

ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

ENGLISH LANGUAGE SYLLABUS

FORMS 1 - 4

2015 - 2022

Curriculum Development and Technical Services
P. O. Box MP 133
Mount Pleasant
Harare

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1.0 PREAMBLE

1.1 Introduction

The Forms 1 – 4 English Language Syllabus covers the learning and teaching of the English Language taking into account the importance of English as a vehicle for communication and a tool for cultural, political, religious, social and economic development. It seeks to help all learners to ethically and responsibly utilise Information and Communication Technologies (ICTs). The syllabus also seeks to prepare all learners to use English in studying other learning areas across the curriculum while offering opportunities for lifelong learning. The syllabus promotes the use of the communicative-functional approach to the teaching and learning of the English Language. It recognises the use of the English Language as a tool for inclusivity that encourages learners to cherish diversity and acknowledge differences. The teaching and learning of the language aims to produce learners who are not only linguistically competent, but also patriotic, ethical and can function in different roles and situations which they are likely to encounter after leaving school. The syllabus aims to promote Unhu/Ubuntu/Vumunhu among learners through selection of appropriate language learning materials.

1.2 Rationale

As a medium of instruction, the English Language assists in the teaching and learning of other areas across the curriculum. Being a global language, it offers all learners opportunities to communicate in a wider spectrum. In addition, the skills mastered in the study of the English Language will open up opportunities for employment in various media fields and also enable them to be writers in their own right, who are able to protect their intellectual properties.

The study of the English Language will enhance development of skills in:

- · Problem solving
- Critical thinking
- · Decision making
- Conflict resolution
- Leadership
- Self-management
- Communication
- Technology and innovation
- · Enterprise
- Team work

1.3 Summary of Content (Knowledge, Skills and Attitudes)

The Forms 1 – 4 English Language syllabus emphasises the learning and teaching of the four macro-skills, namely: listening, speaking, reading and writing and their sub-skills, as well as other literacy and numeracy skills. The syllabus also promotes the development of positive attitudes and interpersonal communication through proper use of language. The teaching and learning of visual, aural, manual and tactile skills is emphasised in order to accommodate learners with diverse needs.

1.4 Assumptions

It is assumed that learners:

- · are literate in English Language
- · are motivated to learn English Language
- · are capable of learning English Language
- have basic ICT skills

1.5 Cross-cutting themes

In the teaching and learning of English Language, the following cross-cutting themes should be taken into consideration through the use of texts selected, projects and assignments.

- ICT
- Gender
- · Children's Rights and Responsibilities
- · Disaster Risk Management
- Sexuality, HIV and AIDS Education
- Child Protection
- Heritage Studies
- · Human Rights
- Collaboration
- Environmental Issues
- Financial literacy
- Communication

2.0 PRESENTATION OF THE SYLLABUS

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

3.0 AIMS

The aims of the syllabus are to:

- 3.1 promote in learners an awareness of the usefulness of the English Language as a medium of national and international communication, as well as the value of effective language command and use for personal and national development.
- 3.2 develop in learners a lifelong reading habit for enjoyment and acquisition of knowledge.
- 3.3 develop in learners appropriate techniques for intensive and extensive reading.
- 3.4 further develop and foster writing skills and talent in learners.
- 3.5 extend the learners` skills of listening for different purposes.
- 3.6 help learners communicate effectively in spoken English/Sign Language in different situations.
- 3.7 expand learners` interactive skills using Information Communication Technology.

4.0 SYLLABUS OBJECTIVES

By the end of Form 4, learners should be able to:

- 4.1 construct correct English sentences orally and in writing/braille
- 4.2 use appropriate language (registers) in different situations
- 4.3 read a variety of texts for knowledge and recreation
- 4.4 make appropriate use of cyberspace (social networks)
- 4.5 evaluate information given orally or in writing/ signing
- 4.6 listen to and understand texts or any form of communication in English

- 4.7 use writing conventions correctly
- 4.8 express themselves using appropriate non-verbal communication skills
- 4.9 write meaningfully on a variety of topics
- 4.10 use skills acquired for creative writing or career identification

5.0 METHODOLOGY AND TIME ALLOCATION

5.1 Methodology

In using this syllabus, the functional-communicative, multi-sensory approaches and principles of individualisation, concreteness, totality and wholeness are recommended, operating within the spiral framework. This syllabus encourages the use of learner-centred and interactive activities that enable all learners to develop and understand linguistic concepts and their use and usage in everyday life. Through this approach, language forms and structures are to be taught by using them in appropriate contexts rather than as isolated forms.

Within the functional-communicative approach, the following strategies are recommended:

- · Debate and discussion
- Individual and group presentation
- Drama
- · Role play/ Imitation and simulation
- · Poetry, song and dance
- · Educational tours
- E-Learning
- · Research/Case studies
- Puppetry
- Diorama
- Quiz
- Models/Resource persons

5.2 Time Allocation

For effective teaching of English Language at this level, a minimum time allocation of 6-7 periods of 35-40 minutes per week is recommended.

6.0 SKILLS AND TOPICS

6.1 SKILLS

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

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

6.2 Topics

- Oral work
- Language structures
- Comprehension
- Composition
- Summary
- Registers

7.0 SCOPE AND SEQUENCE

7.1 SKILL 1: LISTENING/OBSERVING

| ASPECTS | FORM 1 | FORM 2 | FORM 3 | FORM 4 |
|-------------------------|---|--|---|--|
| Listening comprehension | Questions | Questions | Narration | Inference |
| | Stories | Stories | Note taking | Note taking |
| | Note taking | Note taking | Summary | Summary |
| | Summary | Summary | Inference | Evaluation |
| | | | Evaluation | Narration |
| Oral instructions | Simple directions | Simple directions | Complex directions | Complex directions |
| | Announcements | Announcements | Announcements | Announcements |
| | Messages | Messages | Messages | Messages |
| Conversations | Dialogues | Dialogues | Dialogues | Dialogues |
| | | | Interviews | Interviews |
| Purposeful listening | Dictation | Dictation | Dictation | Dictation |
| | Directed listening | Directed listening | Directed listening | Directed listening |
| | Tone and intonation | | Selective listening | Selective listening |
| | Pronunciation | | | |

7.2 SKILL 2: SPEAKING/SIGNING

| STOTION | 7 200 | c Maca | C MOO | EODW 4 |
|---------------|--|--|---|---|
| ASPECTS | FORM 1 | FORIM 2 | FURIN 3 | FORM 4 |
| Pronunciation | Eight cardinal vowels | Weak and strong forms of | Intonation and stress | Intonation and stress |
| | Consonant clusters | vowels | patterns | patterns |
| | Diphthongs | Consonant blends and | Tone and mood | Tone and mood |
| | Silent consonants | digraphs | Triphthongs | Triphthongs |
| | | • Diphthongs | | |
| Registers | Introductions | Telephone conversations | Degree of formality and | Discussing topical issues |
| | Greetings | Expressing gratitude | informality | Condolences |
| | Requests | Advising | Expressing opinion | Complaints |
| | Invitations | | Complaints | Persuasion |
| | Apologies and | | Condolences | Interviews |
| | compliments | | Interviews | Announcements |
| | Telephone | | | |
| | conversations | | | |
| | | | | |

