

Republic of Zambia

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

ENGLISH SYLLABUS

GRADES 10 – 12



PREPARED AND WRITTEN BY THE CURRICULUM DEVELOPMENT CENTRE
P.O. BOX 50092, LUSAKA – ZAMBIA
2013

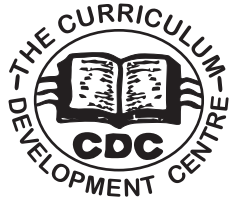


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VISION

Quality, lifelong education for all which is accessible, inclusive and relevant to individual, national and global needs and value systems

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PREFACE

The Senior English Language Syllabus provides the sound basis required for the effective teaching of English at the Senior Secondary Level, for the development of teaching materials and for the preparation of the Zambian School Examination and General Certificate of Education 'O' Level English Examination. Whilst the general format of the syllabus is essentially "structural", the recommended methodological interpretation is 'functional' and 'communicative'. As a result, High School learners should develop a high level of confidence in English, and be able to use the language effectively in everyday life, in the world of work and in their further education.

I am confident that this syllabus will be of lasting benefit to learners and teachers alike.



Nkosha Chishimba.
Permanent Secretary
MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

ACKNOWLEDGEMENT

The production of this syllabus has, as all times, been carefully monitored by the English Curriculum Committee. This Committee is made up of curriculum developers, teachers, teacher educators, university and college lecturers, education standards officers and other experts in distance and open learning. The syllabus has benefitted greatly from the experience and expertise of the above. Furthermore, an extensive programme of trialing has ensured the fulfillment of an important aspect of a participatory curriculum development process.



C.N.M Sakala (Mrs)
Director-Standard and Curriculum
MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

INTRODUCTION

The Senior Secondary School English Language Syllabus is a build up of the Junior Secondary School English Language Syllabus. It has a similar structure like the precursor also comprising five parts namely:

1. **Listening and Speaking**
2. **Reading**
3. **Composition**
4. **Structure**
5. **Summary**

Like the Junior Secondary School English Language Syllabus, the Senior Secondary School English Language Syllabus is presented in the form of Outcomes and stated in result terms. Outcomes are precise statements which state what learners HAVE TO DO in order to show that they have learned what is taught during the teaching and learning process. The Specific Outcomes are followed by the content in form of knowledge, skills and values which learners must master in order to achieve the desired outcomes. The teacher's task, therefore, is to provide effective learning experiences/activities which will enable the learners achieve the planned results.

Six periods a week are allocated to English Language in Grades 10 to 12 and, wherever possible, learners should be given English Language homework at least once a week.

It is recommended that the Senior Secondary School English Language Syllabus is interpreted through two general methodologies which should be used concurrently – the Communicative Approach and the Text-based, Integrated Approach.

ENTREPRENEURSHIP

Another useful technique based on the same rationale as part of the Integrated Approach is the use of 'projects'. These give the learners the opportunity to put into practice many of their language and artistic skills including reference skills, note making, interviewing, note-taking and composition, and even non-linguistic skills such as graphic design and illustration.

Projects will be undertaken by learners in the form of entrepreneurial activities. Learners will work in groups to plan and manage a business venture of their own choice.

Great care must be taken in choosing the entrepreneurial activities. It must of course be viable and interesting for the learners. This kind of work can be most interesting and worthwhile activity, for not only does it provide a practical context for employing a variety of skills, it is also highly motivating in that learners can be empowered with some income which they can take great personal pride.

It is hoped that this syllabus will provide teachers and learners with a stimulating and effective means of contributing to the national development.

GRADE 10

PART 1: LISTENING AND SPEAKING

PREAMBLE

In Listening and Speaking, the learners are expected to carry out many verbal exercises. The onus is on the teacher to find different methodologies for effective teaching. The activities would include individual work, pair work, group work, role playing of different situations and class presentations. It is important that some outcomes are integrated in other components of the English Syllabus such as structure, comprehension and composition.

GENERAL OUTCOMES

- Communicate effectively and appropriately in English in various social contexts
- Understand and speak English at an acceptable international standard
- Recognize and apply the difference between spoken and written English
- Understand and speak English well enough to function effectively (later), in tertiary education and in the world of work.

COMPETENCES:

- Listen and Speak in English appropriately and effectively in various social contexts
- Apply listening and speaking skills in a variety of situations, well enough to function effectively.

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
10.1 LISTENING AND SPEAKING	**10.1.1 Oral Communication**	10.1.1.1 Impart and seek factual Information in giving directions and instructions	• Giving and getting accurate directions Examples: Ques. Where exactly is the Central Police Station located? Answer: It is right *opposite* Levy Mall in Rhodes Park. **Vocabulary to use:** *Left, Right, Centre, Middle, Below, beneath, adjacent to, behind, above , beyond, ahead, underneath etc* • Explaining and getting instructions on how to do something e.g. How to cook Nshima OR How to Change a tyre. **Vocabulary to use**: (*Firstly…, Secondly…, Next.., Then…Lastly…)*	Application of vocabulary for Imparting and seeking factual Information in giving directions and instructions	Appreciation of knowledge on how to impart and seek factual information in giving directions and instructions

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		10.1.1.2 Express and find out emotional attitudes in different situations	Expressing sympathy in different situations such as Funeral, Failing an exam or missing a valuable e.g. • *I am sorry about the loss of your*…OR *I am sorry that you didn't make it to*...	Application of correct vocabulary for expressing and finding out emotional attitudes in different situations	Appreciation of knowledge o how to expressing and find out emotional attitudes in different situations
		10.1.1. 3 Express and find out intellectual attitudes in making agreements and disagreements	• Expressing Agreement and Disagreement e.g. - I am afraid that I *do not agree* with …OR I beg to differ with… - *I concur* with…OR I *totally agree* with…	Application of correct vocabulary on expressing and finding out intellectual attitudes in making agreements and disagreements	Appreciation of knowledge on how to express and find out intellectual attitudes in making agreements and disagreements

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		10.1.1.4 Get things done	Examples: • Getting a clarification e.g. *Could/Would you (mind) clarify(ing) the point?* • Advising and warning e.g. *Would you please/kindly keep quiet?* • Give instructions e.g. *Could you please/kindly close the door?*	Application of correct vocabulary on getting a clarification	Appreciation of knowledge on getting a clarification
		10.1.1.5 Use socially acceptable language in different situations	Examples: • When greeting different categories of people e.g. -To the Young: *Hello/Hi* - To the Old: *Good morning/afternoon/evening* • Inviting people e.g. *I have the pleasure of inviting you to*...OR *I am pleased to invite you to*.... • Offer something e.g. *Would you accept my*...OR *Would you mind if I sat next to you?* • Initiating a conversation e.g. *Did you know that*…OR *Are you aware that*...	Application of correct vocabulary on when greeting different categories of people, inviting people and when making an offer or invitation	Appreciation of knowledge on how to greet different categories of people, invite people or make an offer or invitation

PART 2: READING AND COMPREHENSION

PREAMBLE

The intensive reading passage will be the main stimulus for the text-based integrated approach. Care should be taken to choose passages across the curriculum which are not only interesting to the pupils but which also provide suitable and adequate material for the development and practice of language skills.

