li>Simple, compound and complex</li> <li>Clauses</li> <li>Phrases</li> <li>Conjunctions</li> <li>Determiners</li> <li>Prepositions</li> <li>Punctuation and meaning</li> <li>Questions</li> <li>Question tags</li> <li>Commands</li> </ul> |

| SUB TOPIC                         | FORM 1   | FORM 2   | FORM 3  | FORM 4  |
|-----------------------------------|--|--|---|---|
|                                   |  |  | <ul style="list-style-type: none"> <li>Exclamations</li> <li>Discourse markers</li> <li>Sentence modifiers</li> <li>Articles</li> </ul> | <ul style="list-style-type: none"> <li>Exclamations</li> <li>Discourse markers</li> <li>Sentence modifiers</li> <li>Articles</li> </ul> |
| <b>Direct and indirect speech</b> | <ul style="list-style-type: none"> <li>Punctuation</li> <li>Switching</li> </ul> | <ul style="list-style-type: none"> <li>Punctuation</li> <li>Switching</li> </ul> | <ul style="list-style-type: none"> <li>Punctuation</li> <li>Switching</li> </ul>  | <ul style="list-style-type: none"> <li>Punctuation</li> <li>Switching</li> </ul>  |

## 8.0 COMPETENCY MATRIX

### FORM 1 TOPIC/SKILL 1: LISTENING/OBSERVING

| CONCEPTS/ASPECTS               | OBJECTIVES<br>Learners should be able to:  | CONTENT<br>(Attitudes, Skills, values and Knowledge)  | SUGGESTED NOTES AND ACTIVITIES   | SUGGESTED RESOURCES  |
|--------------------------------|--|---|--|--|
| <b>Listening comprehension</b> | <ul style="list-style-type: none"> <li>answer questions</li> <li>retell stories heard</li> <li>take notes</li> </ul> | <ul style="list-style-type: none"> <li>Recall questions</li> <li>Comprehension</li> <li>Attentive listening</li> <li>Note taking</li> </ul> | <ul style="list-style-type: none"> <li>Listening to oral texts</li> <li>Responding to questions</li> <li>Narrating stories listened to</li> <li>Writing notes from an oral text</li> </ul> | <ul style="list-style-type: none"> <li>Print media</li> <li>ICT tools</li> <li>Story books</li> <li>Specialised materials</li> </ul> |



| CONCEPTS/ASPECTS            | OBJECTIVES<br>Learners should be able to:  | CONTENT<br>(Attitudes, Skills, values and Knowledge)  | SUGGESTED NOTES AND ACTIVITIES  | SUGGESTED RESOURCES  |
|-----------------------------|--|---|---|--|
|                             |  |   | <ul style="list-style-type: none"> <li>Retelling headlines from broadcasts</li> </ul>   |  |
| <b>Oral instructions</b>    | <ul style="list-style-type: none"> <li>follow directions</li> <li>respond to instructions</li> <li>relay messages accurately</li> <li>repeat announcements</li> </ul>                                  | <ul style="list-style-type: none"> <li>Directions</li> <li>Instructions</li> <li>Messages</li> <li>Announcements</li> </ul> | <ul style="list-style-type: none"> <li>Taking appropriate action as directed</li> <li>Conveying accurate messages</li> <li>Stating the gist of announcements</li> </ul>                 | <ul style="list-style-type: none"> <li>ICT tools</li> <li>Specialised materials</li> <li>Audio books</li> </ul>                      |
| <b>Conversations</b>        | <ul style="list-style-type: none"> <li>engage in meaningful dialogues</li> </ul>   | <ul style="list-style-type: none"> <li>Dialogues</li> <li>Register</li> <li>Speech etiquette</li> </ul>                     | <ul style="list-style-type: none"> <li>Role playing</li> <li>Turn-taking</li> </ul>   | <ul style="list-style-type: none"> <li>Telephone</li> <li>School calendar of events</li> <li>Personal diaries</li> </ul>             |
| <b>Purposeful listening</b> | <ul style="list-style-type: none"> <li>take dictation</li> <li>select relevant information to answer specific questions</li> <li>deduce meaning from the tone and intonation of the speaker</li> </ul> | <ul style="list-style-type: none"> <li>Dictation</li> <li>Specific questions</li> <li>Mood and tone</li> </ul>              | <ul style="list-style-type: none"> <li>Writing dictated texts</li> <li>Answering specific questions</li> <li>Working out meaning from the tone and intonation of the speaker</li> </ul> | <ul style="list-style-type: none"> <li>ICT tools</li> <li>Print media</li> <li>Specialised materials</li> <li>Audio books</li> </ul> |

**FORM 1 TOPIC/SKILL 2: SPEAKING/SIGNING**

| <b>CONCEPTS/ASPECTS</b> | <b>OBJECTIVES</b><br>Learners should be able to:   | <b>CONTENT</b><br>(Attitudes, Values, Skills and Knowledge)   | <b>SUGGESTED NOTES AND ACTIVITIES</b>   | <b>SUGGESTED RESOURCES</b>  |
|-------------------------|--|---|---|---|
| <b>Pronunciation</b>    | <ul style="list-style-type: none"> <li>distinguish pure vowels from other vowels</li> <li>articulate consonant clusters and diphthongs</li> <li>reproduce silent consonants</li> </ul> | <ul style="list-style-type: none"> <li>Consonant clusters</li> <li>Diphthongs</li> <li>Silent consonants</li> <li>Vowels</li> </ul>   | <ul style="list-style-type: none"> <li>Reading words with various combinations of vowels and consonants</li> <li>Practising articulating the cardinal vowels</li> <li>Practising pronunciation</li> </ul> | <ul style="list-style-type: none"> <li>ICT tools</li> <li>Word cards</li> <li>Specialised materials</li> <li>Audio books</li> </ul> |
| <b>Register</b>         | <ul style="list-style-type: none"> <li>demonstrate use of appropriate language in given situations</li> </ul>  | <ul style="list-style-type: none"> <li>Introductions</li> <li>Greetings</li> <li>Requests</li> <li>Invitations</li> <li>Apologies</li> <li>Compliments</li> <li>Phone conversations</li> <li>Phone etiquette</li> </ul> | <ul style="list-style-type: none"> <li>Introducing oneself or others</li> <li>Exchanging greetings</li> <li>Making requests</li> <li>Giving invitations or turning them down</li> </ul>                   | <ul style="list-style-type: none"> <li>ICT tools</li> <li>Puppets</li> <li>Pictures</li> <li>Specialised materials</li> </ul>       |

| CONCEPTS/ASPECTS    | OBJECTIVES<br>Learners should be able to:  | CONTENT<br>(Attitudes, Values, Skills and Knowledge)  | SUGGESTED NOTES AND ACTIVITIES   | SUGGESTED RESOURCES   |
|---------------------|--|---|--|---|
|                     |  |   | <ul style="list-style-type: none"> <li>• Apologising or accepting apologies</li> <li>• Conducting phone conversations</li> </ul>   |   |
| <b>Descriptions</b> | <ul style="list-style-type: none"> <li>• describe self, objects and the environment</li> <li>• explain simple processes</li> </ul>   | <ul style="list-style-type: none"> <li>• Self</li> <li>• Objects</li> <li>• Environment</li> <li>• Processes</li> </ul>   | <ul style="list-style-type: none"> <li>• Giving details of one self</li> <li>• Producing detailed descriptions of objects and activities</li> <li>• Giving descriptive details about the environment</li> <li>• Discussing simple processes</li> </ul> | <ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Objects within the environment</li> <li>• Specialised materials</li> </ul>      |
| <b>Debates</b>      | <ul style="list-style-type: none"> <li>• debate on topical and selected cross-cutting issues</li> <li>• express opinions</li> <li>• distinguish facts from opinions</li> </ul> | <ul style="list-style-type: none"> <li>• Debating procedures</li> <li>• HIV and AIDS</li> <li>• Children`s rights and responsibilities</li> <li>• ICT</li> <li>• Environment</li> </ul> | <ul style="list-style-type: none"> <li>• Holding debates on topical and selected cross-cutting issues</li> <li>• Giving pros and cons on given topics</li> </ul>   | <ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> <li>• Local events</li> <li>• Specialised materials</li> </ul> |

| CONCEPTS/ASPECTS | OBJECTIVES<br>Learners should be able to:   | CONTENT<br>(Attitudes, Values, Skills and Knowledge)  | SUGGESTED NOTES AND ACTIVITIES  | SUGGESTED RESOURCES   |
|------------------|---|---|---|---|
|                  |   |   | <ul style="list-style-type: none"> <li>Justifying one's stance on given issues</li> <li>Defending one's opinion(s)</li> </ul> |   |
| <b>Speeches</b>  | <ul style="list-style-type: none"> <li>present prepared speeches</li> <li>present impromptu speeches</li> </ul> | <ul style="list-style-type: none"> <li>Prepared speech</li> <li>Impromptu speech</li> <li>Appropriate register</li> </ul> | <ul style="list-style-type: none"> <li>Presenting prepared speeches</li> <li>Presenting impromptu speeches</li> </ul>         | <ul style="list-style-type: none"> <li>ICT tools</li> <li>Print media</li> <li>Specialised materials</li> </ul> |