7.2 SKILL 2: SPEAKING/SIGNING CONTD..

| ASPECTS | FORM 1 | FORM 2 | FORM 3 | FORM 4 |
|--------------|-------------------------------|---------------------------------------|--|---|
| Descriptions | • Self | People and scenes | Processes | Events |
| | Environment | Processes | • Events | Processes |
| | Objects | | | |
| | Processes | | | |
| Debates | Topical issues – local | Topical issues – local | Topical issues – national | Topical issues – national |
| | Selected cross - | Selected cross- cutting | and international | and international |
| | cutting issues | issues | Cross-cutting themes | Cross-cutting themes |
| Speeches | Impromptu | Impromptu | Impromptu | Impromptu |
| | Prepared | Prepared | Prepared | Prepared |

7.3 SKILL 3: READING/SIGNING

| ASPECTS | FORM 1 | FORM 2 | FORM 3 | FORM 4 |
|-------------------|--|--|--|--|
| Intensive reading | Recall questions | Recall questions | Recall questions | Recall questions |
| | Skimming | Skimming | Skimming | Skimming |
| | Scanning | Scanning | Scanning | Scanning |
| | Inference | Inference | Inference | Inference |
| | Word meanings |
| | Note making | Note making | Note making | Note making |
| | Evaluation | Evaluation | Evaluation | Evaluation |
| | Summary | Summary | Summary | Summary |
| | | | Analysis | Analysis |
| | | | Synthesis | Synthesis |
| | | | Paraphrasing | Paraphrasing |
| Extensive reading | Summary | Summary | Characterisation | Characterisation |
| | Characters | Characters | • Plot | • Plot |
| | Setting | Setting | Setting | Setting |
| | Themes | Themes | • Style | Style |
| | • Plot | • Plot | • Themes | • Themes |
| Referencing | Reference sources | Reference sources | Reference sources | Reference sources |
|) | Sections of a book |
| | The Internet | The Internet | Encyclopaedia | Encyclopaedia |
| | | | • Journals | Journals |
| | | | The Internet | The Internet |
| | | | | |

7.4 SKILL 4: WRITING/BRAILING

| ASPECTS | FORM 1 | FORM 2 | FORM 3 | FORM 4 |
|------------------------|---|---|--|--|
| Aspects of composition | Basic sentence | Types of sentences | Types of sentences | Types of sentences |
| writing | construction rules | Elements of a paragraph | Paragraph unity | Paragraph unity |
| | Types of sentences | Registers | Registers | Registers |
| | Elements of a paragraph | Linking devices | Discourse markers | Figurative language |
| | Registers | | Amplification of notes | Amplification of notes |
| | Linking devices | | Figurative language | Discourse markers |
| | | | | |
| Free compositions | Narrative | Narrative | Narrative | Narrative |
| | Descriptive | Descriptive | Descriptive | Descriptive |
| | Creative writing | Informative | Informative | Informative |
| | | Creative writing | Argumentative | Argumentative |
| | | Discursive | Discursive | Discursive |
| | | | Creative writing | Creative writing |
| Guided compositions | Letters | Letters | Memos | • Memos |
| | Reports | Reports | Letters | • Letters |
| | | Speeches | Articles | Articles |
| | | | Curriculum vitae | Curriculum vitae |
| | | | Reports | Reports |
| | | | • Speeches | • Speeches |

7.5 TOPIC 5: SUPPORTING LANGUAGE STRUCTURES

The following supporting language structures should be taught from Form 1 - 4. Teachers are to select what is appropriate to the level of their learners and bear in mind that the structures should be taught in context and spread across all the language skills.

7.5 TOPIC 5: SUPPORTING LANGUAGE STRUCTURES CONTD...

| CIED TOBIC | L MOCH | 7 | EODM 2 | L | EODM 2 | | V Mac |
|-----------------------------|---------|------------------------|---|---|------------------------|---|--------------------------|
| | | _ | LONIN 2 | 2 | NIM S | - | |
| Nouns | · | Types of nouns | Types of nouns | • | Noun formation | • | Noun formation |
| | • ∃ | Plural forms | Opposites | • | Prefixes | • | Prefixes |
| | о • | Opposites | Prefixes | • | Suffixes | • | Suffixes |
| | • Pre | Prefixes | • Gender | | | | |
| Verbs | ř | Types of tenses | Subject-verb agreement | • | Types of tenses | • | Types of tenses |
| | · Su | Subject-verb agreement | Sequence of tenses | • | Auxiliaries and modals | • | Auxiliaries and modals |
| | • Se | Sequence of tenses | Types of tenses | • | Phrasal verbs | • | Phrasal verbs |
| | | - | - | | | • | Active and passive forms |
| Pronouns | • Pe | Personal | Relative | • | Relative | • | Relative |
| | • Re | Relative | Possessive | • | Possessive | • | Possessive |
| | | | Reflexive | • | Reflexive | • | Reflexive |
| Adjectives | • Fo | Formation | Formation | • | Order when more than | • | Order when more than one |
| | ර • | Comparatives | Comparatives | | one follow each other | | follow each other |
| | · Sn | Superlatives | Superlatives | • | Prefixes and suffixes | • | Prefixes and suffixes |
| | о • | Opposites | Opposites | • | Non-gradable | • | Non-gradable |
| | • Pre | Prefixes and suffixes | Prefixes and suffixes | | | | |
| Adverbs | • Fo | Formation | Formation | • | Adverbials of time, | • | Adverbial phrases and |
| | • Ad | Adverbials of manner | Adverbials of time, place | | place, manner and | | clauses |
| | | | and manner | | reason | | |
| Spelling and word formation | ° | Consonant-vowel | Common prefixes and | • | Derivative words | • | Noun formation |
| | 8 | combinations | suffixes in word formation | • | Homonyms | • | Prefixes and suffixes |
| | ŏ • | Words with unusual | Homonyms | • | Homophones | • | Homonyms |
| | 0 | vowel combinations | Homophones | • | Homographs | • | Homophones |
| | · Sp | Spelling rules | Homographs | | | • | Homographs |
| Sentence construction | • Sin | Simple and compound | Simple and compound | • | Simple, compound and | • | Simple, compound and |
| | ပိ • | Conjunctions | Conjunctions | | complex | | complex |
| | • Pu | Punctuation | Phrases | • | Clauses | • | Discourse markers |
| | • Art | Articles | Articles | • | Phrases | • | Sentence modifiers |
| | • De | Determiners | Determiners | • | Conjunctions | • | Conjunctions |
| | • Pr | Prepositions | Prepositions | • | Determiners | • | Determiners |
| | • Qu | Questions | Punctuation | • | Prepositions | • | Prepositions |

7.5 TOPIC 5: SUPPORTING LANGUAGE STRUCTURES CONTD...

| SUB TOPIC | FORM 1 | FORM 2 | FORM 3 | FORM 4 |
|----------------------------|--------------|-----------------------------------|-------------------------------------|---|
| | Commands | Questions | Punctuation and | Punctuation and meaning |
| | Exclamations | Question tags | meaning | Questions |
| | | Commands | Questions | Question tags |
| | | Exclamations | Question tags | Commands |
| | | | Commands | Exclamations |
| | | | Exclamations | |
| Direct and Indirect speech | Punctuation | Punctuation | Punctuation | Punctuation |
| | Switching | Switching | Switching | Switching |

