



Republic of Zambia

Ministry of Education, Science, Vocational Training and Early Education

Curriculum Development centre

SENIOR SECONDARY SCHOOL

ENGLISH SYLLABUS

Grades 10, 11 and 12



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PREFACE

The Senior English 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 of 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 C.

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.

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INTRODUCTION

The Senior Secondary School English language Syllabus is an extension of the Junior Secondary School English Language Syllabus. The syllabus comprises four parts:

1. Listening and Speaking
2. Structure
3. Reading and Summary
4. Writing

Like the Junior Secondary School Syllabus, the Senior Secondary School 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 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 the national development.

PART 1: LISTENING AND SPEAKING

TEACHING METHODOLOGY

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.

GRADE 10 LISTENING AND SPEAKING

GENERAL OUTCOMES

1. Communicate effectively and appropriately in English in various social contexts
2. Understand and speak English at an acceptable international standard
3. Recognise and apply the difference between spoken and written English
4. 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.

Topic	Specific Outcomes	Content		
		Knowledge	Skills	Values
10.1 Oral	10.1.1 Impart and seek factual	<ul style="list-style-type: none">• Giving and getting	Effective communication	<ul style="list-style-type: none">• Knowledge

Communication	Information in giving directions and instructions	<p>accurate directions Examples: Ques. Where exactly is the Central Police Station located? Ans It is right <i>opposite</i> Levy's Mall in Rhodes Park</p> <p>Vocabulary to use: <i>Left, Right, Centre, Middle, Below, beneath, adjacent to, behind, above, beyond, ahead, underneath etc</i></p> <ul style="list-style-type: none"> Explaining and getting instructions on how to do something eg How to cook Nshima OR How to Change a tyre. <p>Vocabulary to use: (<i>Firstly..., Secondly..., Next..., Then...Lastly...</i>)</p>	Application	(Accuracy)
	10.1.2 Express and find out intellectual attitudes in making agreements and disagreements	<ul style="list-style-type: none"> Expressing Agreement and Disagreement eg. <ul style="list-style-type: none"> I am afraid that I <i>do not agree</i> with ...OR I beg to differ with... <i>I concur</i> with...OR I <i>totally agree</i> with... 	Effective communication Application	<ul style="list-style-type: none"> Knowledge (Accuracy)
	10.1.3 Express and find out emotional attitudes in different situations	Expressing sympathy in different situations such as Funeral, Failing an exam or missing a valuable eg.		

		<ul style="list-style-type: none"> • <i>I am sorry about the loss of your...OR I am sorry that you didn't make it to...</i> 		
	10.1.4 Get things done	<p>Examples:</p> <ul style="list-style-type: none"> • Get a clarification for a question eg. <i>Could/Would you (mind) clarify(ing) the point?</i> • Advise and warn eg <i>Would you please/kindly keep quiet?</i> • Carrying out oral instructions eg <i>Could please/kindly close the door?</i> 		
	10.1.5 Use socially acceptable language in different situations	<p>Examples:</p> <ul style="list-style-type: none"> • When greeting different people eg. -To the Young: <i>Hello/Hi</i> - To the Old: <i>Good morning/afternoon/evening</i> • Inviting people eg. <i>I have the pleasure of inviting you to...OR I am pleased to invite you to....</i> • Offer something eg <i>Would you accept my...OR Would you mind if I sat next to you?</i> 		

		<ul style="list-style-type: none">• Initiate a conversation eg. <i>Did you know that...OR Are you aware that...</i>		
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**GRADE 11 LISTENING AND SPEAKING
GENERAL OUTCOMES**

1. Communicate effectively and appropriately in English in various social contexts
2. Understand and speak English at an acceptable international standard
3. Recognise and apply the difference between spoken and written English
4. 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.

Topic	Specific Outcomes	Content		
		Knowledge	Skills	Values
11.1 Oral Communication	11.1.1 Impart and seek factual information in giving verbal reports and oral messages	<ul style="list-style-type: none"> • Probing for factual information • Giving verbal reports eg. • Narrating an accident witnessed- mentioning <i>What time, What happened, Who was involved, How it happened, Condition of victims and vehicles. Personal judgment.</i> • Report oral messages 	Effective communication Application	<ul style="list-style-type: none"> • Knowledge • Accuracy • Courtesy • Respect
	11.1.2 Express and find out intellectual attitudes when making inquires	<ul style="list-style-type: none"> • Inquire about an agreement or a disagreement eg <i>Have you agreed to ...Did you accept representing our class</i> 		

