ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

ENGLISH LANGUAGE SYLLABUS

FORMS 1 - 4

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CONTENTS

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 individ-ualisation, 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 • Stories • Note taking • Summary	• Questions • Stories • Note taking • Summary	• Narration • Note taking • Summary • Inference • Evaluation	• Inference • Note taking • Summary • Evaluation • Narration
Oral instructions	• Simple directions • Announcements • Messages	• Simple directions • Announcements • Messages	• Complex directions • Announcements • Messages	• Complex directions • Announcements • Messages
Conversations	• Dialogues	• Dialogues	• Dialogues • Interviews	• Dialogues • Interviews
Purposeful listening	• Dictation • Directed listening • Tone and intonation • Pronunciation	• Dictation • Directed listening	• Dictation • Directed listening • Selective listening	• Dictation • Directed listening • Selective listening

7.2 SKILL 2: SPEAKING/SIGNING

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

7.2 SKILL 2: SPEAKING/SIGNING CONTD..

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

7.3 SKILL 3: READING/SIGNING

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

7.4 SKILL 4: WRITING/BRAILING

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

SUB TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Nouns	• Types of nouns • Plural forms • Opposites • Prefixes	• Types of nouns • Opposites • Prefixes • Gender	• Noun formation • Prefixes • Suffixes	• Noun formation • Prefixes • Suffixes
Verbs	• Types of tenses • Subject-verb agreement • Sequence of tenses	• Subject-verb agreement • Sequence of tenses • Types of tenses	• Types of tenses • Auxiliaries and modals • Phrasal verbs	• Types of tenses • Auxiliaries and modals • Phrasal verbs • Active and passive forms
Pronouns	• Personal • Relative	• Relative • Possessive • Reflexive	• Relative • Possessive • Reflexive	• Relative • Possessive • Reflexive
Adjectives	• Formation • Comparatives • Superlatives • Opposites • Prefixes and suffixes	• Formation • Comparatives • Superlatives • Opposites • Prefixes and suffixes	• Order when more than one follow each other • Prefixes and suffixes • Non-gradable	• Order when more than one follow each other • Prefixes and suffixes • Non-gradable
Adverbs	• Formation • Adverbials of manner	• Formation • Adverbials of time, place and manner	• Adverbials of time, place, manner and reason	• Adverbial phrases and clauses
Spelling and word formation	• Consonant-vowel combinations • Words with unusual vowel combinations • Spelling rules	• Common prefixes and suffixes in word formation • Homonyms • Homophones • Homographs	• Derivative words • Homonyms • Homophones • Homographs	• Noun formation • Prefixes and suffixes • Homonyms • Homophones • Homographs
Sentence construction	• Simple and compound • Conjunctions • Punctuation • Articles • Determiners • Prepositions • Questions	• Simple and compound • Conjunctions • Phrases • Articles • Determiners • Prepositions • Punctuation	• Simple, compound and complex • Clauses • Phrases • Conjunctions • Determiners • Prepositions	• Simple, compound and complex • Discourse markers • Sentence modifiers • Conjunctions • Determiners • Prepositions

7.5   TOPIC 5: SUPPORTING LANGUAGE STRUCTURES CONTD..

SUB TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
	• Commands • Exclamations	• Questions • Question tags • Commands • Exclamations	• Punctuation and meaning • Questions • Question tags • Commands • Exclamations	• Punctuation and meaning • Questions • Question tags • Commands • Exclamations
Direct and Indirect speech	• Punctuation • Switching	• Punctuation • Switching	• Punctuation • Switching	• Punctuation • 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 • take notes	• Simple recall • Comprehension • Attentive listening • Note taking	• Listening to oral texts • Responding to questions • Narrating stories listened to • Writing notes from an oral text • Retelling headlines from broadcasts	• Print media • ICT tools • Story books
Oral instructions	• follow directions • respond to instructions • relay messages accurately • repeat announcements	• Directions • Instructions • Messages • Announcements	• Taking appropriate action as directed • Conveying accurate messages • Stating the gist of announcements	• ICT tools • Print media • Maps
Conversations	• engage in meaningful dialogues	• Dialogues • Registers • Speech etiquette	• Role playing • Turn-taking	• Telephone • School calendar of events • Personal diaries
Purposeful listening	• take dictation • select relevant information to answer specific questions • deduce meaning from the tone and intonation of the speaker	• Dictation • Specific questions • Mood and tone	• Writing dictated texts • Answering specific questions • Working out meaning from the tone and intonation of the speaker	• ICT tools • Print media