8.0 COMPETENCY MATRIX

FORM 1

8.1 SKILL 1: LISTENING/OBSERVING

| CONCEPTS/ASPECTS | OBJECTIVES Learners should be able to: | CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE) | SUGGESTED NOTES AND ACTIVITIES | SUGGESTED RESOURCES |
|-------------------------|---|--|--|---|
| Listening comprehension | answer questions retell stories heard | Simple recall Comprehension | Listening to oral texts Responding to guestions | Print media ICT tools |
| | take notes | Attentive listening Note taking | Narrating stories listened to | Story books |
| | | | Writing notes from an | |
| | | | oral textRetelling headlines from | |
| | | | broadcasts | |
| Oral instructions | follow directions | Directions | Taking appropriate action | ICT tools |
| | respond to instructions | Instructions | as directed | Print media |
| | relay messages | Messages | Conveying accurate | Maps |
| | accurately | Announcements | messages | |
| | repeat announcements | | Stating the gist of announcements | |
| | | | | |
| Conversations | engage in meaningful | Dialogues | Role playing | Telephone |
| | dialogues | Registers | Turn-taking | School calendar of events |
| | | Speech etiquette | | Personal diaries |
| Purposeful listening | take dictation | Dictation | Writing dictated texts | ICT tools |
| | select relevant | Specific questions | Answering specific | Print media |
| | information to answer | Mood and tone | questions | |
| | specific questions | | Working out meaning | |
| | deduce meaning from | | from the tone and | |
| | the tone and intonation | | intonation of the speaker | |
| | or the speaker | | | |

8.2 SKILL 2: SPEAKING/SIGNING

| CONCEPTS/ASPECTS | OBJECTIVES Learners should be able to: | CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE) | SUGGESTED NOTES AND ACTIVITIES | SUGGESTED RESOURCES |
|------------------|--|--|---|--|
| Pronunciation | distinguish pure vowels from other vowels articulate consonant clusters and diphthongs reproduce silent consonants | Consonant clusters Diphthongs Silent consonants Vowels | Reading words with various combinations of vowels and consonants Practising articulating the cardinal vowels Practising pronunciation | ICT tools Word cards |
| Registers | demonstrate use of appropriate language in given situations | Introductions Greetings Requests Invitations Apologies Compliments Phone conversations Phone etiquette | Introducing oneself or others Exchanging greetings Making requests Giving invitations or turning them down Apologising or accepting apologies Conducting phone conversations | ICT tools Puppets Pictures |
| Descriptions | describe self, objects and the environment explain simple processes | Self Objects Environment Processes | Giving details of one self Producing detailed descriptions of objects and activities Giving descriptive details about the environment Discussing simple processes | ICT tools Objects within the environment |
| Debates | debate on topical and selected cross- cutting issues express opinions distinguish facts from opinions | Debating procedures HIV and AIDS Children's rights and responsibilities ICT Environment | Holding debates on topical and selected cross-cutting issues Giving pros and cons on given topics Justifying one's stance on given issues Defending one's opinion(s) | ICT tools Print media Local events |
| Speeches | deliver prepared speeches present impromptu speeches | Prepared speech Impromptu speech Appropriate register | Presenting prepared speeches Delivering impromptu speeches | ICT tools Print media |

8.3 SKILL 3: READING/SIGNING

| CONCEPTS/ASPECTS | OBJECTIVES | CONTENT (ATTITUDES, | SUGGESTED NOTES AND | SUGGESTED |
|-------------------|--|--|--|--|
| | Learners should be able to: | SKILLS AND KNOWI FDGF) | ACTIVITIES | RESOURCES |
| Intensive reading | answer a variety of | Types of questions | Responding to a variety of | Prescribed textbooks |
| | questions | Skimming | questions | Newspapers |
| | skim and scan a text | Scanning | Reading texts for general | Magazines |
| | draw inferences from | Contextual meaning | information | ICT tools |
| | written texts | Note making | Stating information that is | Statistical data |
| | make notes on read texts | Summary writing | not explicitly given | |
| | summarise a text read | Evaluation: | Working out contextual | |
| | | - characters | meanings of words and | |
| | | - style | phrases | |
| | | - setting | Compiling notes on texts | |
| | | - tone and mood | read | |
| | | | Role playing | |
| | | | Debating on texts read | |
| | | | Writing summaries of texts | |
| | | | read | |
| | | | evaluating texts read | |
| Extensive reading | summarise a text read | • Plot | Giving background | • Novels |
| | identify characters in a | Character identification | information of texts read | Magazines |
| | book read | Setting | Presenting summaries of | Short stories |
| | outline the setting of a | Themes | texts read | |
| | story read | | Role-playing characters in a | |
| | list the themes from a | | text | |
| | read text | | Explaining the setting of a | |
| | | | text | |
| | | | Identifying themes in a text | |
| | | | read | |
| | | | Compiling words and | |
| | | | phrases for a vocabulary | |
| | | | note book | |
| | | | | |

8.3 SKILL 3: READING/SIGNING CONTD..

| CONCEPTS/ASPECTS | OBJECTIVES Learners should be able to: | CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE) | SUGGESTED NOTES AND ACTIVITIES | SUGGESTED RESOURCES |
|------------------|---|---|--|----------------------------------|
| Referencing | find information from a | Reference sources: | Locating information from a | Dictionaries |
| | variety of sources | dictionaries | variety of reference sources | Directories |
| | identify different sections | - directories | Discussing different sections | • Novels |
| | of a book | - maps | of books and their purposes | Maps |
| | use the internet ethically | - catalogues | Surfing the internet ethically | ICT tools |
| | | the Internet | | |
| | | Sections of a book: | | |
| | | contents table | | |
| | | - preface | | |
| | | - glossary | | |
| | | - index | | |
| | | - appendices | | |
| | | Cyber ethics | | |
| | | | | |

4 SKILL 4: WRITING/BRAILLING

| | | - | | |
|---------------------|--|---|--|---------------------------------|
| CONCEPTS/ASPECTS | OBJECTIVES Learners should be able to: | CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE) | SUGGESTED NOTES AND ACTIVITIES | SUGGESTED RESOURCES |
| Composition writing | write sentences distinguish between a | Simple sentences (subject+verb+object) | Constructing grammatically correct simple sentences | ICT tools Recommended |
| | simple and a compound | Compound sentences | Writing a variety of simple | textbooks |
| | sentence | Paragraphing | and compound sentences | Anthologies |
| | write a coherent paragraph | - topic sentences | Composing a coherent | |
| | | - developers - terminators | paragraph Writing in an appropriate | |
| | use appropriate register in | Appropriate register | register | |
| | dirrerent situations | | vvrtting paragraphs using markers of coherence and | |
| | connect ideas in logical coherent paragraphs | Discourse markers | cohesive devices | |
| Free compositions | distinguish various | Types of compositions | Writing different types of | Anthologies |
| | composition types | - narrative | compositions | Print media |
| | Write different types of | - descriptive | Producing various types of | • ICT tools |
| | compositions | | compositions | Pictures |
| | | | Using different styles and | |
| | depict scenes, processes, | | forms of composition writing | |
| | people, objects and | : | Composing poems and | |
| | events | Composition writing | short stories | |
| | demonstrate creative | techniques: | | |
| | writing skills | - paragraphing | | |
| | | varied vocabulary | | |
| | | and appropriate | | |
| | | register | | |
| | | - captivating | | |
| | | descriptions Creative writing | | |
| Guided compositions | write letters | Friendly letters | Writing well-structured | ICT tools |
| | compile reports | Business letters | compositions | Print media |
| | expand pegs | Paragraphing | Compiling meaningful | Pictures |
| | | Amplification of pegs | reports | |
| | | Apt register | Amplifying notes | |
| | | Instructions | | |
| | | | | |