GENERAL OUTCOMES

- Acquire reading techniques and values necessary for use both inside and outside school.
- Demonstrate different reading skills appropriate to the type of material.
- Acquire high level competences in summary skills.
- Demonstrate mastery of high level summary skills in different situations.

COMPETENCES:

- Read effectively and efficiently any type of material.
- Read, understand and interpret any reading material given.
- Demonstrate understanding and enjoyment of what is read.

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
10.2 READING AND COMPREHE-NSION	**10.2.1 Intensive Reading**	10.2.1.1 Read passages efficiently and do follow up activities	• Reading at a speed of 250 words per minute • Skimming through passages to obtain the main points • Scanning pieces of texts to locate specific information • Answering factual and inference questions • Retelling detail of stories or passages • Deducing meanings of unfamiliar words and idiomatic expressions • Drawing inferences from texts by direct or indirect reference • Describing feelings, qualities and motives of characters in stories	Application of skills of; Effective and efficient reading, Skimming and Scanning, Answering factual and inference questions Deducing meanings of unfamiliar words from contextual clues Drawing inferences from texts Character analysis	Knowledge of Effective and efficient reading, Skimming and Scanning, Answering factual and inference questions Deducing meanings of unfamiliar words from contextual clues Drawing inferences from texts Character analysis

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	10.2.2 Extensive Reading	10.2.2.1 Read efficiently unabridged different reading materials	Reading a wide variety of texts e.g. *Newspapers, Magazines, Journals etc*	Application of; Efficient reading skills; • Silent reading, • Reading at an appropriate pace with understanding	Knowledge and Appreciation of efficient reading skills
		10.2.2.2 Read critically and make discriminating judgements	Reading and comprehension; E.g. • Theme(s) analysis • Character analysis • Language analysis • Setting • Author's motives • Readers' point of view	• Critical thinking • Theme analysis • Character analysis • Language analysis	Knowledge and appreciation of reading

PART 3: COMPOSITION

PREAMBLE

GENERAL OUTCOMES

- Acquire high level knowledge and values of writing.
- Demonstrate high level competences of different types and styles of writing.

COMPETENCIES:

- Write legibly, confidently and effectively to communicate messages.
- Produce the kind of writing required in tertiary education and the world of work.

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
10.3 COMPOSITION	**10.3.1 Descriptive Writing**	10.3.1 Write advanced descriptives .	Writing Descriptives; E.g. People, objects, places, animals, plants, insects, rivers etc Use describing words/adjectives Use figures of speech e.g. hyperboles/exaggerations, similes, metaphors etc	Application of knowledge of describing things accurately	Appreciation of knowledge of descriptive writing
	10.3.2 Narrative Writing	10.3.2.1 Write advanced Narrative Compositions	Writing Narratives: Retelling happenings experienced or witnessed, heard about, read about, watched on TV etc Use 1st person or 3rd person narration Events to be ordered chronologically Making use of adjectives and adverbs when describing happenings Conclusion/ point of view	Application of narrative writing skills	Appreciation of knowledge on writing narratives

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	10.3.3 Essay Writing	10.3.3.1 Write advanced essays in other subjects	Writing about given topics from other subjects e.g. • *Global warming* • *Effects of teenage pregnancy* • *Waste Management* Include: Title/sub-titles Be factual, objective, pragmatic, educative Make conclusion/ recommendation	Application of essay writing skills	Appreciation of knowledge on writing essays

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		10.3.3.2 Write Profiles .i.e. Autobiographies and Biographies (make distinctions)	Profile gives an account of person's life Called Autobiographies if talking about yourself; Biographies give account of another person's life Date of birth Family size and composition Record of education Record of failures/ achievements credentials	Application of knowledge on how to write Autobiographies and biographies	Appreciation of knowledge on how to write Autobiographies and Profiles

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	10.3.4 Article Writing	10.3.4.1 Write newspaper and magazine articles	Newspaper Article e.g. Lead story; Must: Have eye-catching heading/title Bear writer's full name State subject/concern clearly Be factual, Objective and Chronological narration of events Informative Be based on current affairs Be based on controversial or cross cutting issues	Application of knowledge on how to write Newspaper articles or letter to Editor	Appreciation of knowledge on how to write newspaper articles

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	10.3.5 Report Writing	10.3.5.1 Write simple reports on given topics	Features of report writing should include : Title Sub titles (for major reports) Use of the third person Use of passive voice Chronological narration of events Good paragraphing Making recommendation(s)	Application of knowledge on writing reports	Knowledge and Appreciation of writing reports
	10.3.6 Book Reviews	10.3.6.1 Write book reviews	Features of book reviews must include: Synopsis Themes Character analysis Authors point of view Personal Point of view	Application of writing book reviews	Knowledge and Appreciation of how to write book reviews

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	10.3.7 Writing Minutes	10.3.7.1 Write minutes of a meeting	Features of Minutes: Date Title Venue of meeting List of Attendants Agenda Use of third person narration Good paragraphing Titles/sub-titles Numbering of captions Signing	Application of knowledge on how to write minutes of a meeting	Knowledge and Appreciation of how to write minutes of a meeting
	10.3.8 Writing Speeches		Features of Speech: e.g. Speech of introduction - Observe protocol - Give main speaker's background/history - Give summary/history of institution you are representing, e.g. school, - Call main speaker to give his/her speech.	Application of knowledge on making speech introduction	Knowledge and appreciation on how to make speech of introduction

PART: 4 SUMMARY

PREAMBLE

The course has been carefully graded. None of the work should be omitted as the skills developed during the course will be acquired in a gradual, cumulative way. The work will require varying amounts of teaching time, but integrated with reading.

The teaching of English should be eclectic so as to include various approaches such as question and answer group work and class discussions.

GENERAL OUTCOMES:

- Show understanding and appreciation of the difference between summary and extensive writing
- Demonstrate understanding of the differences between main and subsidiary ideas in texts
- Use summary skills in various academic and social contexts

COMPETENCES:

- Able to compose precise and concise titles
- Present main ideas in a clear, orderly and connected manner without diluting meaning
- Tabulate given information in texts

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
10.4. SUMMARY	**10.4.1 Titles**	10.4.1.1 Choose best titles and justify	Main ideas in stories and passages	Application of summary skills	Appreciation of Brevity
		10.4.1.2 Compose titles which are adequate and concise	Main ideas in stories and passages	Application of knowledge on composing titles	Appreciation of knowledge on how to compose titles
	10.4.2 Sentence Summaries	10.4.2.1 Identify sentences which provide concise information in texts	Main ideas in stories and passages	Application of knowledge on identifying key messages in texts	Appreciation of how to identify main ideas in texts
	10.4.3 Paragraph Summaries	10.4.3.1 Choose best paragraph summaries and justify	Main ideas in each paragraphs	Application of knowledge on identifying paragraphs with concise ideas	Appreciation of to identify paragraphs with concise ideas of texts
	10.4.4 Tabulation Skills	10.4.4.1 Tabulate information in texts into other print materials such as maps, graphs, tables, charts etc	Condensing texts in graphic presentations e.g. Tables, charts, graphs etc	Application of tabulation skills	Appreciation of tabulation skills

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	10.4.5 Abbreviations	Use abbreviations when taking notes	E.g. When writing notes in class; sermon in church; minutes of a meeting Common abbreviations: Acronyms e.g. ZESCO/Zambia Electricity Supply Cooperation UNZA/University of Zambia UTH/ University Teaching Hospital Ppls/ pupils s/one/someone Geog/ Geography Sch/school Heb 2: 12 / Hebrews Chapter 2, verse 12 etc	Application of abbreviation skills	Appreciation of knowledge of using abbreviations

PART 5: STRUCTURE

PREAMBLE

The specific outcomes for Grade 10 and the revision work will both necessitate formal reading. The teaching of structure at Senior Secondary School level should also be based on errors which occur in the learners' spoken and written work.