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 Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES

Intensive reading	• answer a variety of questions
	• skim and scan a text
	• draw inferences from written texts
	• make notes on read texts
	• summarise a text read
		• Types of questions
		• Skimming
		• Scanning
		• Contextual meaning
		• Note making
		• Summary writing
		• Evaluation:
		  - characters
		  - style
		  - setting
		  - tone and mood
			• Responding to a variety of questions
			• Reading texts for general information
			• Stating information that is not explicitly given
			• Working out contextual meanings of words and phrases
			• Compiling notes on texts read
			• Role playing
			• Debating on texts read
			• Writing summaries of texts read
			• evaluating texts read
				• Prescribed textbooks
				• Newspapers
				• Magazines
				• ICT tools
				• Statistical data

Extensive reading	• summarise a text read • identify characters in a book read • outline the setting of a story read • list the themes from a read text	• Plot • Character identification • Setting • Themes	• Giving background information of texts read • Presenting summaries of texts read • Role-playing characters in a text • Explaining the setting of a text • Identifying themes in a text read • Compiling words and phrases for a vocabulary note book	• Novels • Magazines • Short stories

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 variety of sources
	• identify different sections of a book
	• use the internet ethically
		• Reference sources:
		  - dictionaries
		  - directories
		  - maps
		  - catalogues
		  - the Internet
		• Sections of a book:
		  - contents table
		  - preface
		  - glossary
		  - index
		  - appendices
		• Cyber ethics
			• Locating information from a variety of reference sources
			• Discussing different sections of books and their purposes
			• Surfing the internet ethically
				• Dictionaries
				• Directories
				• Novels
				• Maps
				• ICT tools

8.4 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 and a compound sentence
	• write a coherent paragraph
	
	• use appropriate register in different situations
	
	• connect ideas in logical coherent paragraphs
		• Simple sentences (subject+verb+object)
		• Compound sentences
		• Paragraphing
		  - topic sentences
		  - developers
		  - terminators
		• Appropriate register
		
		• Discourse markers
			• Constructing grammatically correct simple sentences
			• Writing a variety of simple and compound sentences
			• Composing a coherent paragraph
			• Writing in an appropriate register
			• Writing paragraphs using markers of coherence and cohesive devices
				• ICT tools
				• Recommended textbooks
				• Anthologies

Free compositions	• distinguish various composition types
	• Write different types of compositions
	
	• depict scenes, processes, people, objects and events
	• demonstrate creative writing skills
		• Types of compositions
		  - narrative
		  - descriptive
		
		• Composition writing techniques:
		  - paragraphing
		  - varied vocabulary and appropriate register
		  - captivating descriptions
		• Creative writing
			• Writing different types of compositions
			• Producing various types of compositions
			• Using different styles and forms of composition writing
			• Composing poems and short stories
				• Anthologies
				• Print media
				• ICT tools
				• Pictures

Guided compositions	• write letters • compile reports • expand pegs	• Friendly letters • Business letters • Paragraphing • Amplification of pegs • Apt register • Instructions	• Writing well-structured compositions • Compiling meaningful reports • Amplifying notes	• ICT tools • Print media • Pictures