8.0 COMPTENCY MATRIX

FORM 2

8.1 SKILL 1: LISTENING/OBSERVING

| CONCEPTS/ASPECTS | OBJECTIVES | CONTENT (ATTITUDES. | SUG | SUGGESTED NOTES AND | SUGGESTED |
|-------------------------|---|----------------------------------|-----|--|--|
| | Learners should be able to: | SKILLS AND KNOWLEDGE) | ACT | ACTIVITIES | RESOURCES |
| Listening comprehension | answer different types of | Factual, interpretive | • | Listening to different oral | • ICT tools |
| | questions | and evaluative | . ب | texts | Oral texts |
| | list main ideas from the | questions | • | Responding to questions | Resource persons |
| | Stories told | Note making | • | Identifying the main ideas | |
| | illand llotes | | • | Writing notes from oral texts | |
| | | | |) | |
| Oral instructions | follow directions | Directions | • | Taking appropriate actions | ICT tools |
| | react appropriately to instructions | Instructions Messages | • | as directed Carrying out instructions | Puppets Drint media |
| | respond appropriately to | Announcements | • | Following explanations | • Maps |
| | announcements | Explanations | • | Relaying the messages | |
| | | | | accurately | |
| | | | • | Reacting to announcements | |
| Conversations | converse freely in the correct | Dialogues | • | Dialoguing on topical and | • Phone |
| | register |) | Ü | cross- cutting issues | School calendar of |
| | | | | | events |
| | | | | | Personal diaries |
| | | | | | Talking books |
| Attentive listening | take dictation accurately | Dictation | • | Writing dictated texts | ICT tools |
| | report on broadcasts | Broadcasts | • | Giving feedback on | |
| | | | 4 | | |
| | | | | | |

8.2 SKILL 2: SPEAKING/SIGNING

| ONCEDIO/ACDECTO | OD IECTIVES | SONTENT ATTITIOES | CIICCECTED MOTES AND | CECTED |
|-----------------|--|--|--|-----------------------------------|
| | Learners should be able to: | SKILLS AND KNOWLEDGE) | ACTIVITIES | RESOURCES |
| Pronunciation | differentiate weak from strong forms of vowels | Vowels – weak and strong | Distinguishing weak from strong vowels | ICT tools Talking books |
| | pronounce consonant | Consonant blends, | Articulating consonant | |
| | blends, digraphs and | digraphs | blends, digraphs and | |
| | diphthongs | Diphthongs | diphthongs | |
| Registers | use registers appropriate to | Conversations | Conversing in the | ICT tools |
| | different situations | Advice | appropriate register | Talking books |
| | | Gratitude | Giving advice | Print media |
| | | | Accepting advice | |
| | | | Expressing gratitude | |
| Descriptions | use appropriate language | Language use: | Describing processes, | Objects within the |
| | structures for descriptions | - adjectives | people and scenes within | environment |
| | Demonstrate descriptive | - adverbs | their environment | Pictures |
| | skills | adjectival phrases | Applying appropriate | ICT tools |
| | | and clauses | language structures in | |
| | | metaphors and | descriptions | |
| | | similes | | |
| | | Processes | | |
| | | People | | |
| | | • Scenes | | |
| | | Events | | |
| Debates | argue convincingly on topical created cross_cutting | • Gender • HIV and AIDS | Debating convincingly on | ICT tools Newspapers |
| | Service Source Service | • Children's rights and | ישוויסן וייין אין דיין | • Macivacan |
| | • respond to ideas presented | responsibilities | Reacting appropriately to | |
| | | Environmental issues | ideas presented by either | |
| | | | side | |
| | | | Defending own position | |
| | | | convincingly | |
| Speeches | present prepared speeches | Guidelines for | Delivering prepared | ICT tools |

8.2 SKILL 2: SPEAKING/SIGNING CONTD..

| CONCEPTS/ASPECTS | OBJECTIVES | CONTENT (ALTITUDES, | SUGGESTED NOTES AND | SUGGESTED |
|------------------|-----------------------------|---------------------------------------|---|-------------|
| | Lealiers should be able to. | KNOWLEDGE) | ACINI | NESOCIACES |
| | deliver meaningful | prepared speech: | sbeeches | Print media |
| | impromptu speeches | - research | | |
| | | - planning | Presenting meaningful | |
| | | - organizing | impromptu speeches | |
| | | presentation | | |
| | | Guidelines for | | |
| | | impromptu speech: | | |
| | | quick thinking | | |
| | | critical thinking | | |
| | | creativity | | |
| | | - presentation | | |

8.3 SKILL 3: READING/SIGNING

| | OBJECTIVES | CONTENT (ATTITUDES, | SUGGESTED NOTES AND | SUGGESTED RESOURCES |
|-------------------|--|--|---|--------------------------------------|
| CONCEPTS/ASPECTS | Learners should be able to: | SKILLS AND KNOWLEDGE) | ACTIVITIES | |
| Intensive reading | answer a variety of questions | Types of questions | Responding to a variety of | Print media |
| | skim and scan a text | Skimming | questions | · ICT |
| | draw inferences from written | Scanning | Reading texts for general | Statistical data |
| | texts | Contextual meaning | information | |
| | | | Stating information that is | |
| | make notes on read texts | Note making | not explicitly given | |
| | | | Working out contextual | |
| | | | meanings of words and | |
| | summarise a text | | phrases | |
| | | Summary writing | Compiling notes on texts | |
| | | | Role playing | |
| | | | Debating on texts | |
| | | | writing summaries of | |
| | | | passages | |
| | evaluate a text | | analysing texts | |
| | | Evaluation: | | |
| | | - characters | | |
| | | - style | | |
| | | - setting | | |
| | | - tone and mood | | |

8.3 SKILL 3: READING/SIGNING

| | OBJECTIVES | CONTENT (ATTITUDES | SUGGESTED NOTES AND | SUGGESTED RESOURCES |
|-------------------|--|---|--|---------------------|
| CONCEPTS/ASPECTS | Learners should be able to: | SKILLS AND KNOWLEDGE) | ACTIVITIES | |
| Extensive reading | research on authors | Research | Carrying out research on | • Novels |
| | summarise a text | | different authors | Magazines |
| | describe characters in a | • Plot | Giving background | Short stories |
| | book read | Characterisation | information of texts | ICT tools |
| | compare and contrast | | Presenting summaries of | |
| | כוומומכופוט ווו מ ופאו | | ופאופ | |
| | describe the setting of a | | Relating place and time to | |
| | story | | events in texts | |
| | draw relationships among | Setting | Linking events to their | |
| | themes in a text | | respective characters in a | |
| | evaluate a text | Themes | text | |
| | | | Tracing relationships of | |
| | | Evaluation : | characters | |
| | | | Identifying relationships | |
| | | - morals/ lessons | among themes in a text | |
| | | | Maintaining vocabulary note | |
| | | | books | |
| | | | Discussing morals / lessons | |
| Referencing | find information from a | Reference sources: | Locating information from a | Dictionaries |
| | variety of sources | dictionaries | variety of reference sources | Directories |
| | identify different sections of a | directories | | • Novels |
| | book | - maps | Discussing different | • Maps |
| | use the internet ethically | - catalogues | sections of books and their | ICT tools |
| | | - Internet | purposes | |
| | | Sections of a book: | Surfing the internet ethically | |
| | | contents table | | |
| | | - preface | | |
| | | - glossary | | |
| | | - index | | |
| | | - appendices | | |
| | | Cyber ethics | | |

