MINISTERE DES ENSEIGNEMENTS SECONDAIRES
MINISTRY OF SECONDARY EDUCATION

INSPECTION GENERALE DES ENSEIGNEMENTS
INSPECTORATE GENERAL OF EDUCATION

PROGRAMME OF STUDY: ENGLISH TO FRANCOPHONES
General Secondary Education
Cinquième (5ème)

Observer son environnement pour mieux orienter ses choix de formation et réussir sa vie

INSPECTION DE PEDAGOGIE CHARGEE DE L’ENSEIGNEMENT ET DE LA PROMOTION DU BILINGUISME
INSPECTORATE OF PEDAGOGY IN CHARGE TEACHING AND PROMOTION OF BILINGUALISM
Order No. 264/14/MINESEC/IGE ................
To outline the syllabuses for Form I and Form II of Secondary General Education.

THE MINISTER OF SECONDARY EDUCATION,

Mindful of the Constitution;
Mindful of the Law No. 98/004 of 14 April 1998 to lay down Guidelines for Education in Cameroon;
Mindful of Decree No. 2011/408 of 9 December 2011 to reorganise the Government;
Mindful of Decree No. 2011/410 of 9 December 2011 to form the Government;
Mindful of Decree No. 2012/267 of 11 June 2012 to organise the Ministry of Secondary Education;

HEREBY ORDERS AS FOLLOWS:

Article 1: The syllabuses for Form I and Form II of Secondary General Education shall be outlined as follows:
PREFACE

SYLLABUSES FOR 21ST CENTURY CAMEROON

At the beginning of this millennium, as Cameroon chooses to become an emerging nation by the year 2035, its secondary education sector faces many challenges. It should:

- Offer quality training and education to most young Cameroonian within a context marked by large classes in primary education;
- Prepare them for smooth insertion into a more demanding job market worldwide, through a pertinent teaching/learning process.

In addition, training tools have significantly evolved in their conception and implementation. A school that was mostly based on contextualised knowledge acquisition has given room, all over the world, for a school that aims at empowering learners to help them cope with complex and diversified real life situations. Instead of a school cut off from society, we now have a school deeply rooted in a society that takes into account sustainable development, local knowledge and cultures.

The implementation of this new school, prescribed by the Law to lay down guidelines for education in Cameroon, and the necessity for socio-professional insertion require the adoption of a pedagogic paradigm for the development of syllabuses relating to “The competence based approach with an entry through real life situations”.

In this perspective, new syllabuses for Secondary General Education, those of Teacher Education and Training Referentials for Technical Education are part of this great change for the re-dynamisation of our education system. They are in line with the implementation of the provisions of Growth and Employment Strategy Paper (DSCE) which, by the year 2020, specifies the minimum amount of knowledge which each Cameroonian is supposed to possess by the time they leave the first cycle of secondary education.

These syllabuses define essential competencies that should be acquired by learners within the first cycle of secondary education, in terms of knowledge, know how and attitudes. They equally define the framework that will enable teachers to organise their pedagogic activities.

While congratulating all those who designed these syllabuses, I hereby exhort all the members of the education family, notably teachers, to acquaint themselves with the new paradigm, to effectively implement it and make the Cameroon education system successful.

The Minister of Secondary Education
FIRST CYCLE SYLLABUS REVIEW
A PARTICIPATORY AND INNOVATIVE APPROACH

The syllabuses that were drawn up by the Inspectorate General of Education in the Ministry of Secondary Education since 2012 are in accordance with the major guidelines for education in general and secondary education in particular as they are enshrined both in the 1998 law to lay down guidelines for education in Cameroon and in the 2009 Growth and Employment Strategy Paper (DSCE).

These orientations could be summarised, amongst others, to train within the framework of an emerging Cameroon in the year 2035, citizens that will have a good mastery of the two official languages (English and French), deeply rooted in their cultures but open to a world in search for sustainable development and dominated by Information and Communication Technologies.

Conceived in the various Inspectorates of Pedagogy, and later introduced for trialling in secondary and high schools during the 2012/2013 school year, these syllabuses were developed with the contributions of classroom teachers and teacher trade unionists.

The new syllabuses had to undergo many changes:

- a shift from a skill based approach to a competence based approach through real life situations;
- a shift from a school cut off from society to one that prepares citizens for a smooth insertion into socio-cultural and economic activities;
- a shift from an evaluation of knowledge to that of competences necessary to sustainable development.

When these new changes and orientations were taken into account, they naturally led to a shift of paradigm within the curriculum reform process. The option we have adopted is the competence based approach through real life situations.
The syllabuses of the first cycle of Secondary General Education are broken down into 5 areas of learning, each of them containing a given number of disciplines as shown in the table below.

<table>
<thead>
<tr>
<th>Areas of learning</th>
<th>Disciplines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Languages and Literature</td>
<td>- French</td>
</tr>
<tr>
<td></td>
<td>- English</td>
</tr>
<tr>
<td></td>
<td>- Living Languages II</td>
</tr>
<tr>
<td></td>
<td>- Ancient Languages</td>
</tr>
<tr>
<td></td>
<td>- Literature(in English and in French)</td>
</tr>
<tr>
<td>2- Science and Technology</td>
<td>- Mathematics</td>
</tr>
<tr>
<td></td>
<td>- The Sciences( Physics, Chemistry, Technology, Life and Earth Sciences)</td>
</tr>
<tr>
<td></td>
<td>- Computer Science</td>
</tr>
<tr>
<td>3- Social Sciences/Humanities</td>
<td>- History</td>
</tr>
<tr>
<td></td>
<td>- Geography</td>
</tr>
<tr>
<td></td>
<td>- Citizenship Education</td>
</tr>
<tr>
<td>4- Personal Development</td>
<td>- Sports and Physical Education</td>
</tr>
<tr>
<td></td>
<td>- Manual Labour</td>
</tr>
<tr>
<td>5- Arts and National Cultures</td>
<td>- National Languages</td>
</tr>
<tr>
<td></td>
<td>- National Cultures</td>
</tr>
<tr>
<td></td>
<td>- Arts</td>
</tr>
</tbody>
</table>
For 6e and 5e (Francophone sub-system of education), the weekly workload and the quota as compared to the total number of hours on the time table (32 h) are displayed in the table below.