8.0 COMPTENCY MATRIX

FORM 2

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 different types of questions • list main ideas from the stories told • make notes	• Factual, interpretive and evaluative questions • Note making	• Listening to different oral texts • Responding to questions • Identifying the main ideas heard • Writing notes from oral texts	• ICT tools • Oral texts • Resource persons
Oral instructions	• follow directions • react appropriately to instructions • respond appropriately to announcements	• Directions • Instructions • Messages • Announcements • Explanations	• Taking appropriate actions as directed • Carrying out instructions • Following explanations • Relaying the messages accurately • Reacting to announcements	• ICT tools • Puppets • Print media • Maps
Conversations	• converse freely in the correct register	• Dialogues	• Dialoguing on topical and cross- cutting issues	• Phone • School calendar of events • Personal diaries • Talking books
Attentive listening	• take dictation accurately • report on broadcasts	• Dictation • Broadcasts	• Writing dictated texts • Giving feedback on broadcasts	• ICT tools

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	• differentiate weak from strong forms of vowels • pronounce consonant blends, digraphs and diphthongs	• Vowels – weak and strong • Consonant blends, digraphs • Diphthongs	• Distinguishing weak from strong vowels • Articulating consonant blends, digraphs and diphthongs	• ICT tools • Talking books
Registers	• use registers appropriate to different situations	• Conversations • Advice • Gratitude	• Conversing in the appropriate register • Giving advice • Accepting advice • Expressing gratitude	• ICT tools • Talking books • Print media
Descriptions	• use appropriate language structures for descriptions • Demonstrate descriptive skills	• Language use: - adjectives - adverbs - adjectival phrases and clauses - metaphors and similes • Processes • People • Scenes • Events	• Describing processes, people and scenes within their environment • Applying appropriate language structures in descriptions	• Objects within the environment • Pictures • ICT tools
Debates	• argue convincingly on topical or selected cross- cutting issues • respond to ideas presented by either side	• Gender • HIV and AIDS • Children`s rights and responsibilities • Environmental issues	• Debating convincingly on topical or selected cross-cutting issues • Reacting appropriately to ideas presented by either side • Defending own position convincingly	• ICT tools • Newspapers • Magazines
Speeches	• present prepared speeches	• Guidelines for	• Delivering prepared	• ICT tools

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
	• deliver meaningful impromptu speeches	prepared speech: - research - planning - organizing - presentation • Guidelines for impromptu speech: - quick thinking - critical thinking - creativity - presentation	speeches • Presenting meaningful impromptu speeches	• 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 • skim and scan a text • draw inferences from written texts • make notes on read texts • summarise a text • evaluate a text	• Types of questions • Skimming • Scanning • Contextual meaning • Note making • Summary writing • Evaluation: - characters - style - setting - tone and mood	• Responding to a variety of questions • Reading texts for general information • Stating information that is not explicitly given • Working out contextual meanings of words and phrases • Compiling notes on texts • Role playing • Debating on texts • writing summaries of passages • analysing texts	• Print media • ICT • Statistical data

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
Extensive reading	• research on authors • summarise a text • describe characters in a book read • compare and contrast characters in a text • describe the setting of a story • draw relationships among themes in a text • evaluate a text	• Research • Plot • Characterisation • Setting • Themes • Evaluation : - morals/ lessons	• Carrying out research on different authors • Giving background information of texts • Presenting summaries of texts • Relating place and time to events in texts • Linking events to their respective characters in a text • Tracing relationships of characters • Identifying relationships among themes in a text • Maintaining vocabulary note books • Discussing morals / lessons	• Novels • Magazines • Short stories • ICT tools

Referencing	• find information from a variety of sources
	• identify different sections of a book
	• use the internet ethically
		• Reference sources:
		  - dictionaries
		  - directories
		  - maps
		  - catalogues
		  - Internet
		• Sections of a book:
		  - contents table
		  - preface
		  - glossary
		  - index
		  - appendices
		• Cyber ethics
			• Locating information from a variety of reference sources
			• Discussing different sections of books and their purposes
			• Surfing the internet ethically
				• Dictionaries
				• Directories
				• Novels
				• Maps
				• ICT tools