4 SKILL 4: WRITING/BRAILLING

| ES AND SUGGESTED RESOURCES | rariety of • ICT tools • Anthologies ompositions • Magazines uction, body riate ositions | types of • Anthologies • Print media Is types of • ICT tools tyles and istion writing Ins and cons of types |
|---|---|--|
| SUGGESTED NOTES AND ACTIVITIES | Constructing a variety of sentences Writing simple compositions with clear introduction, body and conclusion Applying appropriate register in compositions | Writing different types of compositions Producing various types of compositions Using different styles and forms of composition writing Composing poems and short stories Stating pros and cons of given composition types |
| CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE) | Simple sentence Compound sentence Complex sentence Characteristics of a paragraph Appropriate register in: letters speeches reports invitations | Types of compositions |
| OBJECTIVES Learners should be able to: | distinguish between simple, compound and complex sentences write coherent paragraphs use appropriate register in different situations | distinguish various composition types write different types of compositions depict scenes, processes, people, objects and events demonstrate creative writing skills discuss given topics |
| CONCEPTS/ASPECTS | Composition writing | Free compositions |

4 SKILL 4: WRITING/BRAILLING CONTD..

| CONCEPTS/ASPECTS | OBJECTIVES Learners should be able to: | CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE) | SUGGESTED NOTES AND ACTIVITIES | SUGGESTED RESOURCES |
|---------------------|--|---|--|---------------------------------|
| Guided compositions | write letters | Business/formal letters | Writing letters | Print media |
| | | Friendly/informal | | ICT tools |
| | compile reports | letters | Amplifying notes | |
| | write speeches | Report format | Writing speeches for | |
| | | Speech format | specific occasions | |
| | use appropriate composition | Composition writing | Compiling meaningful | |
| | techniques | techniques | reports | |
| | | - paragraphing | Applying appropriate | |
| | | amplification of | composition techniques | |
| | | notes | | |
| | | varied vocabulary | | |
| | | and appropriate | | |
| | | register | | |
| | | grammatically correct | | |
| | | sentences | | |

8.0 COMPETENCY MATRIX

FORM 3

8.1 SKILL 1: LISTENING/OBSERVING

| MOWLEDGE) - Broadcasts - Note making - Note playing - Note p | OBJECTIVES | | ATTITUDES, | SUGGESTED NOTES AND | SUGGESTED RESOURCES |
|--|--|------|---------------------------|--------------------------------------|---|
| Broadcasts Narrations Note making | Learners snouid be able to: | | E) | ACTIVITIES | |
| Note making Compiling notes Listening to narrations and broadcasts Evaluating narrations and broadcasts Drawing morals from stories Complex directions/ as directed /instructed Messages Broadcasts Broadcasts Cross-cutting themes Research announcements Research Dialogues Dialoguing on emerging issues Dictations Presentations | report on news and other | • er | Broadcasts | Listening to different media | Print media |
| Listening to narrations and broadcasts Evaluating narrations and broadcasts Evaluating narrations and broadcasts Drawing morals from stories Drawing morals from stories Instructions Messages Messages Cross-cutting themes Cross-cutting themes Dialogues Interview procedures Dictations Dictations Presentations Presentations Presentations Presentation or presentation from resource Presentations Presentations Presentation from resource Presentation from resource Presentation from resource Presentations Presentation from resource Presentations Presentation from resource Presentation from resource Presentations Presentations Presentation from resource Presentations Presentations Presentation from resource Presentation from resource Presentations Presentation from resource | events from different mediamake notes | | Narrations Note making | Reporting back | ICT tools Resource persons |
| broadcasts • Evaluating narrations and broadcasts • Drawing morals from stories • Taking appropriate actions as directed /instructed • Relaying messages accurately • Listening to announcements • Giving feedback on announcements • Researching on cross-cutting issues • Role playing • Conducting interviews on cross-cutting themes • Role playing • Conducting interviews on cross-cutting themes • Role playing • Conducting on emerging issues • Dialoguing on emerging • Writing dictated texts • Reporting on any presentation from resource | summarise broadcasts and | | | Listening to narrations and | |
| irections/ Irections/ Broadcasts Taking appropriate actions as directed /instructed Relaying messages accurately Listening to announcements Giving feedback on announcements Researching on cross- cutting issues Role playing Conducting interviews on cross- cutting themes Dialoguing on emerging issues Writing dictated texts Writing dictated texts Reporting on any presentation from resource | narrations draw morals from stories | | | broadcasts Evaluating parrations and | |
| irections/ Taking appropriate actions as directed /instructed Belaying messages accurately Listening to announcements Giving feedback on announcements announcements Researching on cross-cutting issues Bolaloguing on emerging issues Dialoguing on emerging issues Beporting dictated texts on cross-cutting dictated texts on cross-cutting dictated texts bressered in the presentation from resource in the control of the control o | heard | | | broadcasts | |
| irections/ sa directed /instructed Relaying messages accurately Listening to announcements Giving feedback on announcements Researching on cross- cutting issues Role playing Conducting interviews on cross- cutting themes Dialoguing on emerging issues Writing dictated texts Writing dictated texts Reporting on any presentation from resource Pareons Pareons Persons | | | | Drawing morals from stories | |
| lirections/ • Taking appropriate actions as directed /instructed • Relaying messages accurately Listening to announcements • Giving feedback on announcements • Researching on cross-cutting issues • Role playing • Conducting interviews on cross-cutting themes • Dialoguing on emerging issues • Writing dictated texts • Reporting on any presentation from resource • Paresons | | | | | |
| Relaying messages accurately Listening to announcements Giving feedback on announcements announcements Researching on cross- cutting issues Role playing Conducting interviews on cross- cutting themes Dialoguing on emerging issues Writing dictated texts Writing dictated texts Reporting on any presentation from resource | follow a series of directions | • | Complex directions/ | Taking appropriate actions | ICT tools |
| Relaying messages accurately Listening to announcements Giving feedback on announcements Researching on cross-cutting issues Role playing Conducting interviews on cross-cutting themes Dialoguing on emerging issues Dialoguing on emerging issues Writing dictated texts Reporting on any presentation from resource Pagentation from from from from from from from from | and instructions | | Instructions | as directed /instructed | Oral texts |
| Listening to announcements Giving feedback on announcements Researching on cross-cutting issues Role playing Conducting interviews on cross-cutting themes Dialoguing on emerging issues Dialoguing on any presentation from resource Reporting on any presentation from resource | convey messages correctly | | | Relaying messages | |
| Giving feedback on announcements Researching on cross- cutting issues Role playing Conducting interviews on cross- cutting themes Dialoguing on emerging issues Writing dictated texts Reporting on any presentation from resource Parsons | report on announcements | • | Messages | Listening to announcements | |
| Researching on cross- cutting issues Role playing Conducting interviews on cross- cutting themes Dialoguing on emerging issues Writing dictated texts Reporting on any presentation from resource | | | • | Giving feedback on | |
| Researching on cross- cutting issues Role playing Conducting interviews on cross- cutting themes Dialoguing on emerging issues Writing dictated texts Reporting on any presentation from resource | | • | Broadcasts | announcements | |
| Role playing Conducting interviews on cross-cutting themes Dialoguing on emerging issues Writing dictated texts Reporting on any presentation from resource | engage in dialogues on any | • | Cross-cutting themes | Researching on cross- | ICT tools |
| Role playing Conducting interviews on cross- cutting themes Dialoguing on emerging issues Writing dictated texts Reporting on any presentation from resource | cross- cutting themes and | • | Research | cutting issues | Print media |
| edures • Conducting interviews on cross- cutting themes • Dialoguing on emerging issues • Writing dictated texts • Reporting on any presentation from resource | emerging issues | • | Dialogues | Role playing | |
| Dialoguing on emerging issues Writing dictated texts Reporting on any presentation from resource | | • | Interview procedures | Conducting interviews on | |
| Dialoguing on emerging issues Writing dictated texts Reporting on any presentation from resource | | | | cross- cutting themes | |
| Writing dictated texts Reporting on any presentation from resource | | | • | Dialoguing on emerging | |
| Writing dictated texts Reporting on any presentation from resource | | | | issues | |
| Reporting on any presentation from resource pareone | take dictation accurately | • | Dictations | Writing dictated texts | ICT tools |
| • | give reports on any | • | Presentations | Reporting on any | Print media |
| מבוספובט – | presentation listened to | | | presentation from resource persons | Resource person |