		<p><i>at the meeting?</i></p> <ul style="list-style-type: none"> Inquire about feasibility/possibility eg <i>Is it/feasible/ possible... OR Is there a possibility/feasibility of...</i> 		
	11.1.3 Express and find out emotional attitudes when addressing people of different classes, age groups and sexes	<p>Using the correct register when addressing different classes of people eg.</p> <ul style="list-style-type: none"> <i>Your Honour/Lordship/ Majesty/Highness</i> – to address kings/queens/Mayor <i>Honourable-</i> to address ministers or people of high profiles <i>Mr./Sir, Ms/Madam</i> eg <i>Yes Madam</i> 		
	11.1.4 Interpret, express and find out moral attitudes when expressing beliefs and strong held opinions without giving offence	<ul style="list-style-type: none"> Expressing beliefs eg. I believe/do not believe that she will pass the exam. Vocabulary to use: <i>Confident, petty sure, have no doubt etc</i> Express strong held opinions without giving offence eg. When expressing doubt eg. I <i>am afraid</i> she will not make it to the university. <i>Strongly feel/ believe / interject, do not share your</i> 		

		<i>opinion etc</i>		
	11.1.5 Getting things done	<ul style="list-style-type: none"> • State alternatives eg <i>If... doesn't work, then ... will do.</i> OR <i>In the place of... you can try...</i> • State priorities eg. <i>I would rather... than... OR I prefer... to...</i> 		
	11.1.6 Use socially appropriate language in different situations	<ul style="list-style-type: none"> • Interrupt discussions eg <i>May I Interrupt/interject...</i> • Accept an offer or invitation eg <i>Thank you for inviting me to your....I am delighted /happy /excited to be part of....OR I accept...OR I feel honoured</i> 		

GRADE 12 LISTENING AND SPEAKING

GENERAL OUTCOMES

1. Communicate effectively and appropriately in English in various social contexts
2. Understand and speak English at an acceptable international standard
3. Recognise and apply the difference between spoken and written English
4. 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.

Topic	Specific Outcomes	Content		
		Knowledge	Skills	Values
12.1 Oral Communication	12.1.1 Impart and seek factual Information when paraphrasing and exposing points	<ul style="list-style-type: none"> • Paraphrasing and exposing points eg <i>In other words...</i> OR <i>It can also be said that...</i> • Interview simulation 	Effective communication Application	<ul style="list-style-type: none"> • Knowledge (Accuracy Courtesy)
	12.1.2 Express and find out intellectual attitudes in arguing and presenting facts	<ul style="list-style-type: none"> • Arguing and presenting facts E.g. <i>I strongly support/propose that...</i> OR <i>My proposition is that...</i> OR <i>I certainly oppose/do not agree...</i> 		
	Give and receive compliments	Giving and receiving compliments eg <i>Congratulations on your...</i> OR <i>It 's great that you have made</i>		

		<i>it/ managed to...</i> <i>OR Thank you so much. I</i> <i>appreciate/ receive/ am</i> <i>Greatly honoured.</i>		
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PART 2: STRUCTURE

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.

TEACHING METHODOLOGY

1. The teaching of structure at Senior Secondary School level should be based on errors which occur in the learners' spoken and written work.
2. 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.
3. 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 (ie. 40 minutes) should be spent on formal structure teaching.

4. 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.

GRADE 10 STRUCTURES

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

Topics	Specific outcomes	Content		
		Knowledge	Skill	Value
10.2.1 Future	10.2.1.1 Recognise the emphatic form of 'shall'	e.g. You shall not steal	• Effective communication	• Knowledge (Appreciation Accuracy)
10.2.2 Verbs and expressions followed by –ing	10.2.2.1 Use the –ing form after expressions such as: <i>Can't help, can't stand, it's no good, it's no use, be worth</i>	e.g. • I couldn't help liking him • It's no use trying to escape • Is it worth writing any longer?		
10.2.3 Verbs followed by either the infinitive or –ing with change of meaning	10.2.3.1 Recognise the difference in meaning of similar constructions using verbs followed by either the infinitive or –ing: <i>allow, permit, remember, forget, try, regret, mean (signify), stop, need, go on</i>	e.g. • They tried <i>walking</i> to school • They tried <i>to walk</i> to school		