<table>
<thead>
<tr>
<th>Domaines d'apprentissage</th>
<th>Volume horaire</th>
<th>Quota</th>
</tr>
</thead>
<tbody>
<tr>
<td>Langues et Littératures</td>
<td>10 h</td>
<td>30%</td>
</tr>
<tr>
<td>Sciences et Technologies</td>
<td>08 h</td>
<td>25%</td>
</tr>
<tr>
<td>Sciences Humaines</td>
<td>06 h</td>
<td>20%</td>
</tr>
<tr>
<td>Arts et Cultures Nationales</td>
<td>04 h</td>
<td>15%</td>
</tr>
<tr>
<td>Développement Personnel</td>
<td>03 h</td>
<td>10%</td>
</tr>
</tbody>
</table>

One hour is allotted for preps.

For the Anglophone sub-system of education (Form I and Form II) the same information is summarised in the table below.

<table>
<thead>
<tr>
<th>Areas of Learning</th>
<th>Weekly workload</th>
<th>Quota</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages and Literature</td>
<td>10 h</td>
<td>30%</td>
</tr>
<tr>
<td>Science and Technology</td>
<td>08 h</td>
<td>25%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>06 h</td>
<td>20%</td>
</tr>
<tr>
<td>Arts and National Cultures</td>
<td>04 h</td>
<td>15%</td>
</tr>
<tr>
<td>Personal Development</td>
<td>03 h</td>
<td>10%</td>
</tr>
</tbody>
</table>

The Inspector General of Education

Dr. Mrs Evelyne Mpoudi Ngolle
END - OF - FIRST CYCLE LEARNER’S EXIT PROFILE

The first cycle of Secondary General Education admits young graduates from primary schools aged between ten and fourteen. Its general objectives are not only to build intellectual, civic and moral skills in these children but also competences and fundamental knowledge which will either enable them to foster their education in the second cycle, or to prepare them for a smooth insertion into the job market after professional training.

Thus, within the framework of these new syllabuses, the learner is expected, after the first cycle of secondary education, to be able to use his/her competences to solve problems through family of situations relating to domains of life as indicated in the table below:

<table>
<thead>
<tr>
<th>N°</th>
<th>Domains/Areas of life</th>
<th>Families of situations to be treated in the 1st cycle</th>
</tr>
</thead>
</table>
| 1  | Family and social life                | • Participation in family life  
• Healthy professional relationships  
• Social integration                                                               |
| 2  | Economic life                         | • Discovery of income generating activities  
• Discovery of the job market, social roles, jobs and professions  
• Self confidence, aspirations, talents, self potential  
• Practising healthy eating habits                                                   |
| 3  | Environment, health and well being    | • Preservation of the Environment  
• Quest for a healthy life style  
• Choosing and practising a healthy life style                                          |
| 4  | Citizenship                           | • Mastery of rules and regulations governing the Cameroonian society  
• Discovery of cultural values and customs of the Cameroonian society                  |
| 5  | Media and Communications              | • Discovery of the media world  
• Discovery of Information and Communication Technologies                                |
In order to achieve these objectives, the learner should be able to mobilise, within the various disciplines and constructive areas of learning of the syllabuses, all the pertinent resources in terms of knowledge, know how and attitudes.

The next table gives you a general overview of the afore-mentioned objectives, while the syllabus for each subject unfolds, in details, all the expected competences per level and at the end of the 1st cycle.

<table>
<thead>
<tr>
<th>Areas of Learning</th>
<th>Disciplines</th>
<th>Expected outcomes at the end of the 1st cycles</th>
</tr>
</thead>
</table>
| 1-Languages and Literature | **Living languages:** English, French, German, Italian, Spanish, Chinese, Etc. | **French and English, L1**  
Receptive skills: reading and listening  
Read in an autonomous way, different types of texts related to areas of life as defined in the syllabus;  
Listen and understand various texts related to the above mentioned areas of life  
Productive skills: speaking and writing  
Produce various types of texts, of average length related to these areas of life;  
Language tools: appropriate use of various language tools in order to produce and read types of texts related to that level;  
Communicate accurately and fluently using all four basic skills in language learning;  
Be able to transfer knowledge learnt in class to real life situations out of the classroom;  
Be able to cope and survive in problem solving situations; |
|                   | English to Francophone learners  
French to Anglophone learners | **Living languages II**  
Receptive skills: reading and listening  
Read and understand simple texts on social life, citizenship, the environment, well being and health, media etc.;  
Listen and get oral information in order to simply interact during communication situations related to the various domains of life.  
Productive skills: speaking and writing  
Sing, recite, dramatise, orally answer questions related to the |
various domains of life as defined in the syllabus; Write short passages on various familiar topics.

| Ancient languages: Latin, Greek | Develop general knowledge through ancient languages and cultures; know the origins of the French language for linguistic mastery; Carry out elementary tasks in translation. |
| National languages | |
| Literature | |
| Cameroon Literature; French Literature; Francophone Literature; Other literatures | |

2-Science and Technology

| Mathematics, The Sciences Computer Science | Use mathematic knowledge skills and values with confidence to solve real life problems within the different domains of life; Communicate concisely and unambiguously and develop power of mathematical reasoning (logical thinking, accuracy and spatial awareness). |

| The Sciences: | |
| Acquire the fundamentals of sciences in order to understand the functioning of the human body, the living world, the earth and the environment; Acquire methods and knowledge to understand and master the functioning of technical objects made by man to satisfy his needs; Demonstrate attitudes to protect his/her health and environment. |

| Computer Science: | |
| Master the basics of Information and Communication Technologies; Exploit and use ICTs to learn. |
| 3- Social Sciences /Humanities | History | Possess cultural references to better locate events in time and space within a democratic system and become a responsible citizen.  
**History:**  
Acquire a common culture; be aware of heritage from the past and current challenges;  
**Geography:**  
Develop one’s curiosity and knowledge of the world; Get acquainted with landmarks to find your way and fit in the world.  
**Citizenship Education:**  
Possess essential knowledge in rights and duties in order to fulfil his/her citizenship. |
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<tbody>
<tr>
<td></td>
<td>Geography</td>
<td></td>
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<tr>
<td></td>
<td>Citizenship Education</td>
<td></td>
</tr>
</tbody>
</table>

| 4- Personal Development | Moral Education; | Develop his / her physical abilities/skills;  
Get ready for physical challenges, save and regain energy after physical efforts;  
Identify risk factors; possess basic knowledge and principles in hygiene and health education;  
Demonstrate a sense of self control and appreciate the effect of physical activities.  
Conceive and draw up sports and cultural animation projects;  
Acquire methods and develop a high sense of efforts;  
Conceive, draw up and implement projects that will enable one to project his/her image and feel the well being inspired by self-confidence. |
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<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Home Economics;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sports and Physical Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health Education</td>
<td></td>
</tr>
</tbody>
</table>

| 5- Arts and National Cultures | Arts/Artistic Education; | Artistic Education:  
Observe and appreciate works of art;  
Carry out an artistic activity;  
Gradually acquire the love for personal expression and creativity;  
Possess a mastery of creativity in music, plastic arts and the performing arts.  
Dramatise, recite texts (poems, tales, proverbs, etc.) relating to various areas of society; |
<table>
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</thead>
<tbody>
<tr>
<td></td>
<td>National Cultures</td>
<td></td>
</tr>
</tbody>
</table>
Practise the different dramatic genres: sketches, comedy, tragedy, drama, etc.