### FORM 1 TOPIC/SKILL 3: READING

| CONCEPTS/ASPECTS         | OBJECTIVES<br>Learners should be able to:  | CONTENT<br>(Attitudes, Values, Skills and Knowledge)   | SUGGESTED NOTES AND ACTIVITIES   | SUGGESTED RESOURCES   |
|--------------------------|--|--|--|---|
| <b>Intensive reading</b> | <ul style="list-style-type: none"> <li>answer a variety of questions</li> <li>skim and scan texts</li> </ul> | <ul style="list-style-type: none"> <li>Types of questions</li> <li>Skimming</li> <li>Scanning</li> <li>Contextual meaning</li> </ul> | <ul style="list-style-type: none"> <li>Responding to a variety of questions</li> </ul> | <ul style="list-style-type: none"> <li>Novels</li> <li>Textbooks</li> <li>Newspapers</li> <li>Magazines</li> <li>ICT tools</li> </ul> |

| <b>CONCEPTS/<br/>ASPECTS</b> | <b>OBJECTIVES</b><br>Learners should be able to:  | <b>CONTENT</b><br>(Attitudes, Values, Skills and Knowledge)  | <b>SUGGESTED NOTES AND ACTIVITIES</b>  | <b>SUGGESTED RESOURCES</b>   |
|------------------------------|---|--|--|--|
|                              | <ul style="list-style-type: none"> <li>draw inferences from written texts</li> <li>make notes on read texts</li> <li>summarise a text read</li> </ul> | <ul style="list-style-type: none"> <li>Note making</li> <li>Summary writing</li> <li>Characterisation</li> <li>Setting               <ul style="list-style-type: none"> <li>Tone and mood</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Reading texts for general information</li> <li>Stating information that is not explicitly given</li> <li>Working out contextual meanings of words and phrases</li> <li>Compiling notes on texts read</li> <li>Role playing</li> <li>Debating on texts read</li> <li>writing summaries of texts read</li> <li>evaluating texts read</li> </ul> | <ul style="list-style-type: none"> <li>Statistical data</li> <li>Specialised materials</li> </ul>  |
| <b>Extensive reading</b>     | <ul style="list-style-type: none"> <li>summarise texts read</li> <li>identify characters in books read</li> </ul>                                     | <ul style="list-style-type: none"> <li>Plot</li> <li>Characterisation</li> <li>Setting</li> <li>Themes</li> </ul>  | <ul style="list-style-type: none"> <li>Giving background information of texts read</li> </ul>  | <ul style="list-style-type: none"> <li>Novels</li> <li>Magazines</li> <li>Short stories</li> </ul> |

| <b>CONCEPTS/<br/>ASPECTS</b> | <b>OBJECTIVES</b><br>Learners should be able to:   | <b>CONTENT</b><br>(Attitudes, Values, Skills and Knowledge)  | <b>SUGGESTED NOTES AND ACTIVITIES</b>   | <b>SUGGESTED RESOURCES</b>  |
|------------------------------|--|--|---|---|
|                              | <ul style="list-style-type: none"> <li>outline the setting of stories read</li> <li>list themes from read texts</li> </ul>   |  | <ul style="list-style-type: none"> <li>Presenting summaries of texts read</li> <li>Listing characters in texts read</li> <li>Explaining the setting of texts</li> <li>Identifying themes in texts read</li> <li>Maintaining vocabulary notebooks</li> </ul> | <ul style="list-style-type: none"> <li>Specialised materials</li> </ul>   |
| <b>Referencing</b>           | <ul style="list-style-type: none"> <li>find information from a variety of sources</li> <li>identify different sections of a book</li> <li>reference online resources properly</li> </ul> | <ul style="list-style-type: none"> <li>Reference sources:               <ul style="list-style-type: none"> <li>Dictionaries</li> <li>Directories</li> <li>Maps</li> <li>Catalogues</li> <li>Online resources</li> </ul> </li> <li>Sections of a book:               <ul style="list-style-type: none"> <li>Contents table</li> <li>Preface</li> <li>Glossary</li> <li>Index</li> <li>Appendices</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Locating information from a variety of reference sources</li> <li>Discussing different sections of books and their purposes</li> <li>Referencing online resources</li> </ul>   | <ul style="list-style-type: none"> <li>Dictionaries</li> <li>Directories</li> <li>Novels</li> <li>Maps</li> <li>ICT tools</li> <li>Specialised materials</li> </ul> |

| CONCEPTS/<br>ASPECTS | OBJECTIVES<br>Learners should be able to: | CONTENT<br>(Attitudes, Values, Skills and Knowledge)           | SUGGESTED<br>NOTES AND<br>ACTIVITIES | SUGGESTED<br>RESOURCES |
|----------------------|---|--|--------------------------------------|------------------------|
|                      |   | <ul style="list-style-type: none"> <li>Cyber ethics</li> </ul> |                                      |                        |

#### FORM 1 TOPIC/SKILL 4: WRITING/BRAILLING

| CONCEPTS/<br>ASPECTS                  | OBJECTIVES<br>Learners should be able to:   | CONTENT<br>(Attitudes, Values, Skills and Knowledge)   | SUGGESTED<br>NOTES AND<br>ACTIVITIES   | SUGGESTED<br>RESOURCES   |
|---------------------------------------|---|--|--|--|
| <b>Aspects of composition writing</b> | <ul style="list-style-type: none"> <li>write grammatically correct simple sentences</li> <li>distinguish simple from compound sentences</li> <li>write coherent paragraphs</li> <li>write using appropriate register in different situations</li> </ul> | <ul style="list-style-type: none"> <li>Sentence construction</li> <li>Types of sentences</li> <li>Paragraphing</li> <li>Appropriate register</li> <li>Linking devices</li> </ul> | <ul style="list-style-type: none"> <li>Writing grammatically correct simple sentences</li> <li>Distinguishing between simple and compound sentences</li> <li>Composing a coherent paragraph</li> </ul> | <ul style="list-style-type: none"> <li>ICT tools</li> <li>Textbooks</li> <li>Print media</li> <li>Specialised materials</li> </ul> |

| CONCEPTS/<br>ASPECTS     | OBJECTIVES<br>Learners should be able to:  | CONTENT<br>(Attitudes, Values, Skills and Knowledge)  | SUGGESTED<br>NOTES AND<br>ACTIVITIES   | SUGGESTED<br>RESOURCES   |
|--------------------------|--|---|--|--|
|                          | <ul style="list-style-type: none"> <li>use linking devices appropriately in writing</li> </ul>   |   | <ul style="list-style-type: none"> <li>Writing using appropriate register</li> <li>Writing using appropriate linking devices</li> </ul>  |  |
| <b>Free compositions</b> | <ul style="list-style-type: none"> <li>write creatively</li> <li>apply various paragraphing techniques</li> <li>use various narrative writing techniques</li> <li>paint vivid images through use of language in writing</li> <li>give relevant information in writing</li> </ul> | <ul style="list-style-type: none"> <li>Creative writing techniques</li> <li>Paragraphing</li> <li>Narrative writing techniques</li> <li>Descriptive writing techniques</li> <li>Informative writing techniques</li> </ul> | <ul style="list-style-type: none"> <li>Writing creatively</li> <li>Applying various paragraphing techniques</li> <li>Using various narrative writing techniques</li> <li>Painting vivid images through use of language in writing</li> <li>Giving relevant information in writing</li> </ul> | <ul style="list-style-type: none"> <li>Newspapers</li> <li>ICT tools</li> <li>Charts</li> <li>Textbooks</li> <li>Heritage sites</li> <li>Artefacts</li> <li>Resource person(s)</li> <li>Specialised materials</li> </ul> |



| <b>CONCEPTS/<br/>ASPECTS</b> | <b>OBJECTIVES</b><br>Learners should be able to:  | <b>CONTENT</b><br>(Attitudes, Values, Skills and Knowledge)  | <b>SUGGESTED NOTES AND ACTIVITIES</b>   | <b>SUGGESTED RESOURCES</b>   |
|------------------------------|---|--|---|--|
| <b>Guided compositions</b>   | <ul style="list-style-type: none"> <li>• write letters using the correct formats</li> <li>• compile reports using the correct format</li> <li>• write prepared speeches using correct format</li> </ul> | <ul style="list-style-type: none"> <li>• Letters</li> <li>• Reports</li> <li>• Speeches</li> </ul> | <ul style="list-style-type: none"> <li>• Writing different types of letters using correct formats</li> <li>• Compiling meaningful reports using correct format</li> <li>• Writing prepared speeches using correct format</li> </ul> | <ul style="list-style-type: none"> <li>• Textbooks</li> <li>• ICT tools</li> <li>• Heritage sites</li> </ul> |

## FORM 2 TOPIC/SKILL 1: LISTENING/OBSERVING

| <b>CONCEPTS/ASPECTS</b>        | <b>OBJECTIVES</b><br>Learners should be able to:   | <b>CONTENT</b><br>Attitudes, Values, Skills and Knowledge)   | <b>SUGGESTED NOTES AND ACTIVITIES</b>   | <b>SUGGESTED RESOURCES</b>  |
|--------------------------------|--|--|---|---|
| <b>Listening comprehension</b> | <ul style="list-style-type: none"> <li>• answer questions</li> <li>• retell stories heard</li> <li>• take notes</li> </ul> | <ul style="list-style-type: none"> <li>• Simple recall</li> <li>• Comprehension</li> <li>• Attentive listening</li> <li>• Note taking</li> </ul> | <ul style="list-style-type: none"> <li>• Listening to oral texts</li> <li>• Responding to questions</li> <li>• Narrating stories listened to</li> </ul> | <ul style="list-style-type: none"> <li>• Print media</li> <li>• ICT tools</li> <li>• Story books</li> </ul> |