8.4 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	• distinguish between simple, compound and complex sentences • write coherent paragraphs • use appropriate register in different situations	• Simple sentence • Compound sentence • Complex sentence • Characteristics of a paragraph • Appropriate register in: – letters – speeches – reports – invitations	• Constructing a variety of sentences • Writing simple compositions with clear introduction, body and conclusion • Applying appropriate register in compositions	• ICT tools • Anthologies • Magazines
Free compositions	• distinguish various composition types • write different types of compositions • depict scenes, processes, people, objects and events • demonstrate creative writing skills • discuss given topics	• Types of compositions – narrative – descriptive – informative/factual – argumentative/discursive • Composition writing techniques – paragraphing – varied vocabulary and appropriate register – captivating descriptions • Creative writing • Discourse markers • Balance in a discursive composition	• 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	• Anthologies • Print media • ICT tools

8.4   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
	
	• compile reports
	• write speeches
	
	• use appropriate composition techniques
		• Business/formal letters
		• Friendly/informal letters
		• Report format
		• Speech format
		• Composition writing techniques
		  - paragraphing
		  - amplification of notes
		  - varied vocabulary and appropriate register
		• grammatically correct sentences
			• Writing letters
			
			• Amplifying notes
			• Writing speeches for specific occasions
			• Compiling meaningful reports
			• Applying appropriate composition techniques
				• Print media
				• ICT tools

8.0 COMPETENCY MATRIX

FORM 3

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	• report on news and other events from different media • make notes • summarise broadcasts and narrations • draw morals from stories heard	• Broadcasts • Narrations • Note making	• Listening to different media • Reporting back • Compiling notes • Listening to narrations and broadcasts • Evaluating narrations and broadcasts • Drawing morals from stories	• Print media • ICT tools • Resource persons
Oral instructions	• follow a series of directions and instructions • convey messages correctly • report on announcements	• Complex directions/ instructions • Messages • Broadcasts	• Taking appropriate actions as directed /instructed • Relaying messages accurately • Listening to announcements • Giving feedback on announcements	• ICT tools • Oral texts
Conversations	• engage in dialogues on any cross- cutting themes and emerging issues	• Cross-cutting themes • Research • Dialogues • Interview procedures	• Researching on cross-cutting issues • Role playing • Conducting interviews on cross- cutting themes • Dialoguing on emerging issues	• ICT tools • Print media
Purposeful listening	• take dictation accurately • give reports on any presentation listened to	• Dictations • Presentations	• Writing dictated texts • Reporting on any presentation from resource persons	• ICT tools • Print media • Resource person

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 intonation • Tone and mood	• Articulating words correctly • Showing emotion through tone	• ICT tools

Registers	• express opinions clearly
	• converse appropriately in different formal and informal interactions
	• identify personality traits portrayed in different situations
		• Persuasion
		
		• Condolences
		• Complaints
		• Interviews
		• Announcements
		
		• Personality traits:
		  – manner
		  – character
		  – feelings
		  – reaction
			• Stating opinions clearly
			• Conducting balanced conversations in formal and informal interactions
			• Role playing formal and informal interactions
				• ICT tools
				• Resource persons

Descriptions	• describe processes and procedures • recount events	• Processes • Descriptive words, phrases and clauses • Events	• Explaining processes and procedures • Describing events	• ICT tools
Debates	• present opinions on a variety of topics • express ideas for or against given subjects • arrange ideas in a logical manner	• Land reform programme • Climate change • Sexuality, HIV and AIDS • Human rights • Environmental issues • Disaster Risk Management • Discourse markers	• Discussing convincingly on topical issues • Arguing for or against given subjects • Using discourse markers to balance ideas	• ICT tools • Print media