**National languages and Cultures**
Demonstrate a mastery of Cameroon cultures; 
Visit the various cultural areas of the country in order to discover their characteristics; 
Demonstrate a mastery of basic rules in writing Cameroonian languages as well as basic grammatical notions applied to these languages; 
Demonstrate a mastery of one of the national languages at 3 levels: morpho-syntax, reception and production of simple oral and written texts.

Even though the learners acquires skills in different disciplines, these competences are accompanied by other skills known as cross-curricular competences related to intellectual, methodological, social and personal areas of learning.

<table>
<thead>
<tr>
<th>6- Cross curricular competences</th>
<th>Intellectual and Methodological domains</th>
<th>Solve Problem in a given situation; Use knowledge skills and values with confidence in order to solve real life problems within the different domains of life; With confidence, find useful information to solve problems he/she is faced with; Give his/her opinion; Support his/her opinion with strong arguments; Assess him/herself with a view to remediation; Demonstrate basic knowledge in note taking; Conceive and realise individual projects; Analyse and summarise information, give feedback and report orally or in writing. Develop problem solving approaches; Exploit and use ICTs in his/her activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social and Personal Domains</strong></td>
<td></td>
<td>Interact positively and assert his/her personality while respecting that of other people;</td>
</tr>
</tbody>
</table>
Join team work, fit in a common initiative project/group; Demonstrate interest in cultural activities; Develop a sense of effort, love for work, perseverance in tasks or activities carried out; Understand and accept others in intercultural activities; Accept group assessment.

The resources to be mobilised by the learner are found in many disciplines and areas of learning. So it is important to implement these syllabuses not in isolation but as interrelated subjects. These remarks hold both for subject and cross curricular competences. They are so called to show that they should be developed through teaching/learning activities of the different subjects. The development of subject and cross curricular competences concern the entire education family as they are capable of inspiring an educative project and the putting in place of extra curricular activities. The ultimate training goal of these syllabuses, at the end of the first cycle, is to enable the learner to be self reliant, to be able to keep on learning through out his/her life, to contribute to sustainable development and become a responsible citizen.
PROGRAMME OF STUDY
ENGLISH TO FRANCOPHONES
General Secondary Education
CINQUIEME (5ème)
SUBJECT AREA: ANGLAIS: (ENGLISH TO FRANCOPHONES)

WEEKLY WORKLOAD: 03 hours

ANNUAL WORKLOAD: 75 hours

COEFFICIENT: 03
I. General Presentation of the Programme of Study

As enshrined in its Constitution, Cameroon is a bilingual country with English and French as the two official languages. The Constitution accords the same legal and social status to both languages which are expected to be used indiscriminately throughout the country.

In today’s fast changing world, the English Language is an important communication tool in politics, economics, science, technology, and the media. Knowledge of this importance has caused an increasing number of French-speaking Cameroonians to make greater efforts to use English fluently in real-life situations.
Every system, be it in Education, Public Administration or other, must be upgraded to suit innovations in scientific knowledge. Cognisant of this trend, the Ministry of Secondary Education decided to make profound changes to the existing syllabus. The present change (paradigm shift) aims at reducing the shortcomings observed in the previous syllabus so as to prepare Francophone learners of English to use the language successfully in real-life situations.

Henceforth, throughout the first and second cycles, the course shall cover diverse areas of life and classes of situations.

The expected outcome of teaching English to Francophone learners in Cameroon is therefore to enable every learner to develop his/her personality and become a conscientious and autonomous citizen who can fully exercise his/her social roles as member of a family and of a community, a producer and a consumer of goods and services, and also as a morally fit and fully responsible citizen of Cameroon, of Africa, and of the world.

Dealing with these issues requires a fair degree of mastery of related phonology, grammar and lexis. It also requires the capacity to receive, analyse, and give information orally and in writing, and react appropriately to written or oral messages.

II. STUDENTS’ EXIT PROFILE

LEARNING OUTCOMES:

By the end of the first cycle, the learner (francophone) should be able to do a certain number of tasks in different life-situations in the Target Language (TL) (English) by using the language resources acquired effectively.

LISTENING AND SPEAKING

The learner can:
- interact orally with classmates, teachers, etc.
- give information to others on a specific topic.
- defend his/her point of view on a simple and familiar topic.
- summarize information from a simple text orally.
- interpret facial expressions, mime and simple gestures.
- talk about/describe certain cultural/traditional aspects in Cameroon.
- sing songs/recite poems on real-life situations and other familiar topics.
READING

The learner can:

- read simple texts and answer questions on them.
- read short stories (narrative, informative or descriptive) on familiar topics such as school life, family life, etc and narrate /tell others what the story is all about.
- read and identify main ideas in simple texts.
- read basic slogans (on health, cleanliness, pedagogic days, etc).
- read simple story books or comic books.
- read words from the dictionary correctly (based on the sounds learned so far).

WRITING

The learner can:

- link simple and short sentences to form longer expressions.
- use cues, pictures, or flash cards to write short paragraphs.
- write out simple activities carried out such as daily routines (what he/she does in the morning, afternoon, evening, etc).
- write simple descriptions such as the classroom, school, home, market and other real-life situations.
- write descriptions of objects, people, or the environment (forest, savannah, desert, water, etc).

III. TITLE OF MODULE: ANGLAIS

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Level</th>
<th>Title Of Module</th>
<th>Components</th>
<th>Status</th>
<th>Weekly Hrs.</th>
<th>Yearly Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>2 (5ème)</td>
<td>Anglais</td>
<td>Language</td>
<td>Compulsory</td>
<td>3</td>
<td>75</td>
</tr>
</tbody>
</table>

The place of the programme of study in the new curriculum
The programme of study being implemented so far does not meet the demands of the 1998 Law of Orientation which advocates the professionalisation of Cameroon’s education system and aims at making the youths rooted in their national cultures. In the new paradigm shift, the English Language, as well as other subjects, is no longer learned as an isolated school subject and for its own end, or for the sake of passing an examination. It should contribute to the learner’s overall capacity to listen, speak, read, and write competently in real-life situations. The new curriculum therefore works towards breaking down barriers between school subjects; that is, it gives English its rightful place as an essentially cross-curricula discipline. English, therefore, ceases to be considered a mere subject which a learner may pass or fail and becomes the medium through which other subjects are learnt. A learner’s capacity to act competently in a given real-life situation, results from a combined use of relevant contributions from all disciplines; thus, the idea of cross-curricula competency. English is, therefore, compulsory in the curriculum as a communication and survival tool, and as an instrument of national and international integration.