8.2 SKILL 2: SPEAKING/SIGNING

| CONCEPTS/ASPECTS | OBJECTIVES | CONTENT (ATTITUDES, | SUGGESTED NOTES AND | SUGGESTED RESOURCES |
|------------------|--|--|--|--------------------------------|
| | Learners should be able to: | SKILLS AND KNOWLEDGE) | ACTIVITIES | |
| Pronunciation | pronounce words accurately express emotion using tone | speech and intonation Tone and mood | Articulating words correctly Showing emotion through tone | ICT tools |
| Registers | express opinions clearly converse appropriately in | Persuasion | Stating opinions clearly Conducting balanced | ICT tools Resource persons |
| | different formal and informal interactions | Condolences Complaints | conversations in formal and informal interactions | |
| | identify personality traits portrayed in different | Interviews Announcements | Role playing formal and informal interactions | |
| | situations | Personality traits: manner character | | |
| | | - reelings - reaction | | |
| Descriptions | describe processes and procedures | Processes Descriptive words, | Explaining processes and procedures | • ICT tools |
| | recount events | phrases and clauses • Events | Describing events | |
| Debates | present opinions on a variety of topics | Land reform programme | Discussing convincingly on fonical issues | ICT tools Print media |
| | express ideas for or against given subjects | Climate change Sexuality, HIV and | Arguing for or against given subjects | |
| | | Human rights Environmental issues Disaster Risk | | |
| | arrange ideas in a logical manner | Management Discourse markers | Using discourse markers to balance ideas | |

8.2 SKILL 2: SPEAKING/SIGNING CONTD..

| CONCEPTS/ASPECTS | OBJECTIVES Learners should be able to: | CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE) | SUGGESTED NOTES AND ACTIVITIES | SUGGESTED RESOURCES |
|------------------|---|---|---|---------------------|
| Speeches | use information gathered to | Guidelines for | Compiling speeches | ICT tools |
| | present prepared speeches | prepared speech: | Presenting speeches | Print media |
| | | - research | logically | |
| | | - planning | | |
| | | - organizing | Expressing ideas on a topic | |
| | | presentation | in an impromptu speech | |
| | | | Participating in public | |
| | deliver meaningful impromptu | | speaking competitions | |
| | sbeeches | Guidelines for | | |
| | | impromptu speech: | | |
| | | quick thinking | | |
| | | critical thinking | | |
| | | creativity | | |
| | | - presentation | | |
| | | | | |

8.3 SKILL 3: READING/SIGNING

| CONCEPTS/ASPECTS | OBJECTIVES Learners should be able to: | CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE) | SUGGESTED NOTES AND ACTIVITIES | SUGGESTED RESOURCES |
|-------------------|--|---|---|--------------------------------------|
| Intensive reading | answer a variety of questions | Types of questions: | Responding to a variety of | Print media |
| | | - simple recall | questions | ICT tools |
| | | - comprehension | | Statistical data |
| | | - application | | |
| | | - analysis | | |
| | | - synthesis | | |
| | skim and scan a text | - evaluation | | |
| | | Skimming | Reading texts for general | |
| | draw inferences from written | Scanning | information | |
| | texts | | | |
| | | Contextual meaning | Stating information that is | |

8.3 SKILL 3: READING/SIGNING CONTD..

| CONCEPTS/ASPECTS | OBJECTIVES | CONTENT (ATTITUDES. | SUGGESTED NOTES AND | SUGGESTED RESOURCES |
|-------------------|--|---------------------------------------|---|---------------------------------------|
| | Learners should be able to: | SKILLS AND KNOWLEDGE) | ACTIVITIES | |
| | | Contextual meaning | Stating information that is | |
| | paraphrase given information | | not explicitly given | |
| | make notes on read texts | | Working out contextual | |
| | summarise a text | | meanings of words and | |
| | evaluate a text | | phrases | |
| | | Note making | Compiling notes on texts | |
| | | | Role playing | |
| | | Summary writing | Debating on texts | |
| | | Evaluation: | writing summaries of | |
| | | - characters | passages | |
| | | - style | Analysing texts | |
| | | - setting | | |
| | | - tone and mood | | |
| Extensive reading | research on authors | Research | Carrying out research on | • Novels |
| | summarise a text | • Plot | different authors | Short stories |
| | describe characters in a | | Giving background | ICT Tools |
| | book | | information of texts | Advertisements |
| | compare and contrast | Characterisation: | Presenting summaries of | Access billboards |
| | characters in a text | major and minor | texts | Print media |
| | describe the setting of a | | Linking events to their | |
| | story | | respective characters in a | |
| | draw relationships among | | text | |
| | themes in a text | | Describing relationship | |
| | identify the style in a text | Setting | between place, time and | |
| | evaluate information from | | events in a text | |

8.3 SKILL 3: READING/SIGNING CONTD..

| CONCEPTS/ASPECTS | OBJECTIVES Learners should be able to: | CONTENT (ATTITUDES, SKILLS AND KNOWI FIGE) | SUGGESTED NOTES AND ACTIVITIES | SUGGESTED RESOURCES |
|------------------|---|--|--|---|
| | various media sources | Themes Language use Evaluation: bias stereotype stigma persuasion morals/lessons | Tracing relationships of characters Identifying relationships among themes in a text Analysing the style in a text Recognizing bias and stereotyping in texts Discussing morals /lessons | |
| Referencing | find information from a variety of sources identify reference sections of a book | Reference sources: dictionaries directories maps catalogues thesauruses internet Sections of a book: contents table preface glossary index index | Locating information from a variety of sources Discussing different sections of books and their purposes | Dictionaries Directories Novels Maps Catalogues Thesauruses ICT Tools Encyclopaedias Journals Anthologies |
| | use the internet ethically | - appendices - Cyber ethics | | |

8.4 SKILL 4: WRITING/BRAILLING

| SUGGESTED RESOURCES | ICT toolsPicturesAnthologiesGraphsMaps | ICT tools Print media Anthologies Diorama | Print media |
|---|---|---|--|
| SUGGESTED NOTES AND ACTIVITIES | Constructing a variety of sentences Writing simple compositions with clear introduction, body and conclusion Writing in appropriate register | Writing narrative compositions Compositions Compositions Writing informative compositions Arguing logically Writing projects Composing poems, plays and short stories | Writing different types of Guided compositions Amplifying pegs/notes Organising personal information following given instructions Filling in forms Employing Guided composition techniques |
| CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE) | Types of sentences Characteristics of a paragraph Appropriate register in: letters speeches reports invitations | Types of compositions: - narrative - descriptive - informative - discursive - argumentative - Narrative techniques: - description - detail - figurative language - paragraphing - atmosphere - pace - tone and mood - flashback - Creative writing | Types of guided compositions: |
| OBJECTIVES Learners should be able to: | distinguish types of sentences write coherent paragraphs use appropriate register | write different types of compositions demonstrate creative writing skills | write different types of Guided compositions complete forms compile a Curriculum Vitae/ Resumé |
| CONCEPTS/ASPECTS | Composition writing | Free compositions | Guided compositions |