10.2.4 Determiners (Adjectives of Quantity)	10.2.4.1 Use <i>some</i> meaning <i>one or another</i> .	e.g. • <i>Some body/person</i> has taken my pen.		
10.2.5 Noun Phrases And Clauses	10.2.5.1 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 <i>to meet</i> again on Thursday. He has <i>to stop</i> battering his wife.	<ul style="list-style-type: none"> • Effective communication • Application 	<ul style="list-style-type: none"> • Knowledge (Accuracy Appreciation)
	10.2.5.2 Recognise the meaning of 'that' clauses and infinitive phrases when they are used as subjects.	e.g. <i>That</i> she is still alive is pure luck. For a bridge to collapse like <i>that</i> is very unlikely.		
	10.2.5.3 Recognise the meaning of the possessive adjectives used with –ing phrases.	e.g. They don't like <i>our winning</i> all the time.		
	10.2.5.4 Use noun phrases in apposition to other nouns.	e.g. • <i>Yuri Gagarin, the first man to fly in space</i> , was a Russian. • <i>War and peace, a novel written by Tolstoy</i> , is a masterpiece.		
10.2.6 Relative Clauses	10.2.6.1 Use relative pronouns in Non-defining Relative Clauses such as: <i>Who</i> with subjects that are people	e.g. My teacher of English, <i>who</i> comes from Zambezi, often goes home to visit his family.	<ul style="list-style-type: none"> • Effective communication • Application 	<ul style="list-style-type: none"> • Knowledge (Accuracy Appreciation)
	10.2.6.2 <i>Which</i> with subjects that are things	e.g. Elephants, <i>which</i> spend most of		

		their time eating, cause a great deal of damage.		
	10.2.6.2 <i>Whom or who</i> with objects that are people	e.g. This book was written by George Orwell, <i>whom (or who)</i> I know is great novelist.		
	10.2.6.3 <i>Which</i> with objects that are things	e.g. I went to Livingstone to see the Victoria Falls, <i>which</i> are a magnificent sight.		
	10.2.6.4 Preposition + whom with objects that are people	e.g. Our President, <i>from whom</i> we received a visit last year, is coming again next year.		
	10.2.6.5 <i>Preposition + which</i> with objects are things	e.g. My car, <i>for which</i> I paid a lot of money, is always giving trouble.		
	10.2.6.6 <i>Whose</i> 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.		

10.2.7 Comparison	10.2.7.1 Use <i>the + comparison ... the + comparison ...</i> to express parallel increase.	e.g. <ul style="list-style-type: none"> The harder he tries, the more he succeeds. The more I think about your idea, the more I like it. 	<ul style="list-style-type: none"> Effective communication Application 	<ul style="list-style-type: none"> Knowledge Accuracy
10.2.8 Reason	10.2.8.1 Use <i>now that</i> to express reason.	e.g. <i>Now that</i> you have finished the exercise, you may read your library books.		
	10.2.8.2 Use <i>seeing that</i> to express reason.	e.g.		

		<i>Seeing that</i> you have finished the exercise, you may read your library books.		
	10.2.8.3 Use participial phrases to express reason.	e.g. <i>Being</i> unfamiliar with the town, I had to ask a policeman for directions.		
10.2.9 Time	10.2.9.1 Use conjunction + participial phrases to express time.	e.g. <ul style="list-style-type: none"> • <i>Before answering</i> your question I must study the matter more carefully. • <i>While looking</i> for the book he found the missing money. 		
	10.2.9.2 Use no sooner...than with an inversion as an alternative to as soon as	e.g. <i>No sooner</i> had we finished planting <i>than</i> the rain began to fall.		
	10.2.9.3 Use phrases containing perfect participle when one action precedes another.	e.g. <i>Having finished</i> the exercise, I showed it to the teacher. <i>Walking down</i> the corridor, I saw Mubita talking to Chiika.		
10.2.10 Contrast	10.2.10.1 Contrast ideas by using: <i>apart from, besides, although, while, despite, in spite of, instead of + present participle.</i>	e.g. <i>Apart from</i> being a scientist he wrote many popular novels. <i>Instead of</i> just waiting you should go and look for her.	<ul style="list-style-type: none"> • Effective communication • Application 	<ul style="list-style-type: none"> • Knowledge (Accuracy)
	10.2.10.2 Use (the) <i>one...the other</i> to express contrast	e.g. <i>(The) one</i> sister was beautiful but <i>the other</i> was very ugly.		