| CONCEPTS/ASPECTS            | OBJECTIVES<br>Learners should be able to:  | CONTENT<br>Attitudes, Values, Skills and Knowledge)   | SUGGESTED NOTES AND ACTIVITIES  | SUGGESTED RESOURCES  |
|-----------------------------|--|---|---|--|
|                             |  |   | <ul style="list-style-type: none"> <li>• Writing notes from an oral text</li> <li>• Retelling headlines from broadcasts</li> </ul>  |  |
| <b>Oral instructions</b>    | <ul style="list-style-type: none"> <li>• follow directions</li> <li>• respond to instructions</li> <li>• relay messages accurately</li> <li>• repeat announcements</li> </ul>      | <ul style="list-style-type: none"> <li>• Directions</li> <li>• Instructions</li> <li>• Messages</li> <li>• Announcements</li> </ul> | <ul style="list-style-type: none"> <li>• Taking appropriate action as directed</li> <li>• Conveying accurate messages</li> <li>• Stating the gist of announcements</li> </ul> | <ul style="list-style-type: none"> <li>• ICT tools</li> </ul>  |
| <b>Conversations</b>        | <ul style="list-style-type: none"> <li>• engage in meaningful dialogues</li> </ul>   | <ul style="list-style-type: none"> <li>• Dialogues</li> <li>• Register</li> <li>• Speech etiquette</li> </ul>                       | <ul style="list-style-type: none"> <li>• Role playing</li> <li>• Turn-taking</li> </ul>   | <ul style="list-style-type: none"> <li>• Telephone</li> <li>• School calendar of events</li> <li>• Personal diaries</li> </ul> |
| <b>Purposeful listening</b> | <ul style="list-style-type: none"> <li>• take dictation</li> <li>• select relevant information to answer specific questions</li> <li>• deduce meaning from the tone and</li> </ul> | <ul style="list-style-type: none"> <li>• Dictation</li> <li>• Specific questions</li> <li>• Mood and tone</li> </ul>                | <ul style="list-style-type: none"> <li>• Writing dictated texts</li> <li>• Answering specific questions</li> <li>• Working out meaning from the tone and</li> </ul>           | <ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> </ul>   |

| CONCEPTS/ASPECTS | OBJECTIVES<br>Learners should be able to: | CONTENT<br>Attitudes, Values, Skills and Knowledge) | SUGGESTED NOTES AND ACTIVITIES | SUGGESTED RESOURCES |
|------------------|---|---|--------------------------------|---------------------|
|                  | intonation of the speaker                 |   | intonation of the speaker      |                     |

## FORM 2 TOPIC/SKILL 2: SPEAKING/SIGNING

| CONCEPTS/ASPECTS     | OBJECTIVES<br>Learners should be able to:  | CONTENT<br>Attitudes, Values, Skills and Knowledge)   | SUGGESTED NOTES AND ACTIVITIES  | SUGGESTED RESOURCES  |
|----------------------|--|---|---|--|
| <b>Pronunciation</b> | <ul style="list-style-type: none"> <li>distinguish pure vowels from other vowels</li> <li>articulate consonant clusters and diphthongs</li> <li>reproduce silent consonants</li> </ul> | <ul style="list-style-type: none"> <li>Consonant clusters</li> <li>Diphthongs</li> <li>Silent consonants</li> <li>Vowels</li> </ul> | <ul style="list-style-type: none"> <li>Reading words with various combinations of vowels and consonants</li> <li>Practising articulating the cardinal vowels</li> <li>Practising pronunciation</li> </ul> | <ul style="list-style-type: none"> <li>ICT tools</li> <li>Word cards</li> </ul>                |
| <b>Register</b>      | <ul style="list-style-type: none"> <li>demonstrate use of appropriate</li> </ul>   | <ul style="list-style-type: none"> <li>Introductions</li> <li>Greetings</li> <li>Requests</li> </ul>                                | <ul style="list-style-type: none"> <li>Introducing oneself or others</li> </ul>   | <ul style="list-style-type: none"> <li>ICT tools</li> <li>Puppets</li> <li>Pictures</li> </ul> |

| CONCEPTS/ASPECTS    | OBJECTIVES<br>Learners should be able to:  | CONTENT<br>Attitudes, Values, Skills and Knowledge)   | SUGGESTED NOTES AND ACTIVITIES   | SUGGESTED RESOURCES   |
|---------------------|--|---|--|---|
|                     | language in given situations   | <ul style="list-style-type: none"> <li>• Invitations</li> <li>• Apologies</li> <li>• Compliments</li> <li>• Phone conversations</li> <li>• Phone etiquette</li> </ul> | <ul style="list-style-type: none"> <li>• Exchanging greetings</li> <li>• Making requests</li> <li>• Giving invitations or turning them down</li> <li>• Apologising or accepting apologies</li> <li>• Conducting phone conversations</li> </ul>         |   |
| <b>Descriptions</b> | <ul style="list-style-type: none"> <li>• describe self, objects and the environment</li> <li>• explain simple processes</li> </ul> | <ul style="list-style-type: none"> <li>• Self</li> <li>• Objects</li> <li>• Environment</li> <li>• Processes</li> </ul>   | <ul style="list-style-type: none"> <li>• Giving details of one self</li> <li>• Producing detailed descriptions of objects and activities</li> <li>• Giving descriptive details about the environment</li> <li>• Discussing simple processes</li> </ul> | <ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Objects within the environment</li> </ul> |

| CONCEPTS/ASPECTS | OBJECTIVES<br>Learners should be able to:  | CONTENT<br>Attitudes, Values, Skills and Knowledge)   | SUGGESTED NOTES AND ACTIVITIES  | SUGGESTED RESOURCES  |
|------------------|--|---|---|--|
| <b>Debates</b>   | <ul style="list-style-type: none"> <li>debate on topical and selected cross-cutting issues</li> <li>express opinions</li> <li>distinguish facts from opinions</li> </ul> | <ul style="list-style-type: none"> <li>Debating procedures</li> <li>HIV and AIDS</li> <li>Children's rights and responsibilities</li> <li>ICT</li> <li>Environment</li> </ul> | <ul style="list-style-type: none"> <li>Holding debates on topical and selected cross-cutting issues</li> <li>Giving pros and cons on given topics</li> <li>Justifying one's stance on given issues</li> <li>Defending one's opinion(s)</li> </ul> | <ul style="list-style-type: none"> <li>ICT tools</li> <li>Print media</li> <li>Local events</li> </ul> |
| <b>Speeches</b>  | <ul style="list-style-type: none"> <li>deliver prepared speeches</li> <li>present impromptu speeches</li> </ul>  | <ul style="list-style-type: none"> <li>Prepared speech</li> <li>Impromptu speech</li> <li>Appropriate register</li> </ul>   | <ul style="list-style-type: none"> <li>Presenting prepared speeches</li> <li>Delivering impromptu speeches</li> </ul>   | <ul style="list-style-type: none"> <li>ICT tools</li> <li>Print media</li> </ul>                       |

## FORM 2 TOPIC/SKILL 3: READING/SIGNING

| CONCEPTS/<br>ASPECTS     | OBJECTIVES<br>Learners should be able to:  | CONTENT<br>Attitudes, Values, Skills and Knowledge)  | SUGGESTED<br>NOTES AND<br>ACTIVITIES  | SUGGESTED<br>RESOURCES   |
|--------------------------|--|--|---|--|
| <b>Intensive reading</b> | <ul style="list-style-type: none"> <li>• answer a variety of questions</li> <li>• skim and scan a text</li> <li>• draw inferences from written texts</li> <li>• make notes on read texts</li> <li>• summarise a text read</li> </ul> | <ul style="list-style-type: none"> <li>• Types of questions</li> <li>• Skimming</li> <li>• Scanning</li> <li>• Contextual meaning</li> <li>• Note making</li> <li>• Summary writing</li> <li>• Evaluation:               <ul style="list-style-type: none"> <li>- Characters</li> <li>- Style</li> <li>- Setting</li> <li>- Tone and mood</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Responding to a variety of questions</li> <li>• Reading texts for general information</li> <li>• Stating information that is not explicitly given</li> <li>• Working out contextual meanings of words and phrases</li> <li>• Compiling notes on texts read</li> <li>• Role playing</li> <li>• Debating on texts read</li> <li>• writing summaries of texts read</li> </ul> | <ul style="list-style-type: none"> <li>• Prescribed textbooks</li> <li>• Newspapers</li> <li>• Magazines</li> <li>• ICT tools</li> <li>• Statistical data</li> </ul> |

| CONCEPTS/<br>ASPECTS     | OBJECTIVES<br>Learners should be able to:  | CONTENT<br>Attitudes, Values, Skills and Knowledge)  | SUGGESTED<br>NOTES AND<br>ACTIVITIES   | SUGGESTED<br>RESOURCES   |
|--------------------------|--|--|--|--|
|                          |  |  | <ul style="list-style-type: none"> <li>evaluating texts read</li> </ul>  |  |
| <b>Extensive reading</b> | <ul style="list-style-type: none"> <li>summarise a text read</li> <li>identify characters in a book read</li> <li>outline the setting of a story read</li> <li>list the themes from a read text</li> </ul> | <ul style="list-style-type: none"> <li>Plot</li> <li>Character identification</li> <li>Setting</li> <li>Themes</li> <li></li> </ul>  | <ul style="list-style-type: none"> <li>Summarising a text read</li> <li>Identifying characters in a book read</li> <li>Outlining the setting of a story read</li> <li>listing the themes from a read text</li> </ul>         | <ul style="list-style-type: none"> <li>Novels</li> <li>Magazines</li> <li>Short stories</li> </ul>                                   |
| <b>Referencing</b>       | <ul style="list-style-type: none"> <li>find information from a variety of sources</li> <li>identify different sections of a book</li> <li>reference online resources properly</li> </ul>                   | <ul style="list-style-type: none"> <li>Reference sources: <ul style="list-style-type: none"> <li>Dictionaries</li> <li>Directories</li> <li>Maps</li> <li>Catalogues</li> <li>Online resources</li> </ul> </li> <li>Sections of a book: <ul style="list-style-type: none"> <li>Contents table</li> <li>Preface</li> <li>Glossary</li> <li>Index</li> <li>Appendices</li> </ul> </li> <li>Cyber ethics</li> </ul> | <ul style="list-style-type: none"> <li>Locating information from a variety of reference sources</li> <li>Discussing different sections of books and their purposes</li> <li>Referencing online resources properly</li> </ul> | <ul style="list-style-type: none"> <li>Dictionaries</li> <li>Directories</li> <li>Novels</li> <li>Maps</li> <li>ICT tools</li> </ul> |