4 SKILL 4: WRITING/BRAILLING CONTD..

| CONCEPTS/ASPECTS | OBJECTIVES Learners should be able to: | CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE) | SUGGESTED NOTES AND ACTIVITIES | SUGGESTED RESOURCES |
|------------------|--|---|-----------------------------------|------------------------|
| | use Guided composition | Vitae/Resumé | | |
| | techniques | Guided composition | | |
| | | techniques | | |
| | | appropriate register | | |
| | | grammatically | | |
| | | correct sentences | | |
| | | amplification | | |
| | | correct formats | | |
| | | paragraphing | | |

FORM 4

8.0 COMPETENCY MATRIX

SKILL 1: LISTENING/OBSERVING

8.1

| SUGGESTED RESOURCES | Print mediaICT toolsResource persons | • ICT tools | ICT tools Print media | ICT tools Print media Resource persons |
|---|--|---|--|---|
| SUGGESTED NOTES AND ACTIVITIES | Listening to different types of media Compiling notes Reporting back Listening to narrations | Drawing morals from stories Taking appropriate actions as directed Relaying messages accurately Listening to announcements Giving feedback on announcements | Role playing Researching on cross-cutting themes and emerging issues Dialoguing on any issues Conducting interviews on cross- cutting themes and emerging issues | Writing dictated texts Reporting on any presentation from resource persons |
| CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE) | BroadcastsNarrationsNote making | Complex directions/ Instructions Messages Broadcasts | Cross-cutting themes and emerging issues Research Dialogues Interview procedures | Dictations Presentations |
| OBJECTIVES Learners should be able to: | report on news and other events from different media make notes summarise broadcasts draw morals from stories | follow a series of directions and instructions convey messages correctly report on announcements | engage in dialogues on any cross cutting themes and emerging issues carry out interviews on cross-cutting and emerging issues | take dictation accurately give reports on any presentations listened to |
| CONCEPTS/ASPECTS | Listening comprehension | Oral instructions | Conversations | Purposeful listening |

8.2 SKILL 2: SPEAKING/SIGNING

| CONCEPTS/ASPECTS | OBJECTIVES Learners should be able to: | CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE) | SUGGESTED NOTES AND ACTIVITIES | SUGGESTED RESOURCES |
|------------------|--|---|---|---|
| Pronunciation | pronounce words accurately express emotion using tone | speech and intonationTone and mood | Articulating words correctly Showing emotion through tone | ICT toolsPrint mediaTalking books |
| Registers | express opinions clearly converse appropriately in different formal and informal interactions identify personality traits portrayed in different situations showing cultural diversity | Condolences Complaints Interviews Announcements Personality traits: manner mood tone attitude character feelings reaction | Stating opinions clearly Conducting balanced conversations in formal and informal interactions Role playing formal and informal interactions Discussing cultural variations | • ICT tools |
| Descriptions | describe processes, people, events, objects and scenes recount events | Descriptions processes people events objects scenes Descriptive words, phrases and clauses | Describing processes, people, events, objects and scenes | ICT tools Print media |
| Debates | present opinions on a variety of topics express ideas for or against given subjects arrange ideas in a logical manner | Land reform programme Sexuality, HIV and AIDS Human rights Environmental issues Disaster Risk Management | Discussing convincingly on cross cutting and topical issues Arguing for or against given subjects Using discourse markers in debating | ICT tools Print media Constitution of Zimbabwe |

8.2 SKILL 2: SPEAKING/SIGNING CONTD..

| CONCEPTS/ASPECTS | OBJECTIVES Learners should be able to: | CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE) | SUGGESTED NOTES AND ACTIVITIES | SUGGESTED RESOURCES |
|------------------|--|---|---|---------------------------|
| | | Discourse markers | | |
| Speeches | express themselves in prepared speeches present meaningful impromptu speeches | Prepared speeches Impromptu speeches | Demonstrating the ability to research, plan and present prepared speeches Delivering meaningful impromptu speeches | ICT tools Print media |
| | | | | |

8.3 SKILL 3: READING/SIGNING

| CONCEPTS/ASPECTS | OBJECTIVES Learners should be able to: | CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE) | SUGGESTED NOTES AND ACTIVITIES | SUGGESTED RESOURCES |
|-------------------|---|--|--|--|
| Intensive reading | answer a variety of questions | Types of questions: simple recall comprehension application analysis synthesis | Responding to a variety of questions | Print media ICT tools Statistical data |
| | skim and scan a text draw inferences from written texts | evaluationSkimmingScanning | Reading texts for general information | |
| | paraphrase given information make notes on read texts summarise a text evaluate a text | Contextual meaning | Stating information that is not explicitly given Working out contextual meanings of words and phrases. | |
| | | Note making | Compiling notes on texts Role playing | |
| | | Summary writing Evaluation: characters | Debating on texts writing summaries of passages | |
| | | style - setting - tone and mood | भावारुशाचि एस्राउ | |
| Extensive reading | research on authors summarise a text | Research Plot | Carrying out research on different authors | Novels Short stories |
| | describe characters in a book | | Giving background information of texts | ICT ToolsAdvertisements |
| | compare and contrast characters in a text | Characterisation: major and minor | Presenting summaries of texts Inking events to their | Access billboardsPrint media |
| | story draw relationships amond | | respective characters in a | |
| | themes in a text identify the style in a text evaluate information from | • Setting | Describing relationship between place, time and events in a text | |
| | | | | |

8.3 SKILL 3: READING/SIGNING CONTD..

| CONCEPTS/ASPECTS | OBJECTIVES Learners should be able to: | CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE) | SUGGESTED NOTES AND ACTIVITIES | SUGGESTED RESOURCES |
|------------------|--|--|---|------------------------------------|
| | various media sources | Themes Morals/lessons | Tracing relationships of characters | |
| | | Language use | Relating place and time to | |
| | | Evaluation: | events in a story | |
| | | - bias | Identifying relationships | |
| | | - stereotype | among themes in a text | |
| | | - stigma | Analysing the style in a text | |
| | | - persuasion | Recognizing bias and stereo- | |
| | | | typing in texts | |
| Referencing | find information from a variety | Reference sources: | Locating information from a | Dictionaries |
| | of sources | - dictionaries | variety of sources | Directories |
| | identify reference sections of | - directories | Discussing different sections | • Novels |
| | a book | - maps | of books and their purposes | • Maps |
| | | - catalogues | Surfing the internet ethically | Catalogues |
| | | - thesauruses | | Thesauruses |
| | | - internet | | ICT Tools |
| | | Sections of a book: | | Encyclopaedias |
| | | contents table | | Journals |
| | | - preface | | Anthologies |
| | | - glossary | | |
| | | - index | | |
| | | - appendices | | |
| | use the internet ethically | Cyber ethics | | |
| | | | | |