	10.2.10.3 Use <i>if</i> (for recognition only) to express contrast.	e.g. English is very useful, if difficult, language.		
	10.2.10.4 Use <i>adjective + as/though</i> (for recognition only) to express contrast.	e.g. Unhappy <i>as/though</i> I was, I could not weep in public.		
	10.2.10.5 Use <i>no matter</i> to express contrast.	e.g. <i>No matter</i> how hard I tried, I could not solve the problem		
10.2.11 Conditional Sentences	10.2.11.1 Construct conditional sentences with <i>but for</i> .	e.g. I would have passed the examination <i>but for</i> the last question.	<ul style="list-style-type: none"> • Effective communication • Application 	<ul style="list-style-type: none"> • Knowledge (Accuracy Appreciation)
	10.2.11.2 Construct conditional sentences with <i>provided that</i> .	e.g. You can go outside <i>provided (that)</i> you have finished your homework.		
	10.2.11.3 Construct conditional sentences with <i>supposing</i> and <i>suppose</i> .	e.g. <i>Supposing/suppose</i> I hit you, what would you do?		
	10.2.11.4 Construct conditional sentences with <i>if only</i> to indicate hope or regret.	e.g. <ul style="list-style-type: none"> • <i>If only</i> it rains, the maize will not die. • <i>If only</i> I had worked harder, I would have passed the examination. 		

	10.2.11.5 Recognise <i>the inverted forms</i> of the conditional sentences	e.g. <ul style="list-style-type: none"> • 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. 		
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GRADE 11 STRUCTURES

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

Topics	Specific outcomes	Content		
		Knowledge	Skill	Value
11.2.1 Condition	11.2.1.1 Use the probable conditional sentences.	e.g. <ul style="list-style-type: none"> • <i>If</i> he asks her, she will help him. • She will help him <i>if</i> he asks her. 	<ul style="list-style-type: none"> • Effective communication • Application 	<ul style="list-style-type: none"> • Knowledge (Appreciation Accuracy)
	11.2.1.2 Use the improbable conditional sentences.	e.g. <ul style="list-style-type: none"> • <i>If</i> he asked her, she would help him. • She would help him <i>if</i> he asked her. • <i>If</i> he was to ask her, she would help him. • <i>If</i> I were you, I would buy a car. 		
	11.2.1.3 Use impossible conditional sentences.	e.g. <ul style="list-style-type: none"> • 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. 		

	11.2.1.4 Use common variations of conditional sentences.	e.g. <ul style="list-style-type: none"> • 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. 		
11.3.1 Condition	11.3.1.1 Use <i>unless</i> in conditional sentences	e.g. I will not come tomorrow <i>unless</i> I hear from you.	<ul style="list-style-type: none"> • Effective communication • Application 	<ul style="list-style-type: none"> • Knowledge (Appreciation Accuracy)
	11.3.1.2 Use <i>even if</i> to indicate condition and implied contrast.	e.g. You wouldn't believe me <i>even if</i> I told you.		
11.3.2 Direct Speech	11.3.2.1 Compose and punctuate correctly sentences containing Direct Speech.	e.g. <ul style="list-style-type: none"> • 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." 		
	11.3.2.2 Use a variety of Reporting Verbs	e.g. Say, ask, reply, answer, inquire/enquire, remind, explain, remark, shout, cry, yell, whisper, murmur, mumble, mutter, think		

11.3.4 Reported Speech	11.3.4.1 Change direct statements into Reported Speech, making the necessary changes in pronouns, tenses and adverbs.	e.g. <i>Direct Speech</i> Mary said, The headteacher wants to see you, Tom.” <i>Reported Speech</i> Mary told Tom that the headteacher wanted to see him.	<ul style="list-style-type: none"> • Effective communication • Application 	<ul style="list-style-type: none"> • Knowledge (Appreciation Accuracy)
	11.3.4.2 Change direct questions into Reported Speech.	e.g. <i>Direct Speech</i> “Where are you going, Petronella?” he asked. <i>Reported Speech</i> He asked Petronella where she was going.		
	11.3.4.3 Change direct commands and requests into Reported Speech.	e.g. <i>Direct Speech</i> “Come back and put your coat on,” said my mother. <i>Reported Speech</i> My mother told me to go back and put on my coat on. <i>Direct Speech</i> “Open the window please, Chitengi,” said Cha. <i>Reported Speech</i> <ul style="list-style-type: none"> • Charles asked Chitengi if he would open the window. Or • Charles asked Chitengi to open the window. 		

11.3.5 Relative Clauses	11.3.5.1 Use ‘which’ or ‘that’ with subjects that are people	e.g. The girl <i>who (or that)</i> wins the race will get a prize.	<ul style="list-style-type: none"> • Effective communication • Application 	<ul style="list-style-type: none"> • Knowledge (Appreciation Accuracy)
	11.3.5.2 Use which or that with subjects that are things	The car <i>which (or that)</i> killed the cow was badly damaged.		