**FORM 2 TOPIC/SKILL 4: WRITING/WRITING**

| <b>CONCEPTS/<br/>ASPECTS</b>          | <b>OBJECTIVES</b><br>Learners should be able to:   | <b>CONTENT</b><br>Attitudes, Values, Skills and Knowledge)   | <b>SUGGESTED NOTES AND ACTIVITIES</b>   | <b>SUGGESTED RESOURCES</b>  |
|---------------------------------------|--|--|---|---|
| <b>Aspects of composition writing</b> | <ul style="list-style-type: none"> <li>• write sentences with Subject Verb Object combinations</li> <li>• distinguish simple from compound sentences</li> <li>• write coherent paragraphs</li> <li>• write using appropriate register in different situations</li> <li>• use linking devices appropriately in writing</li> </ul> | <ul style="list-style-type: none"> <li>• Basic sentence construction</li> <li>• Types of sentences</li> <li>• Paragraphing</li> <li>• Appropriate register</li> <li>• Linking devices</li> </ul> | <ul style="list-style-type: none"> <li>• Writing grammatically correct simple sentences</li> <li>• Distinguishing between simple and compound sentences</li> <li>• Composing a coherent paragraph</li> <li>• Writing using appropriate register</li> <li>• Writing using appropriate linking devices</li> </ul> | <ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Textbooks</li> <li>• Print media</li> </ul> |



| CONCEPTS/<br>ASPECTS       | OBJECTIVES<br>Learners should be able to:  | CONTENT<br>Attitudes, Values, Skills and Knowledge)   | SUGGESTED<br>NOTES AND<br>ACTIVITIES   | SUGGESTED<br>RESOURCES  |
|----------------------------|--|---|--|---|
| <b>Free compositions</b>   | <ul style="list-style-type: none"> <li>• write creatively</li> <li>• apply various paragraphing techniques</li> <li>• use various narrative writing techniques</li> <li>• paint vivid images through use of language in writing</li> <li>• give relevant information in writing</li> </ul> | <ul style="list-style-type: none"> <li>• Creative writing techniques</li> <li>• Paragraphing</li> <li>• Narrative writing techniques</li> <li>• Descriptive writing techniques</li> <li>• Informative writing techniques</li> </ul> | <ul style="list-style-type: none"> <li>• Writing creatively</li> <li>• Applying various paragraphing techniques</li> <li>• Using various narrative writing techniques</li> <li>• Painting vivid images through use of language in writing</li> <li>• Giving relevant information in writing</li> </ul> | <ul style="list-style-type: none"> <li>• Newspapers</li> <li>• ICT tools</li> <li>• Charts</li> <li>• Textbooks</li> <li>• Heritage sites</li> <li>• Artefacts</li> <li>• Resource person(s)</li> </ul> |
| <b>Guided compositions</b> | <ul style="list-style-type: none"> <li>• write letters using the correct formats</li> <li>• compile reports using the correct format</li> <li>• write prepared speeches using correct format</li> </ul>  | <ul style="list-style-type: none"> <li>• Letters</li> <li>• Reports</li> <li>• Speeches</li> </ul>  | <ul style="list-style-type: none"> <li>• Writing different types of letters using correct formats</li> <li>• Compiling meaningful reports using correct format</li> <li>• Writing prepared speeches using correct format</li> </ul>  | <ul style="list-style-type: none"> <li>• Textbooks</li> <li>• ICT tools</li> <li>• Heritage sites</li> </ul>  |

### FORM 3 TOPIC/SKILL 1: LISTENING/OBSERVING

| CONCEPTS/SKILLS                | OBJECTIVES<br>Learners should be able to:  | CONTENT<br>Attitudes, Values, Skills and Knowledge)  | SUGGESTED NOTES AND ACTIVITIES   | SUGGESTED RESOURCES  |
|--------------------------------|--|--|--|--|
| <b>Listening comprehension</b> | <ul style="list-style-type: none"> <li>report on news and other events from different media</li> <li>take notes</li> <li>summarise broadcasts</li> <li>draw morals from stories heard</li> </ul> | <ul style="list-style-type: none"> <li>Broadcasts</li> <li>Narrations</li> </ul>   | <ul style="list-style-type: none"> <li>Reporting on news and other events from different media</li> <li>Taking notes</li> <li>Summarising broadcasts</li> <li>drawing morals from stories heard</li> </ul> | <ul style="list-style-type: none"> <li>Print media</li> <li>ICT tools</li> <li>Resource persons</li> </ul> |
| <b>Oral instructions</b>       | <ul style="list-style-type: none"> <li>follow a series of directions and instructions</li> <li>convey messages correctly</li> <li>report on announcements</li> </ul>                             | <ul style="list-style-type: none"> <li>Complex directions</li> <li>Messages</li> <li>Instructions</li> <li>Broadcasts</li> </ul> | <ul style="list-style-type: none"> <li>Following a series of directions and instructions</li> <li>Conveying messages correctly</li> <li>Reporting on announcements</li> </ul>                              | <ul style="list-style-type: none"> <li>ICT tools</li> <li>Oral texts</li> </ul>                            |
| <b>Conversations</b>           | <ul style="list-style-type: none"> <li>engage in dialogues on any</li> </ul>   | <ul style="list-style-type: none"> <li>Cross-cutting themes</li> </ul>   | <ul style="list-style-type: none"> <li>Engaging in dialogues on any</li> </ul>   | <ul style="list-style-type: none"> <li>ICT tools</li> <li>Print media</li> </ul>                           |

| CONCEPTS/SKILLS             | OBJECTIVES<br>Learners should be able to:   | CONTENT<br>(Attitudes, Values, Skills and Knowledge)  | SUGGESTED NOTES AND ACTIVITIES  | SUGGESTED RESOURCES   |
|-----------------------------|---|---|---|---|
|                             | cross- cutting themes and other issues  | <ul style="list-style-type: none"> <li>Research</li> <li>Dialogues</li> <li>Interview procedures</li> </ul> | cross- cutting themes and other issues  |   |
| <b>Purposeful listening</b> | <ul style="list-style-type: none"> <li>take dictation accurately</li> <li>give reports on any presentation listened to</li> </ul> | <ul style="list-style-type: none"> <li>Dictations</li> <li>Presentations</li> </ul>                         | <ul style="list-style-type: none"> <li>Taking dictation accurately</li> <li>Giving reports on any presentation listened to</li> </ul> | <ul style="list-style-type: none"> <li>ICT tools</li> <li>Print media</li> <li>Resource person</li> </ul> |

### FORM 3 TOPIC/SKILL 2: SPEAKING/SIGNING

| CONCEPTS/ASPECTS     | OBJECTIVES<br>Learners should be able to:  | CONTENT<br>(Attitudes, Values, Skills and Knowledge)                              | SUGGESTED NOTES AND ACTIVITIES  | SUGGESTED RESOURCES   |
|----------------------|--|---|---|---|
| <b>Pronunciation</b> | <ul style="list-style-type: none"> <li>pronounce words accurately</li> <li>express emotion using tone</li> </ul> | <ul style="list-style-type: none"> <li>Tone and mood</li> </ul>                   | <ul style="list-style-type: none"> <li>Pronouncing words accurately</li> <li>Expressing emotion using tone</li> </ul> | <ul style="list-style-type: none"> <li>ICT tools</li> </ul>                           |
| <b>Register</b>      | <ul style="list-style-type: none"> <li>express opinions clearly</li> </ul>                                       | <ul style="list-style-type: none"> <li>Condolences</li> <li>Complaints</li> </ul> | <ul style="list-style-type: none"> <li>Expressing opinions clearly</li> </ul>   | <ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource persons</li> </ul> |

| CONCEPTS/ASPECTS    | OBJECTIVES<br>Learners should be able to:   | CONTENT<br>(Attitudes, Values, Skills and Knowledge)  | SUGGESTED NOTES AND ACTIVITIES   | SUGGESTED RESOURCES  |
|---------------------|---|---|--|--|
|                     | <ul style="list-style-type: none"> <li>• converse appropriately in different formal and informal interactions</li> <li>• identify personality traits portrayed in different situations</li> </ul> | <ul style="list-style-type: none"> <li>• Persuasion</li> <li>• Interviews</li> <li>• Announcements</li> <li>• Personality traits: <ul style="list-style-type: none"> <li>- Manner</li> <li>- Character</li> <li>- Feelings</li> <li>- Reaction</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Conversing appropriately in different formal and informal interactions</li> <li>• Identifying personality traits portrayed in different situations</li> </ul> |  |
| <b>Descriptions</b> | <ul style="list-style-type: none"> <li>• describe processes and procedures</li> <li>• recount events</li> </ul>   | <ul style="list-style-type: none"> <li>• Processes</li> <li>• Events</li> <li>• Descriptive words, phrases and clauses</li> </ul>   | <ul style="list-style-type: none"> <li>• Describing processes and procedures</li> <li>• Recounting events</li> </ul>   | <ul style="list-style-type: none"> <li>• ICT tools</li> </ul>                        |
| <b>Debates</b>      | <ul style="list-style-type: none"> <li>• present opinions on a variety of topics</li> <li>• express ideas for or against given subjects</li> </ul>  | <ul style="list-style-type: none"> <li>• Land reform programme</li> <li>• Climate change</li> <li>• Sexuality, HIV and AIDS</li> <li>• Human rights</li> <li>• Environmental issues</li> <li>• Disaster Risk Management</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Presenting opinions on a variety of topics</li> <li>• Expressing ideas for or against given subjects</li> </ul>   | <ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> </ul> |

