



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

**CURRICULUM DEVELOPMENT AND TECHNICAL SERVICES**

**INDIGENOUS  
LANGUAGES  
SECONDARY SCHOOL LEVEL  
FORMS 1-4  
2015-2022**

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**TEACHER'S GUIDE**

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**TABLE OF CONTENTS**

1 Acknowledgements .....	2
2 Introduction.....	4
3 Aims.....	4
4 Critical Documents .....	5
Curriculum framework for MoPSE 2015-2022.....	6
5 Syllabus interpretation.....	9
6 Scheme of work.....	11
7 Lesson plan .....	13
8 Record keeping .....	15
9 Curriculum delivery.....	17
10 Scope of the guide.....	20
11 Conclusion.....	22
Annexure .....	23

## Introduction

This Teacher's Guide is aimed at assisting the teacher in handling the Indigenous Languages Secondary Form 1-4 Learning area.

### Aims of the Teacher's Guide

This teachers' guide aims to assist you to:

- Interpret the national syllabuses and translate them into meaningful and functional school syllabuses, schemes of work and record books
- Prepare relevant daily teaching notes
- Appreciate and understand the need to keep and maintain useful, comprehensive and up to date class records
- Make and use relevant teaching and learning materials in the delivery of your lessons
- Acquire and use effective teaching techniques suitable for the subject and level of learners
- Acquire and demonstrate skills of setting reliable and valid test/ examination questions
- Cope with specific problem areas in language teaching
- Design appropriate strategies for problem solving
- Manage your class effectively
- Be resourceful
- Guide learners to study effectively on their own
- Objectively evaluate your own teaching and the learners' progress

## Organisation Of The Teacher's Guide

The guide is divided into 2 parts:

- Part A: Critical Documents
- Part B: Curriculum Delivery (Content, Objectives, Methodology, Instructional Material, Assessment and Evaluation)

It is important to you to constantly refer to critical documents to enhance your effectiveness and efficiency as a teacher.

### PART A: CRITICAL DOCUMENTS

#### INTRODUCTION

This teachers' guide was created to guide you the teacher as you embark on teaching of Indigenous Languages in the new curriculum. We hope that it will make your undertaking easier and clarify most aspects in the Indigenous Languages syllabus.

#### RATIONALE

Languages are the vehicle for communication and literacy. Indigenous languages are important avenues for fostering early literacy. Indigenous languages inculcate the values of UNHU/UBUNTU/VUMUNHU, promoting and cherishing Zimbabwean identity. The introduction of English as a second language in its alternate use with the indigenous language in the learning environment helps learners master concepts and achieve linguistic competence for learning and communicative purposes, as it is the medium of instruction across the curriculum. Languages help learners to develop communication skills and critical understanding that are necessary for meaningful and active participation in society and the world at large.

As a teacher you need to know the critical documents you should have in order to deliver the curriculum effectively. The following documents should be at your disposal:

- Curriculum Framework
- National Syllabus
- School syllabus
- Schemes of Work/Scheme Cum Plan
- Lesson Plans
- Learner Profile
- Progress Records
- Register of Attendance

#### OBJECTIVES

By the end of this part, you should be able to:

- identify critical documents
- interpret the Indigenous Languages syllabus

## Unit 1:

### Curriculum Framework for Zimbabwe Primary and Secondary Education 2015-2022

#### INTRODUCTION

This is a policy document that outlines underpinning principles, national philosophy, learning areas, the description and expectations of MOPSE at policy level. It prescribes what the government expects you to deliver as you go about your duties. You should therefore be familiar with the document. It also informs you where Indigenous Languages as Learning Areas are placed.

It is important for you to familiarize with the curriculum framework for Zimbabwe Primary and Secondary Education 2015-2022.

#### Objectives

By the end of this unit, you should be able to:

- use the goals of the curriculum framework to produce the desired learners

The Curriculum Framework is usually in the possession of the school head/ heads of departments who have to avail it to you whenever need for it arises.

#### Key Elements of the Curriculum

**Vision:** To be the lead provider and facilitator of inclusive quality education for socio – economic transformation by 2020

**Mission:** To provide equitable, quality, inclusive and relevant Infant, Junior and Secondary Education.

#### Aims of the curriculum

The Curriculum Framework is driven by the following aims:

1. Promote and cherish the Zimbabwean identity
2. Prepare learners for life and work in a largely agro-based economy and an increasingly globalised and competitive environment.
3. Foster life-long learning in line with the opportunities and challenges of the knowledge society
4. Prepare learners for participatory citizenship, peace and sustainable development
5. Prepare and orient learners for participation, leadership and voluntary service

#### Principles underpinning the curriculum

The Ministry of Primary and Secondary Education cherishes the following principles:

- inclusivity
- life-long learning
- equity and fairness
- gender sensitivity
- respect (Ubuntu/Unhu/Vumunhu)
- responsiveness
- balance
- diversity
- transparency
- accountability

#### Organisation of the Curriculum

The Framework organizes the Curriculum into three learning levels including:

- Infant School which covers Early Childhood Development (ECD) to Grade 2 and emphasizes the acquisition of the foundational skills for learning
- Junior School which covers grades 3 to 7 reinforcing the foundational skills and provides learners with life and work skills
- Secondary School which covers Forms 1 to 6 which prepares learners for various pathways including univer-

sity education, technical and vocational training or entering the professions in various training programs such as teaching, nursing, army and police training and various forms of apprenticeship and on-the-job training.