The learners should be taught basic grammatical terms such as 'subject', 'clause', 'object', 'finite' and 'infinite verb', the parts of speech and names of tenses and, where appropriate, be given 'rule' explanations.

1. Structure Teaching and the Integrated Approach
   All language lessons should be indirectly teaching structure. For example, in a reading lesson learners may be asked questions that will enable them to examine structural items in the text to see how forms are used to convey meaning. (e.g. "What does 'this' stand for in the second sentence?" Why did the writer use 'had eaten' in line six"). It is therefore, recommended that not more than one period per week (i.e. 40 minutes) should be spent on formal structure teaching.

2. Structure Teaching and the Communicative Approach.
   Learners should be given ample opportunities to practice structures orally in meaningful situations. For example, a lesson on the Conditional Clauses could include group work or pair work based on "What would your life have been like if you had been born a hundred years ago?" This would link structure and oral practice and history). Learners should also be given written activities that allow them to use the structural item being practiced in paragraphs rather than simple sentences.

GENERAL OUTCOMES

- The learners should understand and use correctly all the common English structures.
- The learners should appreciate the value of using correct grammar

COMPETENCES:

- Speak and write correct English in order to communicate intended message.
- Speak and write correct English in order to function effectively in the social contexts

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
10.5 STRUCTURE	**10.5.1 Tenses: The Future**	10.5.1.1 Recognise the emphatic form of '*shall'*	You shall not steal	Application of correct usage of *shall*	Appreciation of knowledge on how to use *shall*
	10.5.2 Parts of : Speech, Verbs and expressions followed by-ing	10.5.2.1 Use the –ing form after expressions such as: *Can't help, can't stand, it's no good, it's no use, be worth*	e.g. • I couldn't help liking him • It's no use trying to escape • Is it worth writing any longer?	Application of correct usage of the –ing form after expressions such as: *Can't help, can't stand, it's no good, it's no use, be worth*	Appreciation of knowledge on how to Use the –ing form after expressions such as: *Can't help, can't stand, it's no good, it's no use, be worth*
		10.5.2.2 Recognise the difference in meaning of similar constructions using verbs followed by either the infinitive or –ing: *allow, permit, remember, forget, try, regret, mean (signify), stop, need, go on*	e.g. • They tried *walking* to school • They tried *to walk* to school	Application of correct usage of verbs followed by either the infinitive or –ing: *allow, permit, remember, forget, try, regret, mean (signify), stop, need, go on*	Appreciation of knowledge using verbs followed by either the infinitive or –ing: *allow, permit, remember, forget, try, regret, mean (signify), stop, need, go on*
	10.5.3 Determiners (Adjectives of Quantity)	10.5.3.1 Use *some* meaning *one or another.*	e.g. • *Some body/person* has taken my pen.	Application of correct usage of determiners	Appreciation of knowledge on how to use determiners

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	10.5.4 Noun Phrases and Clauses	10.5.4.1 Use infinitive phrases as objects	Infinitive is the form of verb together with 'to' in front of the verb e.g. The idea is for us *to meet* again on Thursday. He has *to stop* battering his wife.	Application of correct usage of noun phrases and clauses	Appreciation of knowledge on using noun clauses and phrases
		10.5.4.2 Recognise the meaning of '*that'* clauses and infinitive phrases when they are used as subjects.	e.g. *That* she is still alive is pure luck. For a bridge to collapse like *that* is very unlikely.	Application of correct usage of *that*	Appreciation of knowledge on how to use *that*
		10.5.4.3 Recognise the meaning of the possessive adjectives used with –ing phrases.	e.g. They don't like *our winning* all the time.	Application of correct usage of the possessive adjectives used with –ing phrases.	Appreciation of knowledge on how to use the possessive adjectives used with –ing phrases.
		10.5.4.4 Use noun phrases in apposition to other nouns.	e.g. • *Yuri Gagarin, the first man to fly in space,* was a Russian. • *War and peace, a novel written by Tolstoy*, is a masterpiece.	Application of correct usage of noun phrases in apposition to other nouns.	Appreciation of knowledge on how to Use noun phrases in apposition to other nouns.

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	10.5.6 Relative Clauses	10.5.6.1 Use relative pronouns in Defining Relative Clauses such as: *Who* with subjects that are people	e.g. The boy who invented the 'Facebook' is very rich.	Application of correct usage of who	Appreciation of knowledge on how to use who
		10.5.6.2 Use relative pronouns in Non-defining Relative Clauses such as: *Who* with subjects that are people	e.g. My teacher of English, *who* comes from Zambezi, often goes home to visit his family.	Application of correct usage of *who*	Appreciation of knowledge on how to use *who*
		10.5.6.3 Use *Which* with subjects that are things	e.g. Elephants, *which* spend most of their time eating, cause a great deal of damage.	Application of correct usage of *which with subjects that are things*	Appreciation of knowledge on how to use *which with subjects that are things*
		10.5.6.4 Use *Whom or who* with objects that are people	e.g. This book was written by George Orwell, *whom (or who)* I know is great novelist.	Application of correct usage of *Whom or who* with objects that are people	Appreciation of knowledge on how to *use Whom or who* with objects that are people

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		10.5.6.5 Use *Which* with objects that are things	e.g. I went to Livingstone to see the Victoria Falls, *which* are a magnificent sight.	Application of correct usage of *Which* with objects that are things	Appreciation of knowledge on how to *Use Which* with objects that are things
		10.5.6.6 Use *Preposition + whom* with objects that are people	e.g. Our President, *from whom* we received a visit last year, is coming again next year.	Application of correct usage of **Preposition + whom** with objects that are people	Appreciation of knowledge on how to use **Preposition + whom** with objects that are people
		10.5.6.7 Use *Preposition + which* with objects are things	e.g. My car, *for which* I paid a lot of money, is always giving trouble.	Application of correct *Usage of Preposition + which* with objects are things	Appreciation of knowledge on how to *Use Preposition + which* with objects are things
		*1*0.5.6.8 Use *Whose* to show possession (especially for people)	e.g. Mr Kalota, whose wife has just had her tenth child, has asked for an increase in salary.	Application of correct *Usage Whose* to show possession	Appreciation of knowledge on how to *Use Whose* to show possession

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	10.5.7 Comparison	10.5.7.1 Use the + comparative …the + comparative … to express parallel increase.	e.g. • The harder he tries, the more he succeeds. • The more I think about your idea, the more I like it.	Application of correct vocabulary on show parallel increase	Appreciation of knowledge on how to express comparison of parallel increase
	10.5.8 Reason	10.5.8.1 Use *now that* to express reason.	e.g. *Now that* you have finished the exercise, you may read your library books.	Application of correct vocabulary on expressing reason	Appreciation of knowledge on how to express reason
		10.5.8.2 Use *seeing that* to express reason.	e.g. *Seeing that* you have finished the exercise, you may read your library books.	Application of correct vocabulary on expressing reason	Appreciation of knowledge on how to express reason
		10.5.8.3 Use participial phrases to express reason.	e.g. *Being* unfamiliar with the town, I had to ask a policeman for directions.	Application of correct vocabulary on expressing reason	Appreciation of knowledge on how to express reason
	10.5.9 Time	10.5.9.1 Use conjunction + participial phrases to express time.	e.g. • *Before answering* your question I must study the matter more carefully. • *While looking* for the book, he found the missing money.	Application of correct vocabulary on expressing time	Appreciation of knowledge on how to express time.