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 present prepared speeches • deliver meaningful impromptu speeches	• Guidelines for prepared speech: - research - planning - organizing - presentation • Guidelines for impromptu speech: - quick thinking - critical thinking - creativity - presentation	• Compiling speeches • Presenting speeches logically • Expressing ideas on a topic in an impromptu speech • Participating in public speaking competitions	• 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 • skim and scan a text • draw inferences from written texts	• Types of questions: - simple recall - comprehension - application - analysis - synthesis - evaluation • Skimming • Scanning • Contextual meaning	• Responding to a variety of questions • Reading texts for general information • Stating information that is	• Print media • ICT tools • Statistical data

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

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 • 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 • use the internet ethically	• Reference sources: - dictionaries - directories - maps - catalogues - thesauruses - internet • Sections of a book: - contents table - preface - glossary - index - appendices • Cyber ethics	• Locating information from a variety of sources • Discussing different sections of books and their purposes • Surfing the internet ethically	• Dictionaries • Directories • Novels • Maps • Catalogues • Thesauruses • ICT Tools • Encyclopaedias • Journals • Anthologies

8.4   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	• distinguish types of sentences
	• write coherent paragraphs
	• use appropriate register
		• Types of sentences
		• Characteristics of a paragraph
		• Appropriate register in:
		  - letters
		  - speeches
		  - reports
		  - invitations
			• Constructing a variety of sentences
			• Writing simple compositions with clear introduction, body and conclusion
			• Writing in appropriate register
				• ICT tools
				• Pictures
				• Anthologies
				• Graphs
				• Maps

Free compositions	• write different types of compositions
	
	• demonstrate creative writing skills
		• Types of compositions:
		  - narrative
		  - descriptive
		  - informative
		  - discursive
		  - argumentative
		• Narrative techniques:
		  - description
		  - detail
		  - figurative language
		  - paragraphing
		  - atmosphere
		  - pace
		  - tone and mood
		  - flashback
		• Creative writing
			• Writing narrative compositions
			• Composing descriptive compositions
			• Writing informative compositions
			• Arguing logically
			• Writing projects
			
			• Composing poems, plays and short stories
				• ICT tools
				• Print media
				• Anthologies
				• Diorama

Guided compositions	• write different types of Guided compositions
	• complete forms
	
	• compile a Curriculum Vitae/ Resumé
		• Types of guided compositions:
		  - letters
		  - memos
		  - reports
		  - speeches
		  - articles
		• Forms
		• Curriculum
			• Writing different types of Guided compositions
			• Amplifying pegs/notes
			• Organising personal information following given instructions
			• Filling in forms
			• Employing Guided composition techniques
				• ICT tools
				• Print media

8.4   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 techniques	Vitae/Resumé • Guided composition techniques - appropriate register - grammatically correct sentences - amplification - correct formats paragraphing		

FORM 4

8.0 COMPETENCY MATRIX

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	• report on news and other events from different media • make notes • summarise broadcasts • draw morals from stories heard	• Broadcasts • Narrations • Note making	• Listening to different types of media • Compiling notes • Reporting back • Listening to narrations • Evaluating narrations • Drawing morals from stories	• Print media • ICT tools • Resource persons
Oral instructions	• follow a series of directions and instructions • convey messages correctly • report on announcements	• Complex directions/ Instructions • Messages • Broadcasts	• Taking appropriate actions as directed • Relaying messages accurately • Listening to announcements • Giving feedback on announcements	• ICT tools • Print media
Conversations	• engage in dialogues on any cross cutting themes and emerging issues • carry out interviews on cross-cutting and emerging issues	• Cross-cutting themes and emerging issues • Research • Dialogues • Interview procedures	• Role playing • Researching on cross-cutting themes and emerging issues • Dialoguing on any issues • Conducting interviews on cross- cutting themes and emerging issues	• ICT tools • Print media
Purposeful listening	• take dictation accurately • give reports on any presentations listened to	• Dictations • Presentations	• Writing dictated texts • Reporting on any presentation from resource persons	• ICT tools • Print media • Resource persons

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 intonation • Tone and mood	• Articulating words correctly • Showing emotion through tone	• ICT tools • Print media • Talking books