## Learner exit profiles

The Curriculum Framework prepares graduates of the education system to have the following exit profiles:

- Critical thinking
- Problem-solving
- Leadership
- Communication and team building
- Technological
- Self-managing
- Ability to plan and organize

## Learning Areas for the New Learning Levels

The Framework outlines the following learning areas for the three learning levels:

- Infant School (ECD-Grade 2)
- Indigenous Language as medium of instruction
- Visual and Performing Arts (Expressive Arts)
- Physical Education
- Mass Displays
- Mathematics and Science
- Family and Heritage Studies
- Information and Communication Technology

## Junior School (Grade 3-7)

- Languages including foreign
- Mathematics
- Heritage and LOP – Social Studies
- Science and Technology
- Agriculture
- Information and Communication Technology
- Visual and Performing Arts
- Family, Religion and Moral Education (FAREME)
- Physical Education, Sport and Mass Displays

## Secondary School (Forms 1 to 4)

- Heritage Studies (embracing Zimbabwe Constitution)
- Mathematics
- Sciences: Physics, Chemistry, Geography, Biology, option Gen Science
- Humanities including History, Religious Studies, Sociology, Economic History
- Literature in Indigenous Languages and in English
- Indigenous Languages and English Language
- Foreign Languages: French, Swahili, Chinese, Portuguese
- ICT: Programming Language and Packages
- Agriculture: (Agriculture Engineering, Livestock, Cropping, Horticulture)
- Commercials: Accounting, Commerce, Economics, Business Enterprise Skills
- Practical subjects: Wood, Metal, Textile Technologies
- Physical Education, Sport and Mass Displays

## Life-skills Orientation Programme

As a requirement for completing form four, learners engage in a Life Skills Orientation Programme that will encompass general and specific life skills training through placement in various work related programs in the private sector, the service sectors such as health and education and the uniformed forces for a period of five months.

Pathways for Forms 5 & 6

<b>Pathways</b>	<b>STEM</b>	<b>Visual &amp; Performing Arts</b>	<b>Humanities &amp; Languages</b>	<b>Design and Technology</b>	<b>COMMER- CIALS</b>	Cumulative: 16 months Forms 5 & 6
	Disciplines e.g					
	Additional Maths, Physics, Chem, Bio, Geo, ICT, Agric, Art, Physical Education, Sport	Film, Theatre arts, Music, Art, Physical Education, ICT, Agric, Sport	English & Indigenous Literatures, Foreign Language, Heritage, ICT, Agric, Art, Physical Edu- cation, Sport	Wood, Metal , Food , Building, Tech- nical Graphics, Textile, ICT, Agric, Art,- Physical Education,	e.g. Econom- ics, Principles ofAccounts, Business Studies, ICT, Agric, Art, Physical Edu- cation, Sport	

Figure 1: Pathways

**Conclusion**

As a teacher it important for you to read and understand the key elements of the curriculum framework so that you are guided on your operations. It will also help you to know policy areas of emphasis and you will in turn emphasise those areas as you deliver in the teaching and learning process.



## Unit 2:

# Syllabus Interpretation

## Introduction

Syllabuses are key documents to you the teacher. A syllabus is a plan that states exactly what learners should learn at school in a particular learning area. You are required to teach from the syllabus because examinations are set from the syllabus.

## Objectives

By the end of this unit you should be able to:

- interpret the syllabus
- teach as expected by the syllabus
- articulate the parameters of each topic
- break down the national syllabus into a school syllabus

Syllabus Interpretation is the process of making sense of the syllabus, finding meaning, unpacking the syllabus, analysing it, synthesising it. As a professional teacher you need to learn how to interpret the syllabus correctly.

## Types of Syllabuses

There are two types of Syllabuses that you should be in possession of which are the National Syllabus and the School Syllabus.

### 2.1: National Syllabus

The national syllabus is a major curriculum document which prescribes what government would like to see taught in all schools as spelt out in the curriculum framework. It outlines the experiences that learners should undergo in a particular course of study for example, infant, junior and secondary. Therefore, you are strongly advised to have it and avoid scheming from the text books.