| CONCEPTS/ASPECTS | OBJECTIVES<br>Learners should be able to:   | CONTENT<br>(Attitudes, Values, Skills and Knowledge)   | SUGGESTED NOTES AND ACTIVITIES   | SUGGESTED RESOURCES  |
|------------------|---|--|--|--|
|                  |   | <ul style="list-style-type: none"> <li>Use of discourse markers</li> </ul>   |  |  |
| <b>Speeches</b>  | <ul style="list-style-type: none"> <li>use information gathered to present prepared speeches</li> <li>emphasize important points in an argument</li> <li>deliver meaningful impromptu speeches</li> </ul> | <ul style="list-style-type: none"> <li>Guidelines for prepared speech:               <ul style="list-style-type: none"> <li>Research</li> <li>Planning</li> <li>Organizing</li> <li>Presentation</li> </ul> </li> <li>Guidelines for impromptu speech:               <ul style="list-style-type: none"> <li>Quick thinking</li> <li>Critical thinking</li> <li>Creativity</li> <li>Presentation</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Using information gathered to present prepared speeches</li> <li>Emphasizing important points in an argument</li> <li>Delivering meaningful impromptu speeches</li> </ul> | <ul style="list-style-type: none"> <li>ICT tools</li> <li>Print media</li> </ul> |

**FORM 3 TOPIC/SKILL 3: READING/SIGNING**

| CONCEPTS/ASPECTS         | OBJECTIVES<br>Learners should be able to:   | CONTENT<br>(Attitudes, Values, Skills and Knowledge)  | SUGGESTED NOTES AND ACTIVITIES   | SUGGESTED RESOURCES  |
|--------------------------|---|---|--|--|
| <b>Intensive reading</b> | <ul style="list-style-type: none"> <li>• answer a variety of questions</li> <li>• skim and scan a text</li> <li>• draw inferences from written texts</li> <li>• paraphrase given information</li> <li>• make notes on read texts</li> <li>• summarise a text</li> </ul> | <ul style="list-style-type: none"> <li>• Types of questions:               <ul style="list-style-type: none"> <li>- Simple recall</li> <li>- Comprehension</li> <li>- Application</li> <li>- Analysis</li> <li>- Synthesis</li> <li>- Evaluation</li> </ul> </li> <li>• Skimming</li> <li>• Scanning</li> <li>• Contextual meaning</li> <li>• Note making</li> <li>• Summary writing</li> <li>• Evaluation:               <ul style="list-style-type: none"> <li>- Characters</li> <li>- Style</li> <li>- Setting</li> <li>- Tone and mood</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Responding to a variety of questions</li> <li>• Reading texts for general information</li> <li>• Stating information that is not explicitly given</li> <li>• Working out contextual meanings of words and phrases</li> <li>• Compiling notes on texts</li> <li>• Role playing</li> <li>• Debating on texts</li> </ul> | <ul style="list-style-type: none"> <li>• Prescribed textbooks</li> <li>• Newspapers</li> <li>• Magazines</li> <li>• ICT tools</li> <li>• Statistical data</li> </ul> |

| CONCEPTS/ASPECTS         | OBJECTIVES<br>Learners should be able to:   | CONTENT<br>(Attitudes, Values, Skills and Knowledge)   | SUGGESTED NOTES AND ACTIVITIES  | SUGGESTED RESOURCES   |
|--------------------------|---|--|---|---|
|                          |   |  | <ul style="list-style-type: none"> <li>writing summaries of passages</li> <li>Analysing texts</li> </ul>  |   |
| <b>Extensive reading</b> | <ul style="list-style-type: none"> <li>research on authors</li> <li>summarise a text</li> <li>describe characters in a book read</li> <li>compare and contrast characters in a text</li> <li>describe the setting of a story</li> <li>draw relationships among themes in a text</li> <li>identify the style in a text</li> <li>evaluate information from various media sources</li> </ul> | <ul style="list-style-type: none"> <li>Research</li> <li>Plot</li> <li>Characterisation:               <ul style="list-style-type: none"> <li>Major and minor</li> </ul> </li> <li>Setting</li> <li>Themes</li> <li>Morals/lessons</li> <li>Language use</li> <li>Media literacy:               <ul style="list-style-type: none"> <li>Bias</li> <li>Stereotype</li> <li>Stigma</li> <li>Persuasion</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Researching on authors</li> <li>Summarising a text</li> <li>Describing characters in a book read</li> <li>Comparing and contrasting characters in a text</li> <li>Describing the setting of a story</li> <li>Drawing relationships among themes in a text</li> <li>Identifying the style in a text</li> <li>Evaluating information from</li> </ul> | <ul style="list-style-type: none"> <li>Novels</li> <li>Short stories</li> <li>ICT Tools</li> <li>Advertisements</li> <li>Access billboards</li> <li>Print media</li> <li>Specialised materials</li> </ul> |

| CONCEPTS/ASPECTS   | OBJECTIVES<br>Learners should be able to:  | CONTENT<br>(Attitudes, Values, Skills and Knowledge)  | SUGGESTED NOTES AND ACTIVITIES  | SUGGESTED RESOURCES   |
|--------------------|--|---|---|---|
|                    |  |   | various media sources   |   |
| <b>Referencing</b> | <ul style="list-style-type: none"> <li>find information from a variety of sources</li> <li>identify reference sections of a book</li> <li>reference online resources properly</li> </ul> | <ul style="list-style-type: none"> <li>Reference sources:               <ul style="list-style-type: none"> <li>Dictionaries</li> <li>Directories</li> <li>Maps</li> <li>Catalogues</li> <li>Thesauruses</li> <li>Online resources</li> </ul> </li> <li>Sections of a book:               <ul style="list-style-type: none"> <li>Contents table</li> <li>Preface</li> <li>Glossary</li> <li>Index</li> <li>Appendices</li> </ul> </li> <li>Cyber ethics</li> </ul> | <ul style="list-style-type: none"> <li>Locating information from a variety of sources</li> <li>Identifying different sections of books and their purposes</li> <li>Referencing online resources properly</li> </ul> | <ul style="list-style-type: none"> <li>Dictionaries</li> <li>Directories</li> <li>Novels</li> <li>Maps</li> <li>Catalogues</li> <li>Thesauruses</li> <li>ICT Tools</li> <li>Encyclopaedias</li> <li>Journals</li> <li>Anthologies</li> <li>Specialised materials</li> </ul> |



### FORM 3 TOPIC/SKILL 4: WRITING/BRAILLING

| CONCEPTS/<br>ASPECTS                  | OBJECTIVES<br>Learners should be able to:  | CONTENT<br>Attitudes, Values, Skills and Knowledge)   | SUGGESTED<br>NOTES AND<br>ACTIVITIES  | SUGGESTED<br>RESOURCES   |
|---------------------------------------|--|---|---|--|
| <b>Aspects of composition writing</b> | <ul style="list-style-type: none"> <li>• write different types of sentences</li> <li>• use discourse markers in sentences correctly</li> <li>• amplify given notes appropriately in writing</li> <li>• use figurative language appropriately in writing</li> <li>• Write properly structured paragraphs</li> <li>• use appropriate register in composition writing</li> <li>• use appropriate diction</li> </ul> | <ul style="list-style-type: none"> <li>• Types of sentences</li> <li>• Discourse markers</li> <li>• Amplification of notes</li> <li>• Figurative language</li> <li>• Characteristics of a paragraph</li> <li>• Appropriate register</li> <li>• Diction</li> </ul> | <ul style="list-style-type: none"> <li>• Writing different types of sentences</li> <li>• Using discourse markers in sentences correctly</li> <li>• Amplifying given notes appropriately</li> <li>• Using figurative language</li> <li>• Writing a paragraph using the characteristics of a paragraph (topic sentence, developer, terminator)</li> <li>• Using appropriate register in composition writing</li> <li>• Applying appropriate diction in writing</li> </ul> | <ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Anthologies</li> <li>• Textbooks</li> <li>• Charts</li> <li>• Dictionary</li> <li>• Journals</li> <li>• Specialised materials</li> </ul> |

| CONCEPTS/<br>ASPECTS       | OBJECTIVES<br>Learners should be able to:   | CONTENT<br>Attitudes, Values, Skills and Knowledge)  | SUGGESTED<br>NOTES AND<br>ACTIVITIES  | SUGGESTED<br>RESOURCES   |
|----------------------------|---|--|---|--|
| <b>Free compositions</b>   | <ul style="list-style-type: none"> <li>• write creatively</li> <li>• Use various narrative writing techniques</li> <li>• paint vivid images through descriptive language in writing</li> <li>• give relevant responses to open ended topics</li> <li>• give relevant information in writing</li> <li>• write informed and balanced arguments</li> <li>• present discussions in writing</li> </ul> | <ul style="list-style-type: none"> <li>• Creative writing</li> <li>• Narrative</li> <li>• Descriptive</li> <li>• Informative</li> <li>• Argumentative</li> <li>• Discursive</li> </ul> | <ul style="list-style-type: none"> <li>• Writing creatively</li> <li>• Using various narrative writing techniques</li> <li>• Painting vivid images through descriptive language in writing</li> <li>• Giving relevant responses to open ended topics</li> <li>• Giving relevant information in writing</li> <li>• Writing informed and balanced arguments</li> <li>• Presenting discussions in writing</li> </ul> | <ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> <li>• Anthologies</li> <li>• Diorama</li> <li>• Specialised materials</li> </ul>      |
| <b>Guided compositions</b> | <ul style="list-style-type: none"> <li>• write memoranda using correct format</li> <li>• write different types of letters</li> </ul>  | <ul style="list-style-type: none"> <li>• Memoranda (memo)</li> <li>• Letters</li> <li>• Articles</li> <li>• Curriculum Vitae (CV)</li> </ul>   | <ul style="list-style-type: none"> <li>• Writing memoranda using a correct format</li> <li>• Writing different types of letters</li> </ul>  | <ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> <li>• Newspapers</li> <li>• Magazines</li> <li>• Journals</li> <li>• Forms</li> </ul> |