Registers	• express opinions clearly
	• converse appropriately in different formal and informal interactions
	• identify personality traits portrayed in different situations showing cultural diversity
		• Persuasion
		• 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 - evaluation	• Responding to a variety of questions	• Print media • ICT tools • Statistical data
	• skim and scan a text • draw inferences from written texts	• Skimming • Scanning	• Reading texts for general information	
	• paraphrase given information • make notes on read texts • summarise a text • evaluate a text	• Contextual meaning • Note making • Summary writing • Evaluation: - characters - style - setting - tone and mood	• Stating information that is not explicitly given • Working out contextual meanings of words and phrases • Compiling notes on texts • Role playing • Debating on texts • writing summaries of passages • Analysing texts	
Extensive reading	• research on authors • summarise a text • describe characters in a book • compare and contrast characters in a text • describe the setting of a story • draw relationships among themes in a text • identify the style in a text • evaluate information from	• Research • Plot • Characterisation: - major and minor • Setting	• Carrying out research on different authors • Giving background information of texts • Presenting summaries of texts • Linking events to their respective characters in a text • Describing relationship between place, time and events in a text	• Novels • Short stories • ICT Tools • Advertisements • Access billboards • Print media

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
		• Language use
		• Evaluation:
		  - bias
		  - stereotype
		  - stigma
		  - persuasion
			• Tracing relationships of characters
			• Relating place and time to events in a story
			• Identifying relationships among themes in a text
			• Analysing the style in a text
			• Recognizing bias and stereotyping in texts	

Referencing	• find information from a variety of sources
	• identify reference sections of a book
	
	• use the internet ethically
		• Reference sources:
		  - dictionaries
		  - directories
		  - maps
		  - catalogues
		  - thesauruses
		  - internet
		• Sections of a book:
		  - contents table
		  - preface
		  - glossary
		  - index
		  - appendices
		• Cyber ethics
			• Locating information from a variety of sources
			• Discussing different sections of books and their purposes
			• Surfing the internet ethically
				• Dictionaries
				• Directories
				• Novels
				• Maps
				• Catalogues
				• Thesauruses
				• ICT Tools
				• Encyclopaedias
				• Journals
				• Anthologies

8.4   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	• distinguish types of sentences
	• write coherent paragraphs
	• use appropriate register
		• Types of sentences
		• Characteristics of a paragraph
		• Appropriate register in:
		  - letters
		  - speeches
		  - reports
		  - invitations
			• Constructing a variety of sentences
			• Writing simple compositions with clear introduction, body and conclusion
			• Writing in appropriate register
				• ICT tools
				• Pictures
				• Anthologies
				• Graphs
				• Maps

Free compositions	• write different types of compositions
	
	• demonstrate creative writing skills
		• Types of compositions:
		  - narrative
		  - descriptive
		  - informative
		  - discursive
		  - argumentative
		• Narrative techniques:
		  - description
		  - detail
		  - figurative language
		  - paragraphing
		  - atmosphere
		  - pace
		  - tone and mood
		  - flashback
		• Creative writing
			• Writing narrative compositions
			• Composing descriptive compositions
			• Writing informative compositions
			• Arguing logically
			• Writing projects
			
			• Composing poems, plays and short stories
				• ICT tools
				• Print media
				• Anthologies
				• Diorama

8.4 SKILL 4: WRITING/BRAILLING

CONCEPTS/ASPECTS	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Guided compositions	• write different types of Guided compositions • complete forms • compile a Curriculum Vitae/ Résumé • use Guided composition techniques	• Types of guided compositions: - letters - memos - reports - speeches - articles • Forms • Curriculum Vitae/Résumé • Guided 99999composition techniques - appropriate register - grammatically correct sentences - amplification - correct formats - paragraphing	• Writing different types of Guided compositions • Amplifying pegs • Organising personal information following given instructions • Filling in forms • Employing Guided composition techniques	• ICT tools • Print media