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		10.5.9.2 Use no sooner…than with an inversion as an alternative to as soon as	e.g. *No sooner* had we finished planting *than* the rain began to fall. Or '*No sooner* did we finish planting than the rain began to fall	Application of correct vocabulary on using No sooner	Appreciation of knowledge on how to use no sooner
		10.5.9.3 Use phrases containing perfect participle when one action precedes another.	e.g. *Having finished* the exercise, I showed it to the teacher. *Walking down* the corridor, I saw Mubita talking to Chiika.	Application of correct vocabulary on indicating actions that precede another	Appreciation of knowledge on indicating actions that precede another
	10.5.10 Contrast	10.5.10.1 Use structures used to express Contrast	Structures used to express contrast e.g. *Apart from, besides, although, while, despite, in spite of, instead of + present participle.* *Apart from* being a scientist, he wrote many popular novels. *Instead of* just waiting you should go and look for her.	Application of correct vocabulary on expressing contrast	Appreciation of knowledge on how to express contrast
		10.5.10.2 Use (the) *one…the other* to express contrast	e.g. *(The) one* sister was beautiful but *the other* was very ugly.	Application of correct vocabulary on Using (the) *one…the other* to express contrast	Appreciation of knowledge on how to Use (the) *one…the other* to express contrast

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		10.5.10.3 Use *if* (for recognition only) to express contrast.	e.g. English language is very useful, if difficult, language. Chola is very intelligent if rude.	Application of correct vocabulary on Using *if* (for recognition only) to express contrast	Appreciation of knowledge on how to Use *if* (for recognition only) to express contrast
		10.5.10.4 Use *adjective + as/though* (for recognition only) to express contrast.	e.g. Unhappy *as/though* I was, I could not weep in public.	Application of correct vocabulary on Using *adjective + as/though* (for recognition only) to express contrast	Appreciation of knowledge on how to Use *adjective + as/though* (for recognition only) to express contrast
		10.5.10.5 Use *no matter* to express contrast.	e.g. *No matter* how hard I tried, I could not solve the problem	Application of correct vocabulary on Using *no matter* to express contrast	Appreciation of knowledge on how to Use *no matter* to express contrast
	10.5.11 Condition	10.5.11.1 Construct conditional sentences with *but for* to express negative condition.	e.g. I would have passed the examination *but for* the last question. Or 'But for the last question, I would have passed the examination.	Application of correct vocabulary on conditional sentences with *but for*.	Appreciation of knowledge conditional sentences with *but for*.
		10.5.11.2 Construct conditional sentences with *provided/providing that*.	e.g. You can go outside *provided /providing (that*) you have finished your homework.	Application of correct vocabulary on conditional sentences with *provided/providing that*	Appreciation of knowledge on conditional sentences with *provided/providing that*

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		10.5.11.3 Construct conditional sentences with *(that) suppose/supposing*	e.g. *Supposing/suppose* (that) I hit you, what would you do?	Application of correct vocabulary on conditional sentences with *supposing* and *suppose (that)*.	Appreciation of knowledge on conditional sentences with *supposing* and *suppose (that)*.
		10.5.11.4 Construct conditional sentences with *if only* to indicate hope or regret.	e.g. • *If only* it rains, the maize will not die. • *If only* I had worked harder, I would have passed the examination.	Application of correct vocabulary on conditional sentences with *if only* to indicate hope or regret	Appreciation of knowledge conditional sentences with *if only* to indicate hope or regret
		10.5.11.5 Recognise *the inverted forms* of the conditional sentences	e.g. • Had he known the tank was empty of fuel, he would have stopped for petrol at a filling station. • Should anyone ask for me, tell them I have gone to a funeral.	Application of correct vocabulary on *inverted forms* of the conditional sentences	Appreciation of knowledge on *inverted forms* of the conditional sentences

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	10.5.12 Question Tags	10.5.12.1 Use and apply question tags appropriately	E.g. *It is* interesting, *isn't it*? Maria was not listening, was she?	Application of correct vocabulary on question tags	Appreciation of knowledge on question tags
	10.5.13 Active and Passive Voice	10.5.13.1 Use the active and passive voice	**Active voice**: Subject performs action e.g. The snake swallowed a chicken. **Passive voice:** The subject receives an action e.g. The chicken was swallowed by the snake.	Application of correct vocabulary on the active and passive voice	Appreciation of knowledge on the active and passive voice

GRADE 11

PART 1: LISTENING AND SPEAKING

PREAMBLE

GENERAL OUTCOMES

- Communicate effectively and appropriately in English in various social contexts
- Understand and speak English at an acceptable international standard
- Recognise and apply the difference between spoken and written English
- Understand and speak English well enough to function effectively (later), in tertiary education and in the world of work.

COMPETENCES:

- Listen and Speak in English appropriately and effectively in various social contexts
- Apply their listening and speaking skills in a variety of situations, well enough to function effectively.

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENTS		
			KNOWLEDGE	SKILLS	VALUES
11.1 LISTENING AND SPEAKING	**11.1.1 Oral Communication**	11.1.1.1 Impart and seek factual Information in giving verbal reports and oral messages	E.g. Probing for factual information Giving verbal reports. Narrating an accident witnessed- (*What time, What happened, Who was involved, How it happened, Condition of victims and vehicles. Personal judgment)*	Application of vocabulary for Imparting and seeking factual Information in giving verbal reports and oral messages	Appreciation of knowledge on how to impart and seek factual information in giving verbal reports and oral messages
		11.1.1.2 Express and find out intellectual attitudes when making inquires	E.g. • Inquiring about an agreement or a disagreement e.g. *Have you agreed to ...Did you accept representing our class at the meeting?* • Inquiring about feasibility/possibility e.g. *Is it feasible/ possible*...OR *Is there a possibility/feasibility of...*	Application of correct vocabulary for expressing and finding out intellectual attitudes when making inquires	Appreciation of knowledge on how to express and find out intellectual attitudes when making inquires