IV. Contribution of the programme of study to broad areas of learning (languages)
While the present syllabus incorporates the four language skills and two essential knowledge areas of grammar, vocabulary and pronunciation, it however lays more emphasis on competency in real-life situations. It is believed that adequate learning takes place in the context of situated actions. In other words, a competency is developed through a situation. Although, English and French are the two official languages in Cameroon, they are non-native and are spoken against a background of about 260 mother tongues and Pidgin English. Consequently, these mother tongues cause interference in the learning of English nationwide. This diversity is found even among teachers who come from the ten Regions of Cameroon, and who speak different “Englishes” to their learners. The importance of introducing English phonology systematically in language teaching/learning cannot therefore be ignored.

V. Contribution of the syllabus to areas of life
For Francophone learners to be competent in real-life situations, areas of life have been catalogued and used as entry points for learning. Therefore, the students will learn to act, react and interact competently as members of a community, producers or consumers of goods and services, and responsible citizens of a nation and of the world as a whole. Francophone learners of the English Language in Cameroon should be able to communicate competently to cope with the varying situations and contexts in which they find themselves at all times in their country and in the world at large. Therefore, the current syllabus sequences areas of life and examples of real-life situations within which relevant language items are used.
The syllabus covers five domains of life with specified social roles and related curricula goals as described below:

1. Family and social life (life at home, at school, in the community, among the youth, etc.)
2. Health, environment and welfare (environmental issues, dealing with time and seasons, health-related issues, sports and leisure, etc.)
3. Economic life and occupations (services, buying, selling, jobs, and other economic activities)
4. Citizenship (especially community issues, values, human rights, gender issues, etc)
5. Communication, the Media and Technology (Science and Technology, the use of the Internet, announcements, public notices, etc.)

VI. Areas of life broadly covered by this programme of study
Areas of life are broken down into families of situations that learners encounter in their daily life. Each family of situations is in turn broken down into real-life situations from which categories of actions and the related language competencies are derived. The following are examples of families of situations:

- Using language to create interpersonal relationships and to talk about the home/habits and routines/home furnishing
- Using language to discuss more on different jobs and professions
- Using language to create environmental awareness and to explore interests and hobbies in relation to health
- Using language to explore citizens of the nation and the world
- Using language to keep abreast of modern technology

VII. BREAKDOWN OF THE MODULES

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Year</th>
<th>Level</th>
<th>Domain of life</th>
<th>Titles of the Modules</th>
<th>Status</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>First cycle</td>
<td>2</td>
<td>5e</td>
<td>Family and Social life</td>
<td>Using language to create interpersonal relationships and to talk about the home/habits and routines/home furnishing</td>
<td>Compulsory</td>
<td>15 hours</td>
</tr>
<tr>
<td>Module</td>
<td>Description</td>
<td>Type</td>
<td>Hours</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>---------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-----------</td>
<td>-------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Economic Life and Occupations</td>
<td>Using language to discuss more on different jobs and professions</td>
<td>Compulsory</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environment, well-being and health</td>
<td>Using language to create environmental awareness and to explore interests and hobbies in relation to health</td>
<td>Compulsory</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citizenship/Human rights</td>
<td>Using language to explore citizens of the nation and the world</td>
<td>Compulsory</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media and communication</td>
<td>Using language to keep abreast of modern technology</td>
<td>Compulsory</td>
<td>15</td>
<td></td>
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</tr>
</tbody>
</table>

**Family and Social life**

**Module 1**
Using language to create interpersonal relationship and to talk about the home/ habits and routines/home furnishing

Presentation of module

This module addresses real-life situations challenging second language learners to communicate at the basic level on a familiar and predictable context about the home, its furniture and the daily routine. It also addresses building interpersonal relationships.

Contribution to the curriculum goals

This module enables every learner to develop their personality and become conscientious and autonomous, and to adopt a healthy behaviour with regard to others. He/She will become a responsible individual who can fully exercise his/her social roles.

Contribution of the module to the broad area of language learning

The learner initiates real-life dialogues and interacts orally with other speakers on issues about their home, listens and responds appropriately to family life and relationship, demonstrates understanding of simple written texts on these issues, and effectively performs simple writing activities dealing with family life and relationships.

Contribution of the module to the domains of life

In the treatment of the family of situations that belongs to the domain of social life, family development, and positive relationship awareness, the teacher is expected to accompany the learner in the process of adopting responsible behavior with regard to family.

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. She/he shall make sure the lessons are learner-centered, and that proper evaluation (formal/informal) is planned and executed. Apart from the 15 teaching hours, three hours are set aside every sequence for testing the learners’ competency to listen, speak, read, and/or write, appropriately.