| <b>CONCEPTS/<br/>ASPECTS</b> | <b>OBJECTIVES</b><br>Learners should be able to:   | <b>CONTENT</b><br>Attitudes, Values, Skills and Knowledge)                                    | <b>SUGGESTED NOTES AND ACTIVITIES</b>   | <b>SUGGESTED RESOURCES</b>  |
|------------------------------|--|---|---|---|
|                              | <ul style="list-style-type: none"> <li>using correct format</li> <li>• compile articles using the correct format</li> <li>• write informative CVs</li> <li>• compile reports using correct format</li> <li>• write informative speeches using correct format</li> <li>• complete forms properly</li> </ul> | <ul style="list-style-type: none"> <li>• Report</li> <li>• Speech</li> <li>• Forms</li> </ul> | <ul style="list-style-type: none"> <li>using the correct layout</li> <li>• Compiling an article using the correct format</li> <li>• Writing informative CV using the correct format</li> <li>• Compiling report using the correct format</li> <li>• Preparing and presenting informative speech using the correct format</li> </ul> <p>Completing forms appropriately</p> | <ul style="list-style-type: none"> <li>• Specialised materials</li> </ul> |

## FORM 4 TOPIC/SKILL 1: LISTENING/OBSERVING

| CONCEPTS/SKILLS                | OBJECTIVES<br>Learners should be able to:  | CONTENT<br>Attitudes, Values, Skills and Knowledge)   | SUGGESTED NOTES AND ACTIVITIES   | SUGGESTED RESOURCES  |
|--------------------------------|--|---|--|--|
| <b>Listening comprehension</b> | <ul style="list-style-type: none"> <li>report on news and other events from different media</li> <li>take notes</li> <li>summarise broadcasts</li> <li>draw morals from stories heard</li> </ul> | <ul style="list-style-type: none"> <li>Broadcasts</li> <li>Narrations</li> </ul>  | <ul style="list-style-type: none"> <li>Reporting on news and other events from different media</li> <li>Taking notes</li> <li>Summarise broadcasts</li> <li>Drawing morals from stories heard</li> </ul> | <ul style="list-style-type: none"> <li>Print media</li> <li>ICT tools</li> <li>Resource persons</li> </ul> |
| <b>Oral instructions</b>       | <ul style="list-style-type: none"> <li>follow a series of directions and instructions</li> <li>convey messages correctly</li> <li>report on announcements</li> </ul>                             | <ul style="list-style-type: none"> <li>Complex directions</li> <li>Messages</li> <li>Instructions</li> <li>Broadcasts</li> </ul>          | <ul style="list-style-type: none"> <li>Following a series of directions and instructions</li> <li>Conveying messages correctly</li> <li>Reporting on announcements</li> </ul>                            | <ul style="list-style-type: none"> <li>ICT tools</li> <li>Oral texts</li> </ul>                            |
| <b>Conversations</b>           | <ul style="list-style-type: none"> <li>engage in dialogues on any cross-cutting themes and other issues</li> </ul>   | <ul style="list-style-type: none"> <li>Cross-cutting themes</li> <li>Research</li> <li>Dialogues</li> <li>Interview procedures</li> </ul> | <ul style="list-style-type: none"> <li>Engaging in dialogues on any cross-cutting themes and other issues</li> </ul>   | <ul style="list-style-type: none"> <li>ICT tools</li> <li>Print media</li> </ul>                           |

| CONCEPTS/SKILLS             | OBJECTIVES<br>Learners should be able to:   | CONTENT<br>(Attitudes, Values, Skills and Knowledge)                                | SUGGESTED NOTES AND ACTIVITIES  | SUGGESTED RESOURCES   |
|-----------------------------|---|---|---|---|
| <b>Purposeful listening</b> | <ul style="list-style-type: none"> <li>take dictation accurately</li> <li>give reports on any presentation listened to</li> </ul> | <ul style="list-style-type: none"> <li>Dictations</li> <li>Presentations</li> </ul> | <ul style="list-style-type: none"> <li>Taking dictation accurately</li> <li>Giving reports on any presentation listened to</li> </ul> | <ul style="list-style-type: none"> <li>ICT tools</li> <li>Print media</li> <li>Resource person(s)</li> <li>Specialised materials</li> </ul> |

#### FORM 4 TOPIC/SKILL 2: SPEAKING/SIGNING

| CONCEPTS/ASPECTS     | OBJECTIVES<br>Learners should be able to:  | CONTENT<br>(Attitudes, Values, Skills and Knowledge)   | SUGGESTED NOTES AND ACTIVITIES  | SUGGESTED RESOURCES  |
|----------------------|--|--|---|--|
| <b>Pronunciation</b> | <ul style="list-style-type: none"> <li>pronounce words accurately</li> <li>express emotion using tone</li> </ul>               | <ul style="list-style-type: none"> <li>Tone and mood</li> </ul>  | <ul style="list-style-type: none"> <li>pronouncing words accurately</li> <li>express emotion using tone</li> </ul>                  | <ul style="list-style-type: none"> <li>ICT tools</li> <li>Specialised materials</li> <li>Flash cards</li> <li>Textbooks</li> </ul> |
| <b>Register</b>      | <ul style="list-style-type: none"> <li>express opinions clearly</li> <li>converse appropriately in different formal</li> </ul> | <ul style="list-style-type: none"> <li>Condolences</li> <li>Complaints</li> <li>Persuasion</li> <li>Interviews</li> <li>Announcements</li> </ul> | <ul style="list-style-type: none"> <li>Expressing opinions clearly</li> <li>Conversing appropriately in different formal</li> </ul> | <ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource person(s)</li> <li>Specialised materials</li> </ul>             |

| CONCEPTS/ASPECTS    | OBJECTIVES<br>Learners should be able to:  | CONTENT<br>(Attitudes, Values, Skills and Knowledge)   | SUGGESTED NOTES AND ACTIVITIES  | SUGGESTED RESOURCES  |
|---------------------|--|--|---|--|
|                     | <ul style="list-style-type: none"> <li>and informal interactions</li> <li>identify personality traits portrayed in different situations</li> </ul> | <ul style="list-style-type: none"> <li>Personality traits:               <ul style="list-style-type: none"> <li>Manner</li> <li>Character</li> <li>Feelings</li> <li>Reaction</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>and informal interactions</li> <li>Identifying personality traits portrayed in different situations</li> </ul> | <ul style="list-style-type: none"> <li>Props and costumes</li> </ul>   |
| <b>Descriptions</b> | <ul style="list-style-type: none"> <li>describe processes and procedures</li> <li>recount events</li> </ul>  | <ul style="list-style-type: none"> <li>Processes</li> <li>Events</li> <li>Descriptive words, phrases and clauses</li> </ul>  | <ul style="list-style-type: none"> <li>Describing processes and procedures</li> <li>Recounting events</li> </ul>                                      | <ul style="list-style-type: none"> <li>ICT tools</li> <li>Specialised materials</li> <li>Print media</li> <li>Story books</li> </ul> |
| <b>Debates</b>      | <ul style="list-style-type: none"> <li>present opinions on a variety of topics</li> <li>express ideas for or against given subjects</li> </ul>     | <ul style="list-style-type: none"> <li>Land reform programme</li> <li>Climate change</li> <li>Sexuality, HIV and AIDS</li> <li>Human rights</li> <li>Environmental issues</li> <li>Disaster Risk Management</li> <li>Use of discourse markers</li> </ul> | <ul style="list-style-type: none"> <li>Presenting opinions on a variety of topics</li> <li>Expressing ideas for or against given subjects</li> </ul>  | <ul style="list-style-type: none"> <li>ICT tools</li> <li>Print media</li> <li>Specialised materials</li> </ul>                      |

| CONCEPTS/ASPECTS | OBJECTIVES<br>Learners should be able to:   | CONTENT<br>(Attitudes, Values, Skills and Knowledge)   | SUGGESTED NOTES AND ACTIVITIES  | SUGGESTED RESOURCES   |
|------------------|---|--|---|---|
| <b>Speeches</b>  | <ul style="list-style-type: none"> <li>• use information gathered to present prepared speeches</li> <li>• emphasise important points in an argument</li> <li>• deliver meaningful impromptu speeches</li> </ul> | <ul style="list-style-type: none"> <li>• Guidelines for prepared speech:               <ul style="list-style-type: none"> <li>- Research</li> <li>- Planning</li> <li>- Organising</li> <li>- Presentation</li> </ul> </li> <li>• Guidelines for impromptu speech:               <ul style="list-style-type: none"> <li>- Quick thinking</li> <li>- Critical thinking</li> <li>- Creativity</li> <li>- Presentation</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Using information gathered to presenting prepared speeches</li> <li>• Emphasising important points in an argument</li> <li>• Delivering meaningful impromptu speeches</li> </ul> | <ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> <li>• Specialised materials</li> <li>• Work cards</li> </ul> |