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENTS		
			KNOWLEDGE	SKILLS	VALUES
		11.1.1.3 Express and find out emotional attitudes when addressing people of different classes, age groups and sexes	E.g. Using the correct register when addressing different classes of people e.g. • *Your Honour/Lordship/ Majesty/Highness* – to address kings/queens/Mayor • *Honourable*- to address ministers or people of high profiles • *Mr./Sir/Ms/Madam e.g. Yes Madam*	Application of correct vocabulary on expressing and finding out emotional attitudes when addressing people of different classes, age groups and sexes	Appreciation of knowledge on how to express and find out emotional attitudes when addressing people of different classes, age groups and sexes
		11.1.1.4 Interpret, express and find out moral attitudes when expressing beliefs and strong held opinions without giving offence	E.g. • Expressing beliefs e.g. I believe/do not believe that she will pass the exam. **Vocabulary to use:** I (am) *Confident/ petty sure, have no doubt that…etc* • Express strong held opinions without giving offence e.g. When expressing doubt e.g. I *am afraid* she will not make it to the university. OR *I Strongly feel/ believe / interject, do not share your opinion etc* .	Application of correct vocabulary on interpreting, expressing and finding out moral attitudes when expressing beliefs and strong held opinions without giving offence	Appreciation of knowledge on how to interpret, express and find out moral attitudes when expressing beliefs and strong held opinions without giving offence

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENTS		
			KNOWLEDGE	SKILLS	VALUES
		11.1.1.5 Get things done	E.g. • Stating alternatives e.g. *If talking to her doesn't work, then beating her will do.* OR *In the place of... you can try…* • Stating priorities e.g. *I would rather… than…* OR *I prefer… to…*	Application of correct vocabulary on Stating alternatives and priorities	Appreciation of knowledge on how to state alternatives and priorities
		11.1.1.6 Use socially appropriate language in different situations	• Interrupting discussions e.g. *May I Interrupt/interject…* • Accepting an offer or invitation e.g. *Thank you for inviting me to your….*I am *delighted /happy /excited to be part of....*OR I *accept…*OR I *feel honoured*	Application of correct vocabulary on interrupting discussions and accepting an offer or invitation	Appreciation of knowledge on how to interrupt discussions and accept an offer or invitation

PART 2: READING AND COMPREHENSION

PREAMBLE

The intensive reading passage will be the main stimulus for the text-based integrated approach. Care should be taken to choose passages across the curriculum which are not only interesting to the pupils but which also provide suitable and adequate material for the development and practice of language skills.

GENERAL OUTCOMES

- Acquire reading techniques and values necessary for use both inside and outside school.
- Demonstrate different reading skills appropriate to the type of material.
- Demonstrate mastery of high level reading skills on different occasions.

COMPETENCES:

- Read effectively and efficiently any type of material they come across
- Read, understand and interpret any reading material given
- Answer correctly any factual or inference question on what they have read

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
11.2 READING AND COMPREHENSION	**11.2.1 Efficient Reading**	11.2.1.1 Read passages with understanding and recall the details	• Reading at a speed of 300 words per minute • Skimming through passages to obtain the main points • Scanning pieces of texts to locate specific information • Answering factual and inference questions • Retelling detail of stories or passages • Deducing meanings of unfamiliar words and idiomatic expressions	Application of skills of; Effective and efficient reading, Skimming and Scanning, Answering factual and inference questions Deducing meanings of unfamiliar words from contextual clues	Knowledge of Effective and efficient reading, Skimming and Scanning, Answering factual and inference questions Deducing meanings of unfamiliar words from contextual clues
	11.2.2 Intensive Reading	11.2.2.1 Locate details and answer factual questions	• Reading at a speed of 250 words per minute • Skimming through passages to obtain the main points • Answering factual and inference questions • Retelling detail of stories or passages • Deducing meanings of unfamiliar words and idiomatic expressions • Drawing inferences from texts by direct or indirect reference • Describing feelings, qualities and motives of characters in stories	Application of skills of; Effective and efficient reading, Skimming and Scanning, Answering factual and inference questions Deducing meanings of unfamiliar words from contextual clues Drawing inferences from texts Character analysis	Knowledge of Effective and efficient reading, Skimming and Scanning, Answering factual and inference questions Deducing meanings of unfamiliar words from contextual clues Drawing inferences from texts Character analysis

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		11.2.2.2 Show understanding of underlying meaning of texts	• Answering factual and inference questions • Retelling detail of stories or passages • Deducing meanings of unfamiliar words and idiomatic expressions • Drawing inferences from texts by direct or indirect reference • Describing feelings, qualities and motives of characters in stories	Application of; Efficient reading skills; • Silent reading, • Reading at an appropriate pace with understanding	Knowledge and Appreciation of efficient reading skills
		11.2.2.3 Describe the feelings, qualities and motives of characters in stories	Reading and comprehension; e.g. • Theme(s) analysis • Character analysis • Main/minor characters • Protagonist/antagonist • Author's motives Readers' point of view	Application of; Efficient reading skills; • Silent reading, • Reading at an appropriate pace with understanding	Knowledge and Appreciation of efficient reading skills
	11.2.3 Extensive Reading	11.2.3.1 Read appropriate unabridged books	Reading a wide variety of texts; Newspapers, Magazines, Journals etc	• Critical thinking • Theme analysis • Character analysis • Language analysis	Knowledge and appreciation of reading

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		11.2.3.2 Read a wide variety of texts; Newspapers, Magazines, Journals etc	Reading a wide variety of texts e.g. *Newspapers, Magazines, Journals etc*	Application of skills of; Effective and efficient reading, Skimming and Scanning,	Knowledge of Effective and efficient reading, Skimming and Scanning,
		11.2.3.3 Read critically and make discriminating judgements	e.g. • Theme(s) analysis • Character analysis • Language analysis • Setting • Author's motives Readers' point of view	Application of; • Critical thinking and analytical judgment on what is read,	Knowledge and Appreciation of efficient reading skills
		11.2.3.4 Practice reading for purpose e.g. News cast	Effective and efficient Reading • Appropriate pace • Acceptable pronunciation • Audible	• Application of effective and efficient reading skills	Knowledge and appreciation of reading skills

PART 3: COMPOSITION

PREAMBLE

GENERAL OUTCOMES

- Acquire high level knowledge and values of writing.
- Demonstrate high level competences of different types and styles of writing.

COMPETENCIES:

- Write legibly, confidently and effectively to communicate messages.
- Produce the kind of writing required in tertiary education and the world of work.

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENTS		
			KNOWLEDGE	SKILLS	VALUES
11.3 COMPOSITION	**11.3.1 Descriptive Writing**	11.3.1.1 Write advanced descriptive compositions .	Writing Descriptives; E.g. machines, processes, ceremonies, animals, plants, insects, natural beauties etc Use describing words/adjectives Use figures of speech e.g. hyperboles/exaggerations, similes, metaphors etc	Application of knowledge of describing things accurately	Appreciation of knowledge of descriptive writing
	11.3.2 Narrative Writing	11.3.2.1 Write advanced narrative compositions.	Writing Narratives: Retelling happenings experienced or witnessed, heard about, read about, watched on TV etc	Application of narrative writing skills	Appreciation of knowledge on writing narratives
	11.3.3 Essay Writing	11.3.3.1 Write advanced essays in other subjects	Use 1st person or 3rd person narration Events to be ordered chronologically Making use of adjectives and adverbs when describing happenings Conclusion/ point of view	Application of essay writing skills.	Appreciation of knowledge on writing essays.

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENTS		
			KNOWLEDGE	SKILLS	VALUES
		11.3.3.2 Write essays	Writing about given topics from other subjects e.g. • *Global warming* • *Effects of teenage pregnancy* • *Waste Management* Include: Title/sub-titles Be factual, objective, pragmatic, educative Make conclusion/ recommendation	Application of essay writing skills	Appreciation of knowledge on writing essays
	11.3.4 Article Writing	11.3.4.1 Write newspaper and magazine articles	Newspaper Article e.g. Letter to Editor; Must: State subject/concern clearly Be factual, Objective Informative Be based on current affairs	Application of knowledge on how to write newspaper and magazine articles.	Appreciation of knowledge on how to write newspaper and magazine articles.