<table>
<thead>
<tr>
<th>CONTEXTUALISATION FRAMEWORK</th>
<th>COMPETENCE INDICATORS</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAMILY OF SITUATIONS</td>
<td>EXAMPLES OF REAL-LIFE</td>
<td>CATEGORIES OF ACTIONS</td>
</tr>
<tr>
<td>SITUATIONS</td>
<td>Speech work:</td>
<td>Grammar:</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Performing household chores</td>
<td>- Listens to informative texts about home and interpersonal relationships</td>
<td>- Recycle The simple past tense[affirmative, negative and question forms]</td>
</tr>
<tr>
<td>Planning daily household activities</td>
<td>- Listens to short, simple texts about home and interpersonal relationships</td>
<td>- Recycle preposition of place</td>
</tr>
<tr>
<td>Participating in the cleanliness of the different rooms/furniture in the house</td>
<td>- Listens to read-aloud books and simple song lyrics</td>
<td>- Recycle adverbs of frequency</td>
</tr>
<tr>
<td>Meeting people</td>
<td>- Listens to basic texts for specific information; recognising common vocabulary and routine expressions and terms about home/ habits and routines/home furnishing and creating interpersonal relationships</td>
<td>- Use modal: can, may, must</td>
</tr>
<tr>
<td>Introducing people</td>
<td>- Listens to instruction to perform household chores</td>
<td>- Use basic phrasal verbs such look at, look for, look after etc</td>
</tr>
<tr>
<td>Making friends</td>
<td>- Listens to presentations to identify basic details about home/ habits and routines/home furnishing and creating interpersonal relationships</td>
<td>- Use basic preposition verbs such look at, look for, look after etc</td>
</tr>
<tr>
<td></td>
<td>- Listens to people introduce themselves, each other</td>
<td>- Use basic preposition verbs such look at, look for, look after etc</td>
</tr>
<tr>
<td></td>
<td>- Listens to role-plays</td>
<td>- Use basic preposition verbs such look at, look for, look after etc</td>
</tr>
<tr>
<td></td>
<td>- Listens to poem lyrics and tongue twisters</td>
<td>- Use basic preposition verbs such look at, look for, look after etc</td>
</tr>
<tr>
<td></td>
<td>- Listens to simple radio and television news reports</td>
<td>- Use basic preposition verbs such look at, look for, look after etc</td>
</tr>
</tbody>
</table>
| Interacting orally about the home/ habits and routines/home furnishing and creating interpersonal relationships | - Exchanges information about home/ habits and routines/home furnishing and creating interpersonal relationships  
- Asks for, obtains, and gives information about the home/ habits and routines/home furnishing and creating interpersonal relationships  
- Gives personal information  
- Gives preferences, likes, dislikes  
- Recites poems/tongue twisters  
- Sings songs  
- Carry out interviews/role-plays/presentations |
| --- |
| Reading informative, descriptive, expressive, and aesthetic texts about the home/ habits and routines/home furnishing and creating interpersonal relationships to decode meaning | - Reads short, simple texts with pictures  
- Finds/reads names of home items around the house and in a simple text  
- Reads related pictures  
- Reads very simple illustrated stories  
- Reads short, basic descriptions with symbols and illustrations  
- Reads short, basic forms asking for information  
- Reads short, simple poems or song lyrics |
Writing expressive, informative and aesthetic texts related to home/habits and routines/home furnishing and creating interpersonal relationships

- Writes simple questions and answers to obtain and provide information about the home/habits and routines/home furnishing and creating interpersonal relationships
- Fills out simple forms
- Writes names, addresses
- Keeps a simple journal (diary)
- Writes basic data in simple form
- Copies words from pictorials
- Completes simple sentences on essentials about the home/habits and routines/home furnishing and creating interpersonal relationships
- Writes poems, jokes, song lyrics
- Writes simple sentences/short stories about the home/habits and routines/home furnishing and creating interpersonal relationships
- Rearranges scrambled words into sentences and sentences into paragraphs
- Draw and labels

Economic Life and Occupations
Module 2

Using language to discuss more on different jobs and professions

Presentation of module

This module addresses real-life situations challenging second language learners to communicate at the basic level in areas of common jobs and professions.

Contribution to the curriculum goals

This module enables every learner to develop their personality, collaborative competences, assiduity, become a conscientious and effective team-builder, and to adopt a healthy behaviour with regards to others. He/She will become a responsible individual who can fully exercise his/her social roles.

Contribution of the module to the broad area of language learning

The learner initiates real-life dialogues and interacts orally with other speakers on issues about their jobs and professions, listens and responds appropriately to job relationship, demonstrates understanding of simple written texts on these issues, and effectively performs simple writing activities dealing with jobs and professions.

Contribution of the module to the domains of life

In the treatment of the family of situations that belong to the domain of economic life and occupations and positive relationship awareness, the teacher is expected to accompany the learner in the process of adopting responsible behavior with regard to family.

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. She/he shall make sure the lessons are learner-centered, and that proper evaluation (formal/informal) is planned and executed. Apart from the 15 teaching hours, three hours are set aside every sequence for testing the learners’ competency to listen, speak, read, and/or write, appropriately.

<table>
<thead>
<tr>
<th>CONTEXTUALISATION FRAMEWORK</th>
<th>COMPETENCE INDICATORS</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAMILY OF</td>
<td>EXAMPLES OF CATEGORIES</td>
<td>ESSENTIAL ATTITUDES</td>
</tr>
<tr>
<td>SITUATIONS</td>
<td>REAL-LIFE SITUATIONS</td>
<td>OF ACTIONS</td>
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<tr>
<td>------------</td>
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</tr>
</tbody>
</table>
| Using language to discuss more on different jobs and professions | - Finding out about common tasks associated with different jobs  
- Exploring job availability and demand (possibilities)  
- Volunteering in a work environment  
- Using money and managing personal finances | Listening to informative texts about different jobs and professions | - Listens to short, simple conversations/texts about different jobs and professions  
- Listens to short read-aloud books and simple song lyrics  
- Listens to basic texts for specific information; recognising common vocabulary and routine expressions and terms about different jobs and professions  
- Listens to presentations by professionals to identify basic details about different jobs and professions  
- Listens to role-plays  
- Listens to poem lyrics and tongue twisters  
- Listens to simple radio and television news reports, commentaries, interviews about the different jobs and professions | **A. Notions**  
**Speech work:**  
- Produce simple stress and intonation patterns  
- Produce short utterances and dialogues | **A: Human**  
- peers  
- teachers  
- parents  
- other stakeholders |
| | | | | **B: Grammar:**  
- Use the present perfect and present continuous forms  
- Use adjectives in the correct order  
- Use conditional with if (first)  
- Use time adverbials—now, then, later, sometimes, always, already  
- Use conjunctions such as: and, but, so, because | **B: Material**  
- pictures  
- cartoons  
- The Dictionary  
- Newspaper adverts  
- parents |
| | | | | **C: Vocabulary**  
- Words and expressions related to jobs and professions | **C: Methods and Techniques**  
- learner-centred  
- Learner-to-learner  
- Cooperative learning (pair/group work)  
- Hands on |
| Interacting orally about different jobs and professions | - Exchanges information about different jobs and professions | - Collaboration  
- Cooperation  
- Acceptance  
- Assiduity  
- Team building  
- Conscientiousness  
- Concern for others |
| Reading informative, descriptive, expressive, and aesthetic texts about different jobs and professions to decode meaning | - Asks for, obtains, and gives information about different jobs and professions  
- Expresses opinion/preferences and interests about different jobs and professions  
- Recites poems/tongue twisters  
- Sings songs  
- Role-plays  
- Carries out interviews | - Reads short, simple texts with pictures  
- Finds names of jobs and professions in a simple text  
- Reads related pictures  
- Reads simple illustrated postings on different job and profession stories  
- Reads short, basic descriptions and illustrations about different jobs and professions  
- Reads short, basic forms asking for job possibilities  
- Reads messages from friends and contacts to be informed of job opportunities  
- Reads short, simple poems |
| Writing expressive, descriptive informative and aesthetic texts related to different jobs and professions | - Writes simple sentences/texts to provide information about and describe different jobs and professions  
- Fills out simple forms  
- Writes names, addresses  
- Keeps a simple journal (diary)  
- Writes basic personal data in simple form  
- Copies words from pictorials  
- Completes simple sentences on essentials about different jobs and professions  
- Writes names of tools used by different professionals  
- Writes poems, jokes, song lyrics  
- Writes short statements/questions/stories about different jobs and professions  
- Rearranging scrambled words into sentences and scrambled sentences into paragraphs  
- Draw and labels  | Environment, well-being and health |
|---|---|---|
Module 3

Using language to create environmental awareness and to explore interests and hobbies in relation to health

Presentation of module

This module addresses real-life situations challenging second language learners to communicate at the basic level in areas of the environment and leisure.