	11.3.5.3 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.		
	11.3.5.4 Use preposition + relative with objects that are people.	e.g. The man to whom you were speaking is my uncle. <u>or</u> The man who you were speaking to is my uncle <u>or</u> The man you were speaking to is my uncle.		
	11.3.5.5 Use which, that or nothing with objects that are things	e.g. The cake (which or that) you baked was very nice.		

11.3.6 Relative Clauses	11.3.6.1 Use preposition + relative with objects that are things	e.g. <ul style="list-style-type: none"> • The village from which he comes is very poor, or • The village which he comes is very poor, or • The village that he comes from is very poor, or • The village he comes from is very poor. 	<ul style="list-style-type: none"> • Effective communication • Application 	<ul style="list-style-type: none"> • Knowledge (Appreciation Accuracy)
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	11.3.6.2 Use whose to show possession (especially for people)	e.g. That is the girl whose father works in the market.		
	11.3.6.3 Use where, when and why.	e.g. <ul style="list-style-type: none"> • He took us to the place where he had seen a lion. • We went on the day when we both had a holiday • She asked the reason why I was late 		
	11.3.6.4 Use infinitives and infinitive phrases as alternatives to relative clauses	e.g. <ul style="list-style-type: none"> • I have a lot of work to do • There is no time to waste • The man to complain to his manager. 		

GRADE 12 STRUCTURES

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

Speak and write in correct English in order to function effectively in tertiary education and world of work.

Topics	Specific outcomes	Content		
		Knowledge	Skill	Value
12.2.1 Phrasal Verbs	12.2.1.1 Use commoner phrasal verbs	e.g. He <i>took over</i> the controls. She <i>put on</i> her best dress.	<ul style="list-style-type: none"> • Effective communication • Application 	<ul style="list-style-type: none"> • Knowledge • Appreciation • Accuracy
	12.2.1.2 Use phrasal verbs formed with adverb particles before or after the object.	e.g. <i>Pronoun Object</i> <ul style="list-style-type: none"> • He <i>gave it away</i>. • She <i>took them off</i>. e.g. <i>Noun Object</i> <ul style="list-style-type: none"> • He <i>gave his money away</i>, or • He <i>gave away his money</i>. • She <i>took off her dress</i>. 		

12.2.2 Verbs and expressions followed by –ing	12.2.2.1 Use the VERB + -ING construction with each of the following: <i>advise, admit, appreciate, avoid, consider, delay, deny, dislike, enjoy, escape, excuse, finish, forgive, give up, go on, imagine, keep on, mention, mind,</i>	e.g. <ul style="list-style-type: none"> • He wouldn't admit stealing the pen • They enjoy playing football. • Would you mind lending me your rubber? 	<ul style="list-style-type: none"> • Effective communication • Application 	<ul style="list-style-type: none"> • Knowledge • Appreciation • Accuracy
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	<i>postpone, practise, put off, resent, resist, risk, suggest, stop, (cease).</i>	<ul style="list-style-type: none"> • Would you mind me leading him your rubber? 		
12.2.3 Verbs followed by Object + Infinitive	12.2.3.1 Use the VERB + OBJECT + INFINITIVE construction with each of the following: <i>Advise, allow, ask, cause, command, compel, encourage, forbid, force, get, instruct, invite, order, permit, persuade, request, remind, show how, teach, tell, tempt, worn, want.</i>	e.g. <ul style="list-style-type: none"> • She told the children to finish their meal. • I persuaded my brother to do his homework. • Will you show me how to do this sum? 		
12.2.4 Verbs followed by Object + Infinitive	12.2.4.1 Use the VERB + OBJECT + INFINITIVE construction with verbs of sensation: e.g. <i>see, feel, hear, notice, listen to, and with: watch, make, let and bid (which are followed by an OBJECT + INFINITIVE without 'TO')</i>	e.g. <ul style="list-style-type: none"> • She made the children wash their hands. • He heard the class make noise. • He watched the boy drown in the river. 	<ul style="list-style-type: none"> • Effective communication • Application 	<ul style="list-style-type: none"> • Knowledge (Appreciation Accuracy)
12.2.5 Verbs followed by the Infinitive	12.2.5.1 Use the VERB + INFINITIVE construction with the following: <i>Agree, appear, (seem), arrange, be, care, dare, decide, deserve, desire, determine, expect, fail, guarantee, happen, hope, learn, long, manage, mean (intend), neglect, offer, ought, prepare, prefer, promise, refuse, swear, think, threaten, try (attempt), want, wish.</i>	e.g. <ul style="list-style-type: none"> • He agreed to pay for the taxi. • I hope to go there next month. • She wants to marry me. • He knows how to mend a puncture. 		