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENTS		
			KNOWLEDGE	SKILLS	VALUES
	11.3.5 Book Report	11.3.5.1 Write book reports	Be based on controversial or cross cutting issues	Application of knowledge on how to write book reports	Appreciation of knowledge on how to write book reports
	11.3.6 Writing Minutes		Features of report writing should include: Date of meeting Venue Agenda Attendance Sub titles Use of the third person Use of passive voice Good paragraphing Making recommendation	Application of knowledge on writing minutes	Knowledge and Appreciation of writing minutes

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENTS		
			KNOWLEDGE	SKILLS	VALUES
	11.3.7 Writing Speeches		Features of speeches e.g. Vote of thanks Use of 1st person Use of direct speech Know your audience Refer to main points/purpose of function/occasion Thank main speaker/acknowledge support/help/assistance Pledge commitment	Application of knowledge on making a vote of thanks	Knowledge and Appreciation on how to give a vote of thanks

PART: 4 SUMMARY

PREAMBLE

The course has been carefully graded. None of the work should be omitted as the skills developed during the course will be acquired in a gradual, cumulative way. The work will require varying amounts of teaching time, but integrated with reading.

The teaching of English should be eclectic so as to include various approaches such as question and answer, group work and class discussions.

GENERAL OUTCOMES:

- Show understanding and appreciation of the difference between summary and extensive writing.
- Demonstrate understanding of the differences between main and subsidiary ideas in texts.
- Use summary skills in various academic and social contexts.

COMPETENCES:

- Apply summary skills in various academic and social contexts as required.
- Present main ideas in a clear, orderly and connected fashion without diluting meaning.

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
11.4 SUMMARY	**11.4.1 Verbal summaries**	11.4.1.1 Report a message summarizing main points	Recognizing main ideas of messages Make clear what, when, where, how, why questions are answered	Application of summary skills in communicating messages	Appreciation of summary skills in communicating messages
		11.4.1.2 Give a speech summarizing main points	E.g. Making announcements	Application of summary skills in making announcements	Appreciation of summary skills in making announcements
	11.4.2 Tabulation Skills	11.4.2.1 Tabulate specific information in the text or other print materials such as maps, graphs, tables, charts etc	Expressing given information in texts in tabulating information in texts tables, graphs, charts etc	Application of summary skills in tabulating information in texts tables, graphs, charts etc	Appreciation of summary skills in tabulating information in texts tables, graphs, charts etc
	11.4.3 Prose Summaries	11.4.3.1 Summarise given texts	Summarizing main points of texts	Application of knowledge in writing prose summaries	Appreciation of summary skills in writing prose summaries

PART 5: STRUCTURE

PREAMBLE

The specific outcomes for Grade 11 and the revision work will both necessitate formal reading. The teaching of structure at Senior Secondary School level should also be based on errors which occur in the learners' spoken and written work.

The learners should be taught basic grammatical terms such as 'subject', 'clause', 'object', 'finite' and 'infinite verb', the parts of speech and names of tenses and, where appropriate, be given 'rule' explanations.

1. **Structure Teaching and the Integrated Approach**
   All language lessons should be indirectly teaching structure. For example, in a reading lesson learners may be asked questions that will enable them to examine structural items in the text to see how forms are used to convey meaning. (eg. “What does 'this' stand for in the second sentence?” Why did the writer use 'had eaten' in line six”). It is therefore, recommended that not more than one period per week (i.e. 40 minutes) should be spent on formal structure teaching.

2. **Structure Teaching and the Communicative Approach.**
   Learners should be given ample opportunities to practice structures orally in meaningful situations. For example, a lesson on the Conditional Clauses could include group work or pair work based on “What would your life have been like if you had been born a hundred years ago?” This would link structure and oral practice and history). Learners should also be given written activities that allow them to use the structural item being practiced in paragraphs rather than simple sentences.

GENERAL OUTCOMES

- The learners should understand and use correctly all the common English structures.
- The learners should appreciate the value of using correct grammar

COMPETENCES:

- Speak and write correct English in order to communicate intended message.
- Speak and write correct English in order to function effectively in the social contexts

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
11.5 STRUCTURE	**11.5.1 Relative Clauses**	11.5.1.1 Use 'which' or 'that' with subjects that are people	e.g. The girl *who (or that*) wins the race will get a prize.	Application of relative pronouns	Appreciation of knowledge on relative pronouns
		11.5.1.2 Use which or that with subjects that are things	The car *which (or that*) killed the cow was badly damaged.	Application of relative pronouns	Appreciation of knowledge on relative pronouns
		11.5.1.3 Use whom, who or nothing with objects that are things	e.g. The boy whom (or who, or that or nothing) we caught stealing has been expelled.	Application of relative pronouns	Appreciation of relative pronouns
		11.5.1.4 Use preposition + relative with objects that are people.	e.g. The man to whom you were speaking is my uncle. or The man who you were speaking to is my uncle or The man you were speaking to is my uncle.	Application of prepositions	Appreciation of knowledge on how to use/apply prepositions
		11.5.1.5 Use which, that or nothing with objects that are things	e.g. The cake (which or that) you baked was very nice.	Application of correct vocabulary on the Use of *which, that* or nothing with objects that are things	Appreciation of knowledge on how to Use *which, that or nothing* with objects that are things

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		11.5.1.6 Use 'which' or 'that' with subjects that are people	e.g. The girl *who (or that)* wins the race will get a prize.	Application of correct vocabulary on the use of 'which' or 'that' with subjects that are people	Appreciation of knowledge on how to use 'which' or 'that' with subjects that are people
	11.5.2 Condition	11.5.2.1 Use the *likely* probable conditional sentences.	e.g. • *If* he asks her, she will help him. She will help him *if* he asks her.	Application of correct vocabulary on probable/ *likely* conditional sentences	Appreciation of knowledge on probable or *likely* conditional sentences
		11.5.2.2 Use the *unlikey* improbable conditional sentences.	e.g. • *If* he asked her, she would help him. • She would help him *if* he asked her. • *If* he was to ask her, she would help him. *If* I were you, I would buy a car.	Application of correct vocabulary on *unlikely/* improbable conditional sentences	Appreciation of knowledge on *unlikely/*improbable conditional sentences

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		11.5.2.3 Use impossible conditional sentences.	e.g. • If he had asked her, she would have helped him. • He didn't ask her and she hasn't helped him. She would have helped him if he had asked her.	Application of correct vocabulary on impossible conditional sentences	Appreciation of knowledge on impossible conditional sentences
		11.5.2.4 Use common variations of conditional sentences.	e.g. • If water is heated, it turns to steam. • If he asks you, tell him the truth. • If the kettle has boiled, I'll make some tea. • If he had asked her, she might have helped him. • If you had cleaned your shoes, you would not look so untidy.	Application of correct vocabulary on common variations of conditional sentences	Appreciation of knowledge common variations of conditional sentences