Contribution to the curriculum goals

This module enables every learner to develop their personality, collaborative competences, become conscientious, and adopt responsible behaviour with regards to the environment. He will become a responsible individual who can fully exercise his/her social roles.

Contribution of the module to the broad area of language learning

The learner initiates real-life dialogues and interacts orally with other speakers on issues about their environment, listens and responds appropriately to these issues, demonstrates understanding of simple written texts, and effectively performs simple writing activities dealing with environment.

Contribution of the module to the domains of life

In the treatment of the family of situations that belongs to the domain of environmental and health development, the teacher is expected to accompany the learner in the process of adopting responsible behaviour with regard to the environment.

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. She/he shall make sure the lessons are learner-centered, and that proper evaluation (formal/informal) is planned and executed. Apart from the 15 teaching hours, three hours are set aside every sequence for testing the learners’ competency to listen, speak, read, and/or write, appropriately.

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<td>EXAMPLES OF</td>
<td>CATEGORY</td>
</tr>
<tr>
<td>EXAMPLES OF</td>
<td>ESSENTIAL</td>
<td>ATTITUDES</td>
</tr>
<tr>
<td></td>
<td>OTHER</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>SITUATIONS</th>
<th>REAL-LIFE SITUATIONS</th>
<th>OF ACTIONS</th>
<th>ACTIONS</th>
<th>KNOWLEDGE</th>
<th>SOURCES</th>
</tr>
</thead>
</table>
| Using language to create environmental awareness and hobbies in relation to health | - Disposing household garbage  
- Recycling used items  
- Keeping the home, school, immediate environment clean  
- Discussing recreational activities  
- Participating in leisure activities  
- Practising an activity | Listening to informative texts about environmental awareness and hobbies in relation to health | - Listens to short, simple discussions/ texts about environmental awareness and hobbies in relation to health  
- Listens to read-aloud books and simple song lyrics  
- Listens to basic texts for specific information; recognising common vocabulary and routine expressions and terms relating to environmental awareness and hobbies in relation to health  
- Listens to parents, peers talking about recreational activities  
- Listens to presentations to identify basic details about environmental awareness and hobbies in relation to health  
- Listens to role-plays  
- Listens to poem lyrics and tongue twisters  
- Listens to simple radio and television news reports, adverts, commentaries, interviews about environmental awareness and hobbies in relation to health | A. Notions  
Speech work:  
- Identify and use homophones and homonyms  
- Contrast the short, long and diphthong vowel sounds  
B: Grammar:  
- Express future time using “going to + verb  
- Use intensifiers: very and too  
- More on conditional type 1  
- Use some, any, no  
- Recycle modals can, may, must  
- Cause and effect  
- Verbs expressing likes and dislikes  
- Identify and use relative and interrogative pronouns | - Responsibility  
- Respect  
- Cleanliness  
- Creativity  
- Innovation  
- Consciousness  
B: Material  
- pictures  
- cartoons  
- The Dictionary  
- dustbin  
- parents  
C: Methods and Techniques  
- Learner-centred  
- Learner-to-learner  
- Cooperative learning (pair/group work)  
- Hands on | A: Human  
- peers  
- teachers  
- parents  
- other stakeholders |
| Communicating orally in environmental awareness and hobbies | - Exchanges information about environmental awareness and hobbies in relation to health  
- Asks for, obtains, and gives information about the environmental awareness and hobbies in relation to health  
- Gives basic hygienic and sanitation advice  
- Recites poems/tongue twisters  
- Sings songs | - Words and expressions related to the environment and hobbies |
| --- | --- | --- |
| Reading informative, descriptive, expressive, and aesthetic texts about environmental awareness and hobbies to decode meaning | - Reads short, simple texts with pictures  
- Reads charts/diagrams/adverts/brochures/magazines/instructions/slogans on environmental issues and recreational activities  
- Reads related pictures  
- Reads simple illustrated environmental awareness and hobbies in relation to health stories  
- Reads short, basic descriptions with symbols and illustrations  
- Reads short, simple poems or song lyrics | |
<p>| Writing expressive, informative and | - Writes simple statements/questions/ | |</p>
<table>
<thead>
<tr>
<th>Aesthetic texts related to environmental awareness</th>
<th>Texts to provide information about environmental awareness and hobbies in relation to health</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Fills out simple forms</td>
<td>- Fills out simple forms</td>
</tr>
<tr>
<td>- Keeps a simple journal (diary)</td>
<td>- Keeps a simple journal (diary)</td>
</tr>
<tr>
<td>- Writes short simple descriptions, narrative</td>
<td>- Writes short simple descriptions, narrative</td>
</tr>
<tr>
<td>about environment and leisure</td>
<td>about environment and leisure</td>
</tr>
<tr>
<td>- Rearranges jumbled up simple sentences to form</td>
<td>- Rearranges jumbled up simple sentences to form coherent text</td>
</tr>
<tr>
<td>coherent text</td>
<td>- Rearranges jumbled up simple sentences to form coherent text</td>
</tr>
<tr>
<td>- Copies words from pictorials</td>
<td>- Copies words from pictorials</td>
</tr>
<tr>
<td>- Completes simple sentences with words and</td>
<td>- Completes simple sentences with words and expressions on the essentials of</td>
</tr>
<tr>
<td>expressions on the essentials of environmental</td>
<td>expressions on the essentials of environmental awareness</td>
</tr>
<tr>
<td>awareness and hobbies in relation to health</td>
<td>awareness and hobbies in relation to health</td>
</tr>
<tr>
<td>- Writes poems, jokes, song lyrics</td>
<td>- Writes poems, jokes, song lyrics</td>
</tr>
<tr>
<td>- Writes short stories about environmental</td>
<td>- Writes short stories about environmental awareness</td>
</tr>
<tr>
<td>awareness</td>
<td>- Writes short stories about environmental awareness</td>
</tr>
<tr>
<td>- Draws and labels</td>
<td>- Draws and labels</td>
</tr>
</tbody>
</table>
Citizenship/Human rights

Module 4

Using language to explore citizens of the nation and the world

Presentation of module

This module addresses real-life situations challenging second language learners to communicate at the basic level in areas of globalization.