## FORM 4 TOPIC/SKILL 3: READING

| CONCEPTS/ASPECTS         | OBJECTIVES<br>Learners should be able to:   | CONTENT<br>(Attitudes, Values, Skills and Knowledge)  | SUGGESTED NOTES AND ACTIVITIES   | SUGGESTED RESOURCES  |
|--------------------------|---|---|--|--|
| <b>Intensive reading</b> | <ul style="list-style-type: none"> <li>answer a variety of questions</li> <li>skim and scan a text</li> <li>draw inferences from written texts</li> <li>Paraphrase given information</li> <li>make notes on read texts</li> <li>summarise a text</li> </ul> | <ul style="list-style-type: none"> <li>Types of questions:               <ul style="list-style-type: none"> <li>Simple recall</li> <li>Comprehension</li> <li>Application</li> <li>Analysis</li> <li>Synthesis</li> <li>Evaluation</li> </ul> </li> <li>Skimming</li> <li>Scanning</li> <li>Contextual meaning</li> <li>Note making</li> <li>Summary writing</li> <li>Evaluation:               <ul style="list-style-type: none"> <li>Characters</li> <li>Style</li> <li>Setting</li> <li>Tone and mood</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Responding to a variety of questions</li> <li>Reading texts for general information</li> <li>Stating information that is not explicitly given</li> <li>Working out contextual meanings of words and phrases</li> <li>Compiling notes on texts</li> <li>Role playing</li> <li>Debating on texts</li> <li>writing summaries of passages</li> <li>Analysing texts</li> </ul> | <ul style="list-style-type: none"> <li>Textbooks</li> <li>Newspapers</li> <li>Magazines</li> <li>ICT tools</li> <li>Statistical data</li> <li>Specialised materials</li> <li>Novels</li> </ul> |



| CONCEPTS/ASPECTS         | OBJECTIVES<br>Learners should be able to:   | CONTENT<br>(Attitudes, Values, Skills and Knowledge)   | SUGGESTED NOTES AND ACTIVITIES   | SUGGESTED RESOURCES   |
|--------------------------|---|--|--|---|
| <b>Extensive reading</b> | <ul style="list-style-type: none"> <li>• Research on authors</li> <li>• summarise a text</li> <li>• describe characters in a book read</li> <li>• compare and contrast characters in a text</li> <li>• describe the setting of a story</li> <li>• draw relationships among themes in a text</li> <li>• identify the style in a text</li> <li>• evaluate information from various media sources</li> </ul> | <ul style="list-style-type: none"> <li>• Research</li> <li>• Plot</li> <li>• Characterisation:               <ul style="list-style-type: none"> <li>- Major and minor</li> </ul> </li> <li>• Setting</li> <li>• Themes</li> <li>• Morals/lessons</li> <li>• Language use</li> <li>• Media literacy:               <ul style="list-style-type: none"> <li>- Bias</li> <li>- Stereotype</li> <li>- Stigma</li> <li>- Persuasion</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Carrying out research on different authors</li> <li>• Giving background information of texts</li> <li>• Presenting summaries of texts</li> <li>• Linking events to their respective characters in a text</li> <li>• Tracing relationships of characters</li> <li>• Identifying relationships among themes in a text</li> <li>• Analysing the style in a text</li> <li>• Recognizing bias and stereotyping in texts</li> </ul> | <ul style="list-style-type: none"> <li>• Novels</li> <li>• Short stories</li> <li>• ICT Tools</li> <li>• Advertisements</li> <li>• Access billboards</li> <li>• Print media</li> <li>• Specialised materials</li> </ul> |

| CONCEPTS/ASPECTS   | OBJECTIVES<br>Learners should be able to:   | CONTENT<br>(Attitudes, Values, Skills and Knowledge)  | SUGGESTED NOTES AND ACTIVITIES  | SUGGESTED RESOURCES  |
|--------------------|---|---|---|--|
| <b>Referencing</b> | <ul style="list-style-type: none"> <li>find information from a variety of sources</li> <li>identify reference sections of a book</li> <li>reference online resources appropriately</li> </ul> | <ul style="list-style-type: none"> <li>Reference sources:               <ul style="list-style-type: none"> <li>Dictionaries</li> <li>Directories</li> <li>Maps</li> <li>Catalogues</li> <li>Thesauruses</li> <li>The Internet</li> </ul> </li> <li>Sections of a book:               <ul style="list-style-type: none"> <li>Contents table</li> <li>Preface</li> <li>Glossary</li> <li>Index</li> <li>Appendices</li> </ul> </li> <li>Cyber ethics</li> </ul> | <ul style="list-style-type: none"> <li>Locating information from a variety of sources</li> <li>Discussing different sections of books and their purposes</li> <li>Referencing online resources appropriately</li> </ul> | <ul style="list-style-type: none"> <li>Dictionaries</li> <li>Directories</li> <li>Novels</li> <li>Maps</li> <li>Catalogues</li> <li>Thesauruses</li> <li>ICT Tools</li> <li>Encyclopaedias</li> <li>Journals</li> <li>Anthologies</li> </ul> |

#### FORM 4 TOPIC/SKILL 4: WRITING/BRAILLING

| CONCEPTS/<br>ASPECTS                  | OBJECTIVES<br>Learners should be able to:  | CONTENT<br>(Attitudes, Values, Skills and Knowledge)  | SUGGESTED NOTES AND ACTIVITIES   | SUGGESTED RESOURCES  |
|---------------------------------------|--|---|--|--|
| <b>Aspects of composition writing</b> | <ul style="list-style-type: none"> <li>• write different types of sentences</li> <li>• use discourse markers in sentences correctly</li> <li>• amplify given notes appropriately in writing</li> <li>• use figurative language appropriately in writing</li> <li>• Write properly structured paragraphs</li> <li>• Use appropriate register in composition writing</li> <li>• Use appropriate diction</li> </ul> | <ul style="list-style-type: none"> <li>• Types of sentences</li> <li>• Discourse markers</li> <li>• Amplification of notes</li> <li>• Figurative language</li> <li>• Characteristics of a paragraph</li> <li>• Appropriate register</li> <li>• Diction</li> </ul> | <ul style="list-style-type: none"> <li>• Writing different types of sentences</li> <li>• Using discourse markers in sentences correctly</li> <li>• Amplifying given notes appropriately</li> <li>• Using figurative language</li> <li>• Writing paragraphs using the characteristics of a paragraph (topic sentence, developer, terminator)</li> <li>• Using appropriate register in composition writing</li> <li>• Applying appropriate diction in writing</li> </ul> | <ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Anthologies</li> <li>• Textbooks</li> <li>• Charts</li> <li>• Dictionary</li> <li>• Journals</li> <li>• Specialised materials</li> </ul> |

| CONCEPTS/<br>ASPECTS       | OBJECTIVES<br>Learners should be able to:   | CONTENT<br>(Attitudes, Values, Skills and Knowledge)   | SUGGESTED NOTES AND ACTIVITIES  | SUGGESTED RESOURCES  |
|----------------------------|---|--|---|--|
| <b>Free compositions</b>   | <ul style="list-style-type: none"> <li>• write creatively</li> <li>• use various narrative writing techniques</li> <li>• paint vivid images through descriptive language in writing</li> <li>• give relevant responses to open ended topics</li> <li>• give relevant information in writing</li> <li>• write informed and balanced arguments</li> <li>• present discussions in writing</li> </ul> | <ul style="list-style-type: none"> <li>• Creative writing</li> <li>• Narrative</li> <li>• Descriptive</li> <li>• Informative</li> <li>• Argumentative</li> <li>• Discursive</li> </ul> | <ul style="list-style-type: none"> <li>• Writing creatively</li> <li>• Using various narrative writing techniques</li> <li>• Painting vivid images through descriptive language in writing</li> <li>• Giving relevant responses to open ended topics</li> <li>• Giving relevant information in writing</li> <li>• Writing informed and balanced arguments</li> <li>• Presenting discussions in writing</li> </ul> | <ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> <li>• Anthologies</li> <li>• Diorama</li> <li>• Specialised materials</li> </ul>      |
| <b>Guided compositions</b> | <ul style="list-style-type: none"> <li>• write memoranda using correct format</li> <li>• Write different types of letters using correct format</li> </ul>   | <ul style="list-style-type: none"> <li>• Memoranda (memo)</li> <li>• Letters</li> <li>• Articles</li> <li>• Curriculum Vitae (CV)</li> <li>• Report</li> </ul>                         | <ul style="list-style-type: none"> <li>• Writing memoranda using a correct format</li> <li>• Writing different types of letters using the correct layout</li> <li>• Compiling an article using the correct format</li> </ul>  | <ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> <li>• Newspapers</li> <li>• Magazines</li> <li>• Journals</li> <li>• Forms</li> </ul> |

| <b>CONCEPTS/<br/>ASPECTS</b> | <b>OBJECTIVES</b><br>Learners should be able to:   | <b>CONTENT</b><br>(Attitudes, Values, Skills and Knowledge)                 | <b>SUGGESTED NOTES AND ACTIVITIES</b>  | <b>SUGGESTED RESOURCES</b>  |
|------------------------------|--|---|--|---|
|                              | <ul style="list-style-type: none"> <li>• Compile articles using the correct format</li> <li>• Write informative CVs</li> <li>• Compile reports using correct format</li> <li>• Write informative speeches using correct format</li> <li>• Complete forms properly</li> </ul> | <ul style="list-style-type: none"> <li>• Speech</li> <li>• Forms</li> </ul> | <ul style="list-style-type: none"> <li>• Writing informative CV using the correct format</li> <li>• Compiling report using the correct format</li> <li>• Preparing and presenting informative speech using the correct format</li> <li>• Completing forms appropriately</li> </ul> | <ul style="list-style-type: none"> <li>• Specialised materials</li> </ul> |

## **9.0 ASSESSMENT**

The heritage-based English Language learning area at lower secondary level shall be assessed through School Based Continuous Assessment (SBCA) and Summative Assessment (SA). These assessments shall be guided by the principles of inclusivity, practicability, authenticity, transparency, flexibility, validity and reliability. The principles are crucial for creating a supportive and effective learning environment that fosters growth and development in learners at secondary level. In addition to SBCA and SA, those aspects that cannot be assessed through the continuous and summative modes will be assessed through learner profiling. The aspect to be profiled will include soft skills among others. Arrangements, accommodations and modifications must be visible to enable candidates with special needs to access assessments. This section covers the assessment objectives, the assessment model, the scheme of assessment, and the specifications for continuous assessment.