	Including these verbs when used with <i>how</i> : <i>consider, discover, explain, find out know, understand, wonder</i>			
12.2.6 Intensifiers (Adverbs of Degree)	12.2.6.1 Use the following intensifiers (adverbs of degree): <ul style="list-style-type: none"> • <i>very, much</i> and <i>too</i>, • <i>fairly</i> and <i>rather</i>, • <i>quite</i> to mean <i>completely</i>, • <i>quite</i> to mean <i>a little less than</i>, • <i>hardly, barely</i> and <i>scarcely</i>, • <i>almost</i> and <i>nearly</i>, • <i>just</i> 	e.g. <ul style="list-style-type: none"> • He is a <i>very</i> strong man • I feel <i>much</i> better. • Time goes <i>too</i> quickly • I am <i>fairly</i> good at mathematics. • Kakoma is <i>rather</i> lazy • My answer is <i>quite</i> different to yours • Your composition is <i>quite</i> good (i.e. not very good). • We <i>barely</i> had time to catch the bus • I was so tired I could <i>scarcely</i> keep my eyes open. • He <i>hardly</i> ever visits his village. • The match had <i>almost /nearly</i> finished when Peter Kaumba scored. • <i>Almost/nearly</i> all the children were playing outside. • The match was <i>just</i> beginning when it started to rain. • You are <i>just</i> in time for a cup of tea. 	<ul style="list-style-type: none"> • Effective communication • Application 	<ul style="list-style-type: none"> • Knowledge (Appreciation Accuracy)

PART 3: READING AND SUMMARY

METHODOLOGY FOR INTENSIVE 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.

GRADE 10 AND 11 READING

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: Demonstrate ability to;

- Read effectively and efficiently any type of material they come across
- Read, understand and interpret any reading material given
- Demonstrate understanding and enjoyment of what they read

Topic	Specific Outcomes	Content		
		Knowledge	Skills	Values

<p>10-11.2.1 Efficient Reading</p>	<p>10-11.2.1 Read passages, understand them and recall the details</p> <p>10-11.2.2 Read at a speed of about 300 words per minute with reasonable comprehension</p> <p>10-11.2.3 Skim pieces of texts and obtain the gist of them</p> <p>10-11.2.4 Scan pieces of texts to locate specific information</p>	<ul style="list-style-type: none"> • Word attack • Reading at appropriate speed • Skimming • Scanning 	<ul style="list-style-type: none"> • Comprehension • Fluency • Critical Thinking • Application 	<ul style="list-style-type: none"> • Knowledge (Fluency, Appreciation)
<p>10-11.3.1 Intensive Reading (Comprehension)</p>	<p>10-11.3.1.1 Locate details and answer factual questions</p> <p>10-11.3.1.2 Identify and recall in chronological order series of events</p> <p>10-11.3.1.3 Identify and express main ideals of texts</p> <p>10-11.3.1.4 Deduce meanings of unfamiliar words and idiomatic expressions</p> <p>10-11.3.1.5 Draw inferences from texts by direct or indirect reference</p> <p>10-11.3.1.6 Distinguish facts from opinions</p>	<p>Comprehension; cohesion, coherence, widening vocabulary, use of figurative language, understanding of role of parts of speech</p>		

	<p>10-11.3.1.7 Distinguish specific facts from generalized facts</p> <p>10-11.3.1.8 Identify over-generalised statements</p> <p>10-11.3.1.9 Describe the feelings, qualities and motives of characters in stories</p> <p>10-11.3.1.10 Understand the connotative meaning of words and phrases</p>			
<p>10-11.4.1 Extensive Reading</p>	<p>10-11.4.1.1 Read appropriate unbridged books</p> <p>10-11.4.1.2 Read wide variety of types of writing</p> <p>10-11.4.1.3 Read critically and make discriminating judgements</p> <p>10-11.4.1.4 Relate reading to own experiences, interests and feelings</p>			

GRADE 12

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: Demonstrate ability to;

- Read effectively and efficiently any type of material they come across
- Read, understand and interpret any reading material given
- Demonstrate understanding and enjoyment of what they read