Contribution to the curriculum goals

This module enables every learner to develop their personality, collaborative competences, become a conscientious, and adopt responsible behaviour with regard to the world as a global village. He/She will become a responsible individual who can fully exercise his/her social roles.

Contribution of the module to the broad area of language learning

The learner initiates real-life dialogues and interacts orally with other speakers on issues about the global village, listens to and responds appropriately on relationship, demonstrates understanding of simple written texts on these issues, and effectively performs simple writing activities dealing with environment.

Contribution of the module to the domains of life

In the treatment of the family of situations that belongs to the domain of citizenship/human rights, and positive relationship awareness, the teacher is expected to accompany the learner in the process of adopting responsible behaviour with regard to citizenship/human rights.

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. She/he shall make sure the lessons are learner-centered, and that proper evaluation (formal/informal) is planned and executed. Apart from the i5 teaching hours, three hours are set aside every sequence for testing the learners’ competency to listen, speak, read, and/or write, appropriately.
<table>
<thead>
<tr>
<th>FAMILY OF SITUATIONS</th>
<th>EXAMPLES OF REAL-LIFE SITUATIONS</th>
<th>CATEGORIES OF ACTIONS</th>
<th>EXAMPLES OF ACTIONS</th>
<th>ESSENTIAL KNOWLEDGE</th>
<th>ATTITUDES</th>
<th>OTHER SOURCES</th>
</tr>
</thead>
</table>
| Using language to explore citizens of the nation and the world | - Finding out about customs and cultural practices  
- Identifying people of other nationalities/things  
- Finding out about Famous African leaders | Listening to informative texts about citizens of the nation and the world | - Listens to conversations/dialogues/simple texts about citizens of the nation and the world  
- Listens to read-aloud books and simple song lyrics  
- Listens to basic texts for specific information; recognizing common vocabulary and routine expressions and terms about citizens of the nation and the world  
- Listens to presentations to identify basic details about citizens of the nation and the world | A. **Notions**  
**Speech work:** Practise stressed and unstressed syllables in connected speech | - Sociability  
- Companionability  
- Cordiality | A: Human  
- peers  
- teachers  
- parents  
- other stakeholders |
|                     |                                 |                      |                     |                     |           | B: Material  
- pictures  
- cartoons  
- The Dictionary  
- world map  
- Globe  
- TV  
- parents |
|                     |                                 |                      |                     |                     |           | C: **Methods and Techniques**  
- Learner-centred  
- Learner-to-learner  
- Cooperative learning  
(pair/group work)  
- Hands on |
| Communicating orally about citizens of the nation and the world | - Exchanges information about other cultures  
- Asks for, obtains, and gives information about citizens of the nation and the world  
- Expresses thoughts, feelings, preferences, likes, dislikes about other cultures  
- Requests assistance  
- Recites poems/tongue twisters  
- Sings songs |
| --- | --- |
| Reading informative, descriptive, expressive, and aesthetic texts about citizens of the nation and the world to decode meaning | - Reads short, simple texts with pictures  
- Finds names and relationships in a simple texts  
- Reads related pictures  
- Reads simple illustrated culture |
<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Reads short, basic descriptions and illustrations&lt;br&gt;- Reads short, basic forms asking for further information&lt;br&gt;- Reads announcements, adverts, maps, captions, fables, myths, tales from other cultures&lt;br&gt;- Reads short, simple poems or song lyrics</td>
<td>- Writes simple statements/ questions/ texts to provide information about citizens of the nation and the world&lt;br&gt;- Fills out simple forms&lt;br&gt;- Writes names, addresses&lt;br&gt;- Keeps a simple journal (diary)&lt;br&gt;- Writes basic personal data in simple form&lt;br&gt;- Copies words from pictorials&lt;br&gt;- Completes simple sentences on essentials about</td>
</tr>
<tr>
<td>stories</td>
<td>expressive, descriptive informative and aesthetic texts related to citizens of the nation and the world</td>
</tr>
</tbody>
</table>
other cultures
- Writes friendly letters/postcards to pen pals
- Writes poems, jokes, song lyrics
- Writes short stories about the citizens of the nation and the world
- Draws and labels
- Rearranges scrambled words into sentences and scrambled sentences into paragraphs
Media and communication

Module 5

Using language to keep abreast of modern technology

Presentation of module

This module addresses real-life situations challenging second language learners to communicate at the basic level in areas of modern technology.

Contribution to the curriculum goals

This module enables every learner to develop their personality, collaborative competences, become conscientious, and adopt responsible behaviour with regard to the modern technology. He will become a responsible individual who can fully manipulate and function in the global village.

Contribution of the module to the broad area of language learning

The learner initiates real-life dialogues and interacts orally with other speakers on issues about their ICTs, listens and responds appropriately to issues on ICTs, demonstrates understanding of simple written texts, and effectively performs simple writing activities dealing with ICTs.

Contribution of the module to the domains of life

In the treatment of the family of situations that belongs to the domain of social life, Media and communication, and positive relationship awareness, the teacher is expected to accompany the learner in the process of adopting responsible behaviour with regard to ICTs.

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. She/he shall make sure the lessons are learner-centered, and that proper evaluation (formal/informal) is planned and executed. Apart from the 15 teaching hours, three hours are set aside every sequence for testing the learners’ competency to listen, speak, read, and/or write, appropriately.
<table>
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<tr>
<th>CONTEXTUALISATION FRAMEWORK</th>
<th>EXAMPLES OF REAL-LIFE SITUATIONS</th>
<th>CATEGORIES OF ACTIONS</th>
<th>EXAMPLES OF ACTIONS</th>
<th>ESSENTIAL KNOWLEDGE</th>
<th>ATTITUDES</th>
<th>OTHER SOURCES</th>
</tr>
</thead>
</table>
| **Using language to keep abreast of modern technology** | - Exploring gadgets and appliances  
- Managing difficulties on the phone  
- Practising politeness on the phone/internet  
- Coping with multimedia  
- Worrying over slow televisions | **Listening to informative texts about modern technology** | - Listens to short, simple texts about modern technology  
- Listens to short read-aloud books and simple song lyrics  
- Listens to basic texts for specific information; recognizing common vocabulary and routine expressions and terms about modern technology  
- Listens to presentations to identify basic details about modern technology  
- Listens to role-plays  
- Listens to poem lyrics and tongue twisters  
- Listens to simple radio and television news reports, spots/entertainments/music/scientific discoveries/commentaries/, interviews about modern technology | A. Notions  
**Speech work:**  
- General revision[vowels/consonants]  
B: Grammar:  
- Using nouns as gerunds  
- Reflexive pronouns  
- General Revision  
C: Vocabulary  
Words and expressions related technology | -Creativity  
-Moderation  
-Responsibility | A: Human  
- peers  
- teachers  
- parents  
- other stakeholders |
| **Communicating orally about modern technology** | **Communicating orally about modern technology** | **Communicating orally about modern technology** | - Exchanges information about modern technology  
- Asks for, obtains, and gives information about modern technology | | | |