4 SKILL 4: WRITING/BRAILLING

| CONCEPTS/ASPECTS | OBJECTIVES | CONTENT (ATTITUDES, | SUGGESTED NOTES AND | SUGGESTED |
|---------------------|---|--|---|---------------------------------|
| | Learners should be able to: | SKILLS AND KNOWLEDGE) | ACTIVITIES | RESOURCES |
| Composition writing | distinguish types of | Types of sentences | Constructing a variety of | ICT tools |
| | sentences | Characteristics of a | sentences | Pictures |
| | write coherent paragraphs | paragraph | Writing simple compositions | Anthologies |
| | use appropriate register | Appropriate register in: | with clear introduction, body | Graphs |
| | | - letters | and conclusion | • Maps |
| | | - sbeeches | Writing in appropriate | |
| | | - reports | register | |
| | | - invitations | | |
| Free compositions | write different types of | Types of compositions: | Writing narrative | ICT tools |
| | compositions | - narrative | compositions | Print media |
| | | - descriptive | Composing descriptive | Anthologies |
| | | - informative | compositions | Diorama |
| | | - discursive | Writing informative | |
| | | - argumentative | compositions | |
| | | Narrative techniques: | Arguing logically | |
| | | - description | Writing projects | |
| | | - detail | | |
| | | figurative language | | |
| | | - paragraphing | | |
| | | - atmosphere | | |
| | | - pace | | |
| | | - tone and mood | | |
| | | - flashback | Composing poems, plays | |
| | demonstrate creative writing | Creative writing | and short stories | |
| | מאַ | | | |
| | | | | |

8.4 SKILL 4: WRITING/BRAILLING

| CONCEPTS/ASPECTS | OBJECTIVES | CONTENT (ATTITUDES, | SUGGESTED NOTES AND | SUGGESTED RESOURCES |
|---------------------|--|-------------------------------------|--|---------------------|
| | Learners should be able to: | SKILLS AND KNOWLEDGE) | ACTIVITIES | |
| Guided compositions | write different types of | Types of guided | Writing different types of | ICT tools |
| | Guided compositions | compositions: | Guided compositions | Print media |
| | | - letters | Amplifying pegs | |
| | | - memos | Organising personal | |
| | | - reports | information following given | |
| | | - sbeeches | instructions | |
| | complete forms | - articles | Filling in forms | |
| | | Forms | Employing Guided | |
| | compile a Curriculum Vitae/ | Curriculum | composition techniques | |
| | Résumé | Vitae/Résumé | | |
| | use Guided composition | Guided | | |
| | techniques | 999999composition | | |
| | | techniques | | |
| | | appropriate | | |
| | | register | | |
| | | - grammatically | | |
| | | correct sentences | | |
| | | amplification | | |
| | | correct formats | | |
| | | - paragraphing | | |

9.0 ASSESSMENT

The scheme of assessment for the Forms 1 - 4 English Language syllabus covers continuous and summative assessments. The four main language skills which are Speaking, Listening, Reading and Writing and their sub-skills will be assessed. The assessment is grounded on the principle of inclusivity. Arrangements, accommodations and modifications must be visible in both continuous and summative assessments to enable candidates with special needs to access assessments.

9.1 ASSESSMENT OBJECTIVES

The English Language syllabus will be assessed through Continuous Assessment and Public Examinations. The following assessment objectives outline the skills which may be assessed during and at the end of the four-year programme:

Writing Skills

During and at the end of the four-year programme, candidates should be able to:

- write continuous narratives, detailed descriptions, persuasive/ argumentative, informative and expository compositions
- write formal and informal letters, speeches, reports, articles, memos, based on: notes, diagrams, statistical data, graphs and pictures
- · write with grammatical accuracy; spell and punctuate their work correctly
- · use different supporting language structures in context
- write in a style and register appropriate to the subject matter
- · construct a variety of sentence structures
- · use a wide range of vocabulary and idioms appropriate to the subject matter
- · organise their work satisfactorily into paragraphs
- · use discourse markers correctly to show a sense of cohesion and coherence within paragraphs
- · show originality and creativity in their writing

Reading comprehension

Candidates should be able to:

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

Speaking and listening

Speaking and listening complement each other and are therefore usually taught together.

Speaking

Candidates should be able to:

- · communicate ideas clearly, accurately, and fluently on a variety of topics
- · discuss and debate confidently on topical and cross-cutting issues
- · use appropriate tone, intonation and gestures to emphasise a point
- · use appropriate register depending on social situation, audience, subject matter or area being discussed

Listening

Candidates should be able to:

- · listen with concentration
- answer recall, interpretive and evaluative questions based on what they have listened to
- · react appropriately to different oral text types
- · summarise oral texts

9.2 SCHEME OF ASSESSMENT

The scheme of assessment for the Forms 1 - 4 English Language syllabus covers continuous and summative assessments.

Continuous Assessment

Continuous assessemnt wioll be as follows:

| LEVEL | ASSESSMENT TASK | FREQUENCY | WEIGHTING |
|--------|-----------------|------------|-----------|
| FORM 1 | Speaking | 1 per term | 5% |
| | Listening | 1 per term | |
| | Writing | 1 per term | |
| | Project | 1 per term | |
| FORM 2 | Speaking | 1 per term | 5% |
| | Reading | 1 per term | |
| | Writing | 1 per term | |
| | Project | 1 per term | |
| FORM 3 | Speaking | 1 per term | 10% |
| | Reading | 1 per term | |
| | Writing | 1 per term | |
| | Project | 1 per term | |
| FORM 4 | Speaking | 1 per term | 10% |
| | Listening | 1 per term | |
| | Writing | 1 per term | |
| | Project | 1 per term | |
| TOTAL | | | 30% |

NB. A project can be done in any of the macro-skills once a year.

Summative Assessment

The Summative Assessment comprises two components which are:

| PAPER | DURATION | MARKS |
|---|-------------|-------|
| 1 Composition | 1hr 30 mins | 50 |
| 2 Comprehension, Summary and Supporting Language Struc- | 2 hrs | 50 |
| tures | | |
| TOTAL | | 100 |

9.4 PAPER DESCRIPTIONS

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 and emerging issues will be set. The topics set may be narrative, descriptive, informative, argumentative or discursive. Candidates will be expected to attempt one question.

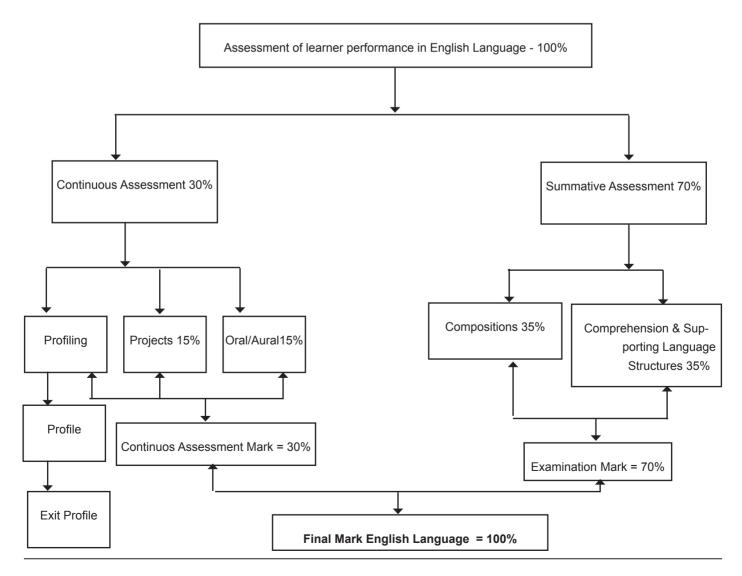
Section B: 20 marks – One guided compulsory question will be set. Information that will be given may be in the form of notes, text, graphs, statistical data or pictures. The question may be a letter, speech, report, article or memorandum.

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.

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.

9.5 ASSESSMENT MODEL



9.6 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 | WEIGHTING |
|------------------------------------|-----------|
| Simple Recall | 12% |
| Comprehension application | 80% |
| Analysis, synthesis and evaluation | 8% |
| TOTAL | 100 |