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		11.5.2.5 Use *unless* in conditional sentences	e.g. I will not come tomorrow *unless* I hear from you.	Application of correct usage of unless conditional phrase	Appreciation of knowledge on unless conditional phrase
		11.5.2.6 Use *even if* to indicate condition and implied contrast.	e.g. You wouldn't believe me *even if* I told you.	Application of correct usage of even if conditional phrase	Appreciation of knowledge on even if conditional phrase
	11.5.3 Direct Speech	11.5.3.1 Use Direct Speech.	Direct speech e.g. • Mary said, "The headteacher wants to see you." • "The headteacher wants to see you," said Mary. • "The headteacher wants to see you," Mary said. • "The headteacher wants to see you," Mary said, "and he is very angry."	Application of correct usage of direct speech	Appreciation of knowledge on direct speech

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	11.5.4 Reported Speech	11.5.4.1 Change direct speech into Reported Speech	***Direct Speech*** e.g. Mary said, "The headteacher wants to see you, Tom." ***Reported Speech*** *e.g.* Mary told Tom that the headteacher wanted to see him.	Application of transformation skills from direct speech into reported speech	Appreciation of knowledge on transformation skills from direct speech into reported speech

GRADE 12

PART 1: LISTENING AND SPEAKING

PREAMBLE

GENERAL OUTCOMES

- Communicate effectively and appropriately in English in various social contexts
- Understand and speak English at an acceptable international standard
- Recognise and apply the difference between spoken and written English
- Understand and speak English well enough to function effectively (later), in tertiary education and in the world of work.

COMPETENCES:

- Listen and Speak in English appropriately and effectively in various social contexts
- Apply listening and speaking skills in a variety of situations

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
12.1 LISTENING AND SPEAKING	**12.1.1 Oral Communication**	12.1.1.1 Impart and seek factual Information when paraphrasing and exposing points	• Paraphrasing and exposing points e.g. *In other words…* OR *It can also be said that…* • Interview simulation	Application of knowledge on paraphrasing points	Appreciation of knowledge on paraphrasing
		12.1.1.2 Express and find out intellectual attitudes in arguing and presenting facts	• Arguing and presenting facts E.g. *I strongly support/propose that…* OR *My proposition is that…* OR *I certainly oppose/do not agree…*	Application of knowledge on arguing and presenting facts	Appreciation of knowledge on arguing and presenting facts
		12.1.1.3 Use socially appropriate language in different situations	Giving and receiving compliments e.g. *Congratulations on your…* OR *It 's great that you have made it/ managed to…* OR *Thank you so much. I appreciate/ receive/ am Greatly honoured.*	Application of knowledge on giving and receiving compliments	Appreciation of knowledge on giving and receiving compliments
		12.1.1.4 Give talks on different topics	• Talking on given topics e.g. The dangers of drug abuse, keeping broilers, prevention of HIV infection etc	Application of knowledge on giving a talk	Appreciation of knowledge on giving a talk

PART 2: READING AND COMPREHENSION

PREAMBLE

This section, like the previous grade levels, consists of the following components:
- Efficient Reading
- Intensive Reading
- Extensive Reading

The intensive reading passage will be the main stimulus for the text-based integrated approach. Care should be taken to choose passages across the curriculum which are not only interesting to the pupils but which also provide suitable and adequate material for the development and practice of language skills.

GENERAL OUTCOMES
- Acquire reading techniques and values necessary for use both inside and outside school.
- Demonstrate different reading skills appropriate to the type of material.
- Acquire high level competences in summary skills.
- Demonstrate mastery of high level summary skills in different situations.

COMPETENCES:
- Read effectively and efficiently any type of material.
- Read, understand and interpret any reading material given
- Demonstrate understanding and enjoyment of what is read by answering given questions

COMPONENT	TOPIC	SPECIFIC OUT-COMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
12.2 READING AND COMPREHENSION	**12.2.1 Efficient Reading**	12.2.1.1 Read passages with understanding and recall the details	• Reading at a speed of 350 words per minute • Skimming through passages to obtain the main points • Scanning pieces of texts to locate specific information • Answering factual and inference questions • Retelling detail of stories or passages • Deducing meanings of unfamiliar words and idiomatic expressions • Drawing inferences from texts by direct or indirect reference • Describing feelings, qualities and motives of characters in stories	Application of skills of; Effective and efficient reading, Skimming and Scanning, Answering factual and inference questions Deducing meanings of unfamiliar words from contextual clues Drawing inferences from texts Character analysis	Knowledge of Effective and efficient reading, Skimming and Scanning, Answering factual and inference questions Deducing meanings of unfamiliar words from contextual clues Drawing inferences from texts Character analysis

COMPONENT	TOPIC	SPECIFIC OUT-COMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	12.2.2 Extensive Reading	12.2.2.1 Read efficiently unabridged different reading materials	Reading a wide variety of texts e.g. *Newspapers, Magazines, Journals etc*	Application of; Efficient reading skills; • Silent reading, • Reading at an appropriate pace with understanding	Knowledge and Appreciation of efficient reading skills
		12.2.2.2 Read critically and make discriminating judgements	Reading and comprehension; E.g. • Theme(s) analysis • Character analysis • Language analysis • Setting • Author's motives • Readers' point of view	• Critical thinking • Theme analysis • Character analysis • Language analysis	Knowledge and appreciation of reading
		12.2.2.3 Practice reading for purpose e.g. News cast	Reading aloud and efficiently	Reading and Comprehension	Appreciation Efficiency

PART 3: COMPOSITION

PREAMBLE

At this level, composition lessons are aimed at helping the learner perfect the skill of writing and prepare for either advanced learning or the world of work. Thus learners are expected to show competence in the following topics outlined in the section:

- Descriptive writing
- Narrative writing
- Essay writing
- Article Writing
- Writing Biographies
- Minute Writing
- Speech Writing
- Report Writing

GENERAL OUTCOMES

- Acquire high level knowledge and values of writing.
- Demonstrate high level competences of different types and styles of writing.

COMPETENCIES:

- Write legibly, confidently and effectively to communicate messages.
- Produce the kind of writing required in tertiary education and the world of work eg application letters, speeches, writing minutes etc

COMPONENT	TOPIC	SPECIFIC OUTCOMES	KNOWLEDGE	SKILLS	VALUES
12.3 COMPOSITION	**12.3.1 Advanced Descriptive Writing**	12.3.1.1 Write advanced descriptive compositions .	Descriptive Writing e.g. countries, farming, careers/professions Using adjectives, adverbs and figures of speech to clearly describe their subject	Application of descriptive writing	Appreciation of knowledge on writing descriptives
	12.3.2 Advanced Narrative Writing	12.3.2.1 Write advanced narrative Compositions.	Narrative Writing Using either 1st person (I) or Third person/He or She or They to tell a story	Application of Narrative writing	Appreciation of knowledge on writing narratives
	12.3.3 Advanced Essay Writing	12.3.3.1 Write advanced essays in other subjects	Writing advanced essays	Application of writing essays	Appreciation of knowledge on writing essays
	12.3.4 Writing Curriculum Vitae	12.3.4.1 Write Curriculum Vitae	Curriculum Vitae Personal identity; date of birth, place of birth, sex, Academic achievements Work experience Interests referees	Application of writing curriculum vitae	Appreciation of knowledge on writing curriculum vitae