### **9.1 ASSESSMENT OBJECTIVES**

#### **9.1.1 Writing/braille**

During and by the end of the four-year programme, learners will be assessed on their ability to:

- 9.1.1.1 write with grammatical accuracy, spell and punctuate their work correctly
- 9.1.1.2 Write continuous narratives, detailed descriptions, persuasive/ argumentative, informative/ expository compositions
- 9.1.1.3 write formal and informal letters, speeches, reports, articles, memos, based on notes, diagrams, statistical data and graphs
- 9.1.1.4 use different supporting language structures in context
- 9.1.1.5 write in a style and register appropriate to the subject matter
- 9.1.1.6 construct sentences with a variety of sentence structures
- 9.1.1.7 use a wide range of vocabulary and appropriate expressions
- 9.1.1.8 organise their work into coherent paragraphs
- 9.1.1.9 use linking words correctly
- 9.1.1.10 9.1.1.10 show originality and creativity in their writing

## **9.1.2 Reading comprehension**

- 9.1.2.1 answer recall questions
- 9.1.2.2 follow the sequence of events in a narrative or descriptive text
- 9.1.2.3 follow the development of an argument or discussion
- 9.1.2.4 recognise how language is used in a text to indicate relationships of ideas
- 9.1.2.5 distinguish main propositions from exemplifying or qualifying details
- 9.1.2.6 infer information that is indirectly stated
- 9.1.2.7 work out the contextual meanings of words and phrases
- 9.1.2.8 paraphrase ideas from a text
- 9.1.2.9 identify the tone and mood of a text
- 9.1.2.10 identify the writer's attitude(s) towards his/her subject
- 9.1.2.11 summarise specific aspects of a text

## **9.1.3 Speaking**

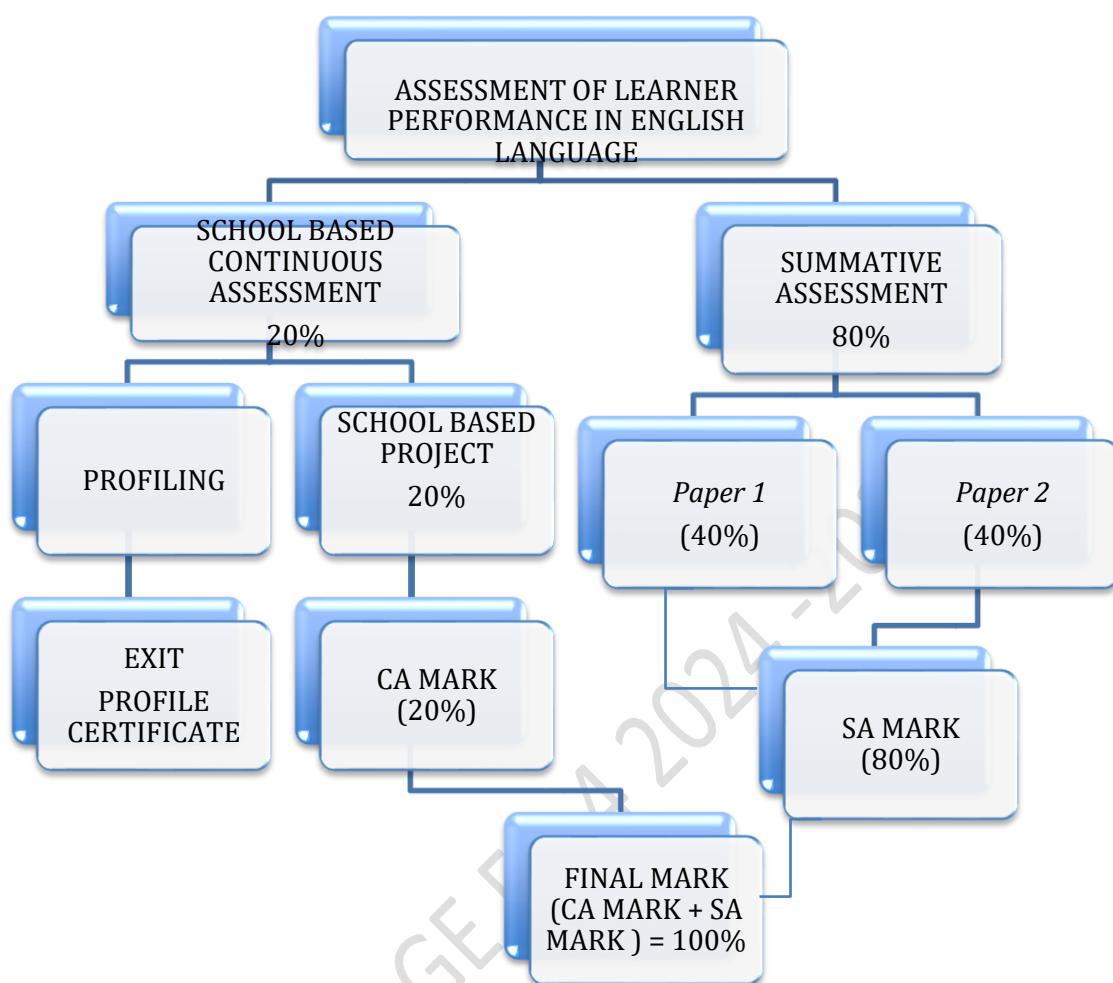
- 9.1.3.1 communicate ideas clearly, accurately, and fluently on a variety of topics
- 9.1.3.2 discuss and debate confidently on topical issues
- 9.1.3.3 use appropriate tone, intonation and non-verbal cues in communication
- 9.1.3.4 use appropriate register depending on the situation such as place, audience, subject matter and time

## **9.1.4 Listening**

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

## **9.2 Assessment Model**

Assessment of learners at lower secondary level for heritage-based English Language will be both Continuous and Summative. Continuous Assessment will include recorded activities from the School Based Project and other activities done by the learners for assessment while summative will include terminal examinations.



### 9.3 Scheme of Assessment

Learners at lower secondary level will be assessed using both School Based Continuous Assessment and Summative Assessment. From Form 1-4, learners will do a school-based project per form, per year and per learning area which will contribute 20% to the end of term and year mark. Public examination candidates at lower secondary level are expected to complete two school-based projects at Form 3 and 4 level, which will contribute 20% to the final mark at Form 4.

| FORM OF ASSESSMENT                 | WEIGHTING   |
|------------------------------------|-------------|
| School Based Continuous Assessment | 20%         |
| Summative Assessment               | 80%         |
| <b>Total</b>                       | <b>100%</b> |

### 9.4 School – Based Project: Continuous Assessment Scheme



The Table given below shows the Learning and Assessment Scheme for the School Based Project.

| Project Execution Stages | Description  | Timelines        | Marks     |
|--------------------------|--|------------------|-----------|
| 1                        | Problem Identification                                   | January          | 5         |
| 2                        | Investigation of related ideas to the problem/innovation | February         | 10        |
| 3                        | Generation of possible solutions                         | March            | 10        |
| 4                        | Selecting the most suitable solution                     | April-May        | 5         |
| 5                        | Refinement of selected solution                          | June             | 5         |
| 6                        | Presentation of the final solution                       | July             | 10        |
| 7                        | Evaluation of the solution and Recommendations           | August-September | 5         |
|                          | <b>TOTAL</b>   |                  | <b>50</b> |

The learning and assessment scheme shows the stages that shall be executed by pupils and the timeline at which each stage shall be carried out. Possible marks, totalling 50, are highlighted to indicate how much can be allocated.

### 9.5 Description of the Summative Assessment Scheme

#### Summative Assessment (80%)

| Paper | Description   | Duration          | Marks | Paper weighting % | Weighting % |
|-------|---|-------------------|-------|-------------------|-------------|
| 1     | Free and guided compositions                              | 1 Hour 30 minutes | 50    | 40%               | 80          |
| 2     | Comprehension, Summary and Supporting Language Structures | 2 Hours           | 50    | 40%               |             |

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

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

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

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

**Section A: 40 marks** – A prose passage will be set from which candidates will be expected to answer comprehension questions and a summary question. Questions 1 and 2 (comprehension) will carry 20 marks. Question 3 (summary) will carry 20 marks.

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

### 9.6 Skills Weighting Grid and the Specification Grid

The Forms 1 - 4 English Language Paper 1 examination will give thrust to the candidates' linguistic competence.

The Forms 1 - 4 English Language Paper 2 examination will conform to the following specification grid:

|       | Skill                              | Weight % |
|-------|------------------------------------|----------|
| 1     | Recall                             | 12%      |
| 2     | Comprehension                      | 80%      |
| 3     | Analysis, synthesis and evaluation | 8%       |
| Total |                                    | 100%     |

### 9.7 Assessment Instruments/Tools:

*The following are suggested tools*

- Check list
- Observation schedules
- Tests
- Rating Scale
- Exercises
- Practical activities
- School based continuous projects

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