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 com-positions
- 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-tures	2 hrs	50
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
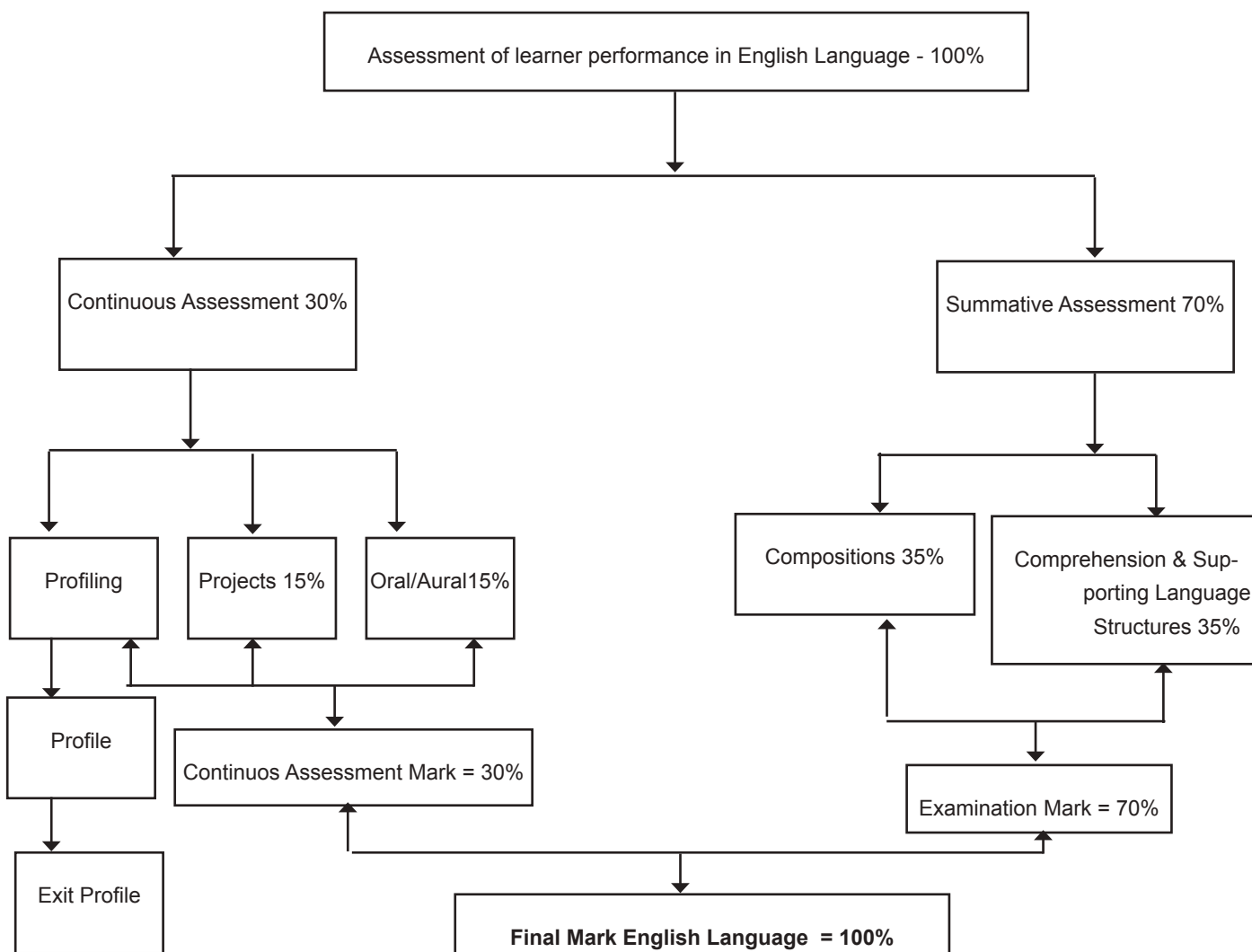
9.6 SPECIFICATION GRID

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