COMPONENT	TOPIC	SPECIFIC OUTCOMES	KNOWLEDGE	SKILLS	VALUES
	12.3.5 Letter Writing	12.3.5.1 Write advanced application letters	Application letter Own address Addressee address Salutation Reference Main body Ending	Application of writing advanced application letters	Appreciation of knowledge on writing advanced application letters
	12.3.6 Writing advanced Minutes	12.3.6.1 Write minutes of a meeting	Features of Minutes: Date Title Venue of meeting List of Attendants Agenda Use of third person narration Good paragraphing Titles/sub-titles Numbering of captions Signing	Application of knowledge on how to write minutes of a meeting	Knowledge and Appreciation of how to write minutes of a meeting

COMPONENT	TOPIC	SPECIFIC OUTCOMES	KNOWLEDGE	SKILLS	VALUES
	12.3.7 Writing Speeches	12.3.7.1 Write speeches on given topics	Features of speeches e.g. Main speech. Show gratitude for being given an opportunity to speak Use 1st person Show knowledge of audience Use direct speech Indicate theme/subject Propound topic in detail Use phrases to maintain/keep audience's attention, e.g. ladies and gentlemen, my brothers and sisters, etc. Conclusion must bring out your final remark/idea End speech with thank you.	Application of knowledge on making a main speech	Knowledge and Appreciation how to make a main speech

PART: 4 SUMMARY

PREAMBLE

This section is aimed at preparing the learner to apply summary skills in various situations both in academic and social contexts they are likely to experience after completing their secondary school. It is thus focused on helping learners strengthen all the summary skills learnt this far. Learners are this time expected to be competent in the following:

- Advanced summaries
- Making Note summaries
- Using symbols and Abbreviations.

GENERAL OUTCOMES:

- Show understanding and appreciation of the difference between Note and Prose Summary
- Demonstrate understanding of the differences between main and subsidiary ideas in texts
- Use summary skills in various academic and social contexts

COMPETENCES:

- Produce effective prose summaries
- Produce effective Note summaries
- Tabulate given information in appropriate graphic presentations such as tables, graphs, charts etc

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
12.4 SUMMARY	**12.4.1 Note Summaries**	12.4.1.1 Make Note Summaries from given texts	Knowledge of functional/common words, key/main ideas	Application of Note making skills	Appreciation of knowledge Note making skills
	12.4.2 Prose Summaries	12.4.2.1 Write prose summaries	Knowledge of functional/common words, key/main ideas	Application of Prose summaries	Appreciation of knowledge on prose summary
	12.4.3 Tabulation Skills	12.4.3.1 Tabulate given information into graphic representations such as tables, charts, graphs, maps etc	Graphic representations e.g. tables, graphs, pie charts etc	Application of tabulation skills	Appreciation of knowledge tabulation skills

PART 5: STRUCTURE

PREAMBLE

The teaching of structure at Grade 12 level should be based on errors which occur in the learners' spoken and written work.

It is expected that by this time learners should have acquired basic grammatical terms and they are this time simply consolidating all they have learned for 12 years.

Learners should be given ample opportunities to practice structures orally in meaningful situations. For example, a lesson on the Conditional Clauses could include group work or pair work based on “What would your life have been like if you had been born a hundred years ago?” This would link structure and oral practice and history). Learners should also be given written activities that allow them to use the structural item being practiced in paragraphs rather than simple sentences.

GENERAL OUTCOMES

- Speak and write correct English in order to communicate intended message.
- Speak and write correct English grammar in order to function effectively in social contexts

COMPETENCES:

- Apply phrasal verbs correctly in both speech and writing
- Apply verbs followed by infinitive 'to' and 'ing' as required in both speech and writing

COMPONENT	TOPIC	SPECIFIC OUTCOMES	KNOWLEDGE	SKILLS	VALUES
12.5 STRUCTURE	**12.5.1 Phrasal Verbs**	12.5.1.1 Use 'phrasal' verbs	e.g. He *took over* the controls. She *put on* her best dress.	Application of phrasal verbs correctly	Appreciation of knowledge on how to use phrasal verbs correctly
		12.5.1.2 Use phrasal verbs formed with adverb particles before or after the object 12.5.1.3. Use phrasal verbs formed by verb + preposition + adverb.	E.g. Pronoun Object He *gave* it *away.* She *took* it *off*. Noun Object He *gave* his money *away*. He *gave away* his money. She *took off* her dress .	Application of phrasal verbs correctly E.g. She <u>came up with</u> a good idea. The class <u>must catch up</u> on the previous lesson. If you are not careful, you will be <u>run over</u> by a car.	Appreciation of knowledge on how to use phrasal verbs correctly
	12.5.2 Verbs and expressions followed by – ing	12.5.2.1 Use the VERB + -ING construction	e.g. • He wouldn't admit *stealing* the pen • They enjoy *playing* football.	Application of Verbs and expressions followed by – ing	Appreciation of knowledge on how to use Verbs and expressions followed by – ing
	12.5.3 Verbs followed by Object + Infinitive	12.5.3.1 Use the VERB + OBJECT + INFINITIVE construction	e.g. • She *told the children to finish* their meal. • I *persuaded my brother to do* his homework.	Application of Verbs followed by Object + Infinitive	Appreciation of knowledge on how to use Verbs followed by Object + Infinitive

COMPONENT	TOPIC	SPECIFIC OUTCOMES	KNOWLEDGE	SKILLS	VALUES
	12.5.4 Verbs followed by Object + Infinitive	12.5.4.1 Use the VERB + OBJECT + INFINITIVE construction with verbs of sensation	e.g. • She *made the children wash* their hands. • He *heard the class make* noise. • He *watched the boy drown* in the river. • I let them play *football.* • *Peter saw the girls dance.* • *I felt my temper rise.*	Application of Verbs followed by Object + Infinitive	Appreciation of knowledge on how to use Verbs followed by Object + Infinitive
	12.5.5 Verbs followed by the Infinitive	12.5.5.1 Use the VERB + INFINITIVE construction	e.g. • He *agreed to pay* for the taxi. • I hope to go there next month. • She *wants to marry* me. • .	Application of correct usage of verbs followed by the infinitive	Appreciation of knowledge on how to use verbs followed by the infinitive
		12.5.5.2 Use the 'VERB + HOW TO' construction	e.g. • He *knows how to mend* a puncture • They learnt how to swim.	Application of correct usage of verbs + how to	Appreciation of knowledge on how to use 'verbs + how to'

COMPONENT	TOPIC	SPECIFIC OUTCOMES	KNOWLEDGE	SKILLS	VALUES
	12.5.6 Intensifiers (Adverbs of Degree)	12.5.6.1 Use adverbs of degree • *very, much* and *too,* • *fairly* and *rather,* • *quite* to mean *completely,* • *quite* to mean *a little less than*, • *hardly, barely* and *scarcely,* • a*lmost* and *nearly,* • *just*	Adverbs of degree e.g. *Very, much, too, fairly, rather, quite to mean completely, quite to mean to mean a little less than, barely, hardly, barely, scarcely almost* • He is a *very* strong man • I feel *much* better. • Time goes *too* quickly • I am *fairly* good at mathematics.	Application of correct usage of adverbs of degree	Appreciation of knowledge on how to use adverbs of degree correctly