Topic	Specific Outcomes	Content		
		Knowledge	Skills	Values

<p>12.3.1 Intensive Reading (Comprehension)</p>	<p>12.3.1.1 Describe writers' attitudes to their subject matter and purpose of writing</p> <p>12.3.1.2 Distinguish between formal and informal language</p> <p>12.3.1.3 Determine the appropriateness of particular styles used in pieces of writing</p>	<ul style="list-style-type: none"> • Author's point of view • Formal language is usually factual and does not entertain • Distinguished by tone of respect • Comparing different styles of writing 	<ul style="list-style-type: none"> • Words attack • Comprehension • Fluency • 	<ul style="list-style-type: none"> • Knowledge • Appreciation
<p>12.3.2 Extensive Reading</p>	<p>12.3.2.1 Read for enjoyment</p>	<ul style="list-style-type: none"> • Reading a variety of reading materials; novels, magazines, newspaper etc 		

SUMMARY AND NOTE – MAKING

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.

TEACHING METHODOLOGY

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

GRADE 10 AND 11 SUMMARY AND NOTE-MAKING

GENERAL OUTCOMES:

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

COMPETENCES: Demonstrate ability to;

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

Topic	Specific Outcomes	Content		
		Knowledge	Skills	Values
10.4.1 Advanced Summaries	10.4.1.1 Choose the best title and explain why the others are inadequate	Choosing best titles	• Advanced Summary Skills • Application	• Knowledge (Accuracy)
	10.4.1.2 Compose a title which adequately and concisely describes the passage	Composing title		

	10.4.1.3 Identify the sentence in the passage which provides that/particular information.	Identifying sentence that provides particular information		
	10.4.1.4 Choose the best summary (Paragraph) and explain why the other options are inadequate .	Choosing paragraph that best summarises passage		
	10.4.1.5 Add the relevant information in the blanks so as to make adequate summaries .	Filling in blank spaces with relevant information		
	10.4.1.6 Locate specific information in the text or other print materials such as maps, graphs, tables, charts etc .	Locating specific information in texts, maps, graphs, tables, charts etc		
	10.4.1.6 Write single sentence summaries.	Compose single sentence summaries		
10.5.1 Advanced Tabulations	10.5.1.1 Obtain specific information from tables, charts and diagrams	Extract/obtain specific information from texts, maps,		

	.	graphs, tables, charts etc		
	10.5.1.2 Fill in the details using information obtained from a passage.	Fill in the details using information obtained from a passage.		
	10.5.1.3 Construct their own tables which will contain the given information.	Constructing tables that contain the given information.		

GRADE 12 SUMMARY AND NOTE-MAKING

GENERAL OUTCOMES:

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

COMPETENCES: Demonstrate ability to;

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

Topic	Specific Outcomes	Content		
		Knowledge	Skills	Values
12.4.1 Advanced Telegrams	12.4.1.1 Interpret the messages from telegrams/SMS using complete sentences.	Eg Abbreviations Acronyms	<ul style="list-style-type: none"> • Effective communication • Application • Creative thinking • Critical thinking 	<ul style="list-style-type: none"> • Knowledge; (Innovativeness, Creativity)
	12.4.1.2 Remove the less important words and, where possible, use more concise wording so as to produce a short message.	Eg. Wider vocabulary; cheat-telling a lie with a view of benefiting		
	12.4.1.3 Compose a telegram/SMS containing the relevant information.	Eg		

12.4.2 Advanced	12.4.2.1 Compose a newspaper advertisement			
12.4.3 Abbreviations	12.4.3.1 Use all the common abbreviations	e.g. bro (brother) Rep (Republic) rep (representative)		
	12.4.3.2 Use symbols when making notes.	e.g.: wc (with), c (about), <u>c</u> (with), & (and), u (you), hm (him)		
12.4.4 Note Summaries	12.4.3.2 Use common abbreviations, personal abbreviations and symbols when making notes.			
	12.4.4.1 Explain why one format of note-making is preferable to the others.	e.g. with can be by choice either (<u>c</u> or wc)		
	12.4.4.2 Write note summaries of a passage by completing a given framework.	e.g. recalling wider vocabulary to fill in the missing units.		
	12.4.4.3 Write note summaries containing specific information obtained from given passage.	e.g.: only pick those related to a particular 'gender'.		