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<table>
<thead>
<tr>
<th>Reading informative, descriptive, expressive, and aesthetic texts about modern technology to decode meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing expressive, descriptive, informative and aesthetic texts related to modern technology</td>
</tr>
</tbody>
</table>

- Expresses preference/likes/dislikes
- Requests assistance
- Shares thoughts, feelings and personal views
- Recites poems/tongue twisters
- Sings songs/music

- Reads short, simple texts with pictures
- Finds names of gadgets in a simple text
- Reads related pictures
- Reads simple illustrated modern technology stories
- Reads short, basic descriptions with symbols/charts/diagrams and illustrations
- Read simple instructions on the use of modern technology
- Reads simple captions/news bar/adverts/brochures on modern technology
- Reads short, basic forms asking for personal information
- Reads short, simple poems or song lyrics/music

- Writes statements, questions or simple texts to provide and obtain information about modern technology
- Fills out simple forms/email profiles
- Keeps a simple journal (diary)/blogs
IX. ASSESSMENT

The main goal of classroom assessment is the evaluation of learners’ performance, with the purpose of adjusting the teaching process so that it meets their learning needs. Both summative and formative assessment methods are recommended for learners’ performance. Summative assessment is mainly used to evaluate certain learning needs, and usually in the form of end-of-units or end-of-chapter tests, semester examinations, tests, etc. It is evaluation conducted at the end of certain periods of time in order to judge the level of learners’ competence and knowledge.

Informal or on-going formative assessment has the following objectives;
• To monitor learners’ progress in specific areas/skills
• To identify their strengths and weaknesses
• To provide meaningful and immediate feedback on what the learners are doing to achieve specific learning outcomes
• To help teachers modify their teaching methods and material to suit the needs and abilities of their classes or the individual students

On the other hand, formal assessment is intended to:
i) Provide a comprehensive (or summative) indicator of learners’ achievement at the end of a specific period of study - module/semester/year.
ii) To help teachers make decisions on placement, streaming or promotion of learners.

iii) To carry out a review of the programme of study for the purpose of improving learning.

English departments in schools should adopt a departmental policy on school testing and examination, in order to ensure that the criteria adopted for assessment are consistent throughout the school. Such criteria should be clear and communicated to learners; as learners do not feel in control of their academic outcomes when the criteria for evaluation are unknown or vague.Expose learners to different test types to demonstrate their competencies, and give appropriate feedback by clearly pointing out what is good, or inaccurate, or what indicates improvement. Avoid global, uninformative comments, and focus on the language and not the individual. Give learners multiple opportunities to achieve a high grade. For example, learners can also be given opportunities to rewrite papers or redo assignments to achieve a higher grade or demonstrate a higher level of competence. Finally, from time to time, teach learners to evaluate their own work.

WHAT IS ASSESSED AND HOW?
Even though testing a competence generally involves many skills, a competence is assessed with a focus on one specific skill: listening or speaking or reading or writing. Sub-skills such as grammar and vocabulary shall be tested in real-life situations in meaningful utterances. Assessment, whether formal or informal, should be broad-based and multidimensional. Apart from pen-and-paper tasks such as written tests and worksheets, oral presentations and portfolios should be included in the assessment of learners.
# HANDY INFORMATION ABOUT TESTING

## A. TEST TECHNIQUES TO REMEMBER


## B. WHAT TEST TECHNIQUES ARE TYPICAL FOR WHICH SKILLS? (NB: A competency involves different skills)

| 1. Vocabulary:  
- Multiple choice (MCQ)  
- Matching  
- Filling in blanks  
- Modified cloze  
- Labeling  
- Underlining/circling  
- Word building | 2. Grammar  
- Multiple choice  
- Modified cloze  
- Filling in blanks  
- Transformation  
- Building dialogues | 3. Reading  
- Multiple choice (MCQ)  
- Questions for answering (factual, inferential, yes/no, True/false, life experience, etc.)  
- Filling in blanks  
- Matching  
- Summary  
- Open-ended sentences | 4. Speaking  
- Repetition  
- Reading aloud  
- Picture talks  
- Role Play  
- Responding orally |
### Pronunciation
- Multiple choice
- Dictation

### Listening
- Multiple choice
- Questions / answers
- Filling in blanks
- True/false or yes/no
- Continuing the story and imagining its end
- Underlining/circling

### Writing
- Transformation (e.g. combining phrases, changing tenses, paraphrasing, summarising, etc.)
- Dictation
- Composition (Guide of free, individual or group)
- Picture composition
- Rewriting/re-ordering sentences or paragraphs
- Completing statements

**Remember:**

1. **Carefully set your MCQs:** Watch your distractors. Do not propose more than one correct response. Do not draw on outside knowledge.
2. For true/false Os: Paraphrase questions; do not repeat them verbatim. Avoid ambiguity.
3. Comprehension questions: Phrase questions at a lower level of language difficulty than the text.
4. Think of questions which require students to comment on what happens to a character with discussion of reasons or motives for an action. This could be more appropriate for group work or follow-up composition. As concerns advanced learners, some questions may draw attention to the author’s style and the levels of language used in the literary text and how they work together to express or symbolise the content or proposition of that text. They may also be called to identify literary devices (e.g. figurative language, allusion, symbol, irony).
Article 2: The syllabus presented in article one here above shall be implemented as from the beginning of the 2014-2015 school year;

Article 3: All previous provisions repugnant hereto are hereby repealed;

Article 4: Inspectors Coordinator General, the Director of General Secondary Education, the Director of Examinations and Certification, Regional Delegates of Secondary Education, Divisional Delegates of Secondary Education, Education Secretaries of various Private Educations Agencies, Principals of public and private schools, each in their own sphere shall be charged with the strict implementation of this order which shall be inserted and published in the Official Gazette in English and French.

Yaoundé, 13 AUG 2014

THE MINISTER OF SECONDARY EDUCATION

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