PART 4: WRITING (COMPOSITION)

GRADE 10 WRITING

GENERAL OUTCOMES

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

COMPETENCIES: Demonstrate ability to;

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

Topic	Specific Outcomes	Content		
		Knowledge	Skills	Values
10.5.1 Descriptive Writing	10.5.1.1 Write advanced descriptive compositions	<ul style="list-style-type: none"> • Grammatical • Knowledge • Creativeness • Precision • Brevity 	<ul style="list-style-type: none"> • Effective communication • Application 	<ul style="list-style-type: none"> • Knowledge (Innovativeness; Creativity)
10.5.2 Narrative Writing	10.5.2.1 Write advanced narrative compositions.	<ul style="list-style-type: none"> • Chronological order • Cohesion • Coherence 		
10.5.3 Note taking and making	10.5.3.1 Write advanced essays in other subjects	<ul style="list-style-type: none"> • Introduction • Facts/opinions • Conclusion 		

	10.5.3.2 Write prose summaries	<ul style="list-style-type: none"> • Factual parts • Vocabulary • Brevity • Cohesion 		
10.5.4 Biography	10.5.4.1 Write biographical materials	<ul style="list-style-type: none"> • Historical information • Achievements • Failures • Plans in future 		
10.5.5 Disposition and Process Writing	10.5.5.1 Write advanced explanation of different events and processes.	<ul style="list-style-type: none"> • Facts • Opinions • Relationships • Comparisons • Contrasts • Time 		
10.5.6 Article Writing	10.5.6.1 Write newspaper and magazine articles	<ul style="list-style-type: none"> • Precision • Correctness • Detail • Time • References 		
10.5.7 Book reviews	10.5.7.1 Write book reviews	<ul style="list-style-type: none"> • Synopsis • Language choice • Critiquing, bad/good and why. 		

GRADE 11 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 of them in tertiary education and the world of work.

Topic	Specific Outcomes	Content		
		Knowledge	Skills	Values
11.5.1 Autobiography Writing	11.5.1.1 Write autobiographical material	Writing autobiographies and Profiles	<ul style="list-style-type: none"> • Effective communication • Application • Creative thinking • Critical thinking 	<ul style="list-style-type: none"> • Knowledge • Innovativeness • Creativity
11.5.2 Argumentative Writing	11.5.2.1 Write in favour of or against topics or motions	Writing an Argumentative essay		
11.5.3 Dialogue and short plays	11.5.3.1 Compose dialogues and short plays	Dialogue and short plays		
11.5.4 Letter Writing	11.5.4.1 Write and respond to advanced formal, semi-formal and informal letters	<ul style="list-style-type: none"> • Formal • Letter of application, to a Newspaper, to government organization or private organization 		

		<ul style="list-style-type: none"> • Response to an advertisement • Format- • Personal Address • Recipient's Address • Tone must be respectful, courteous, polite and impersonal • Signature <p>Semi-formal Letter to an adult/Headteacher/Principal/person not known Must be: less formal, polite and fairly courteous</p> <p>Informal letters are friendly letters to close friend, parent, cousin etc</p>		
11.5.5 Instruction Writing	11.5.5.1 Write instructions to complete a task	E.g. Instructions		
11.5.6 Diary Writing	11.5.6.1 Write and maintain a diary	Record everyday's happenings Format: Date/place/ significant happenings		
11.5.7 Completing forms	11.5.7.1 Complete advanced forms	Filling in a variety forms as appropriate		

GRADE 12 WRITING

Topic	Specific Outcomes	Content		
		Knowledge	Skills	Values
12.5.1 Narrative Writing	12.5.1.1 Show high levels of competence in narrative writing		<ul style="list-style-type: none"> • Effective Communication 	<ul style="list-style-type: none"> • Knowledge • Appreciation
12.5.2 Descriptive Writing	12.5.2.1 Show high levels of competence in descriptive writing	Writing a descriptive composition making use of adjectives and adverbs to give vivid picture of objects and occurrences		
12.5.3 Curriculum Vitae	12.5.3.1 Write curriculum vitae.	Curriculum Vitae Main features: <i>Personal details-</i> <i>Date of Birth/Place of Birth/sex/marital status</i> <i>Academic Experience-</i> <i>Schools attended</i> <i>Work Experience:</i> <i>places worked</i>		

		<i>Competencies</i> <i>Hobbies:</i> <i>Declaration</i> <i>Date of CV</i>		
12.5.4 Speeches and vote of thanks Writing	12.5.4.1 Write speeches and vote of thanks notes	Speech of introduction Vote of thanks		
12.5.5 Interpretive Writing	12.5.5.1 Interpret maps, diagrams and tables in writing	Produce texts describing what is on maps, diagram, chart, graph etc		