- The syllabus consists of:
  - Cover page
  - Acknowledgements
  - Contents page
  - Preamble
- Introduction
- Rationale
- Summary of content
- Assumptions
- **Cross-cutting themes:** These are emerging and contemporary issues that cut across all learning areas. As a teacher you should find ways of incorporating them in your teaching whenever possible. These are:
  - ICT
  - Heritage studies
  - Gender
  - Children's rights and responsibilities
  - Disaster risk management
  - Financial literacy
  - Sexuality, HIV and AIDS education
  - Child protection
  - Human rights
  - Collaboration
  - Environmental issues
- Presentation of the syllabus
- Aims
- Syllabus objectives
- Methodology and Time allocation

- Topics
- Scope and sequence
- Competence matrix
- Assessment
- Glossary/Appendices

Each school is expected to break down the national syllabus into a school syllabus.

## **2.2 School Syllabus**

This is the breakdown of the national syllabus drafted at the school and derived from the national syllabus. It is influenced by the following factors:

- level of learner performance
- facilities and funds available
- time allocation in the official syllabus
- local conditions that affect choice and sequencing of topics
- supply of textbooks and other teaching materials
- education technology
- community influence

As a teacher you should make sure that you have a school syllabus from which you will derive your schemes of work.

## Unit 3:

### Scheme of work

A scheme of work is derived from the school syllabus. Your scheme of work is therefore, a plan of action which should enable you to organize teaching activities ahead of time. It is a summarized forecast of work which you consider adequate and appropriate for the class to cover within a given period from those topics which are already set in the syllabus. The scheme should be done in a form that allows for adjustments and should be drawn for at least two weeks in advance.

### Objectives

By the end of this unit you should be able to:

- familiarise with the components of the scheme of work
- break down syllabus topics into teachable units
- draw up a detailed scheme of work
- scheme according to the level of learners
- scheme according to locally available resources

### Components of a scheme of work:

These include the following:

- **Level of learners:** state the level (Form) of learners you are scheming for example Form 1 East
- **Subject:** indicate the learning area you are scheming for ( For example, Tonga)
- **Week ending:** clearly indicate the forecast date ( 15 January 2017)
- **Topic/ Content:** topics should follow the order they are supposed to be taught- from simple to complex
- **Aims:** each topic should have aims which pinpoint the anticipated learning behaviour.
- **Competencies:** indicate the competencies that are expected to be achieved at the end of the topic under focus.
- **Methods and activities:** you should state activities that learners and you the teacher will perform while in the class as well as homework and assignments, for example, answering comprehension questions, reading passages, punctuating sentences.
- **Sources/ References/ Media:** this is where the teaching material is derived from. It should complement the syllabus expectations. A dedicated teacher will use more than one source to broaden learners' horizon and understanding of the concept.
- **Evaluation:** this should be done immediately after the lesson. You are supposed to indicate whether what was planned for has been achieved, whether there was over planning, under planning or failure of a lesson and reasons for either case to help you in future planning. Make use of constructive comments and avoid meaningless comments.

**Below is a sample of a scheme of work.**

### STRUCTURE OF A SCHEME OF WORK

Layout is usually horizontal and comprise the following columns:

Week ending	Topic/Content	Aims: By the end of the week, pupils should be able to:	Competencies	Methods/ Activities	Sources/ References/ Media	Evaluation
15 January 2017	Reading: Compre- hension	<ul style="list-style-type: none"> <li>● Read for comprehension</li> <li>● Infer meanings of words</li> <li>● Use selected words in sentences</li> </ul>	<ul style="list-style-type: none"> <li>-Reading</li> <li>-Word attack</li> <li>-Tone and stress</li> <li>-Skimming and scanning</li> </ul>	<ul style="list-style-type: none"> <li>-Skimming and scanning given text</li> <li>-Intensive reading</li> <li>-Identifying unfamiliar words</li> <li>-Discussing unfamiliar words</li> <li>-Using unfamiliar words in sentences</li> </ul>	Word card/ flash cards Dictionary Reference books ICT tools	

## UNIT 4:

### LESSON PLAN

This is a written account of the preparation for a lesson that shows in summary form, how your lesson is going to proceed. It is your immediate translation of the scheme of work into action, showing us what you are going to teach, for how many minutes, to whom, how and why.

#### EXAMPLE OF A LESSON PLAN

Level of the learners: ( Indicate the specific class taught in the mentioned period. For example, Form 1East)

**Date :** 15 January 2017

**Time:** 0900 - 0935

**Subject :** Tonga

**Topic and or Content:** Comprehension: ( Indicate the topic of the comprehension passage for the week)

**Source of material/ Instructional media:** Reference books, ICT tools, Dictionary, work/ flash cards

**Assumed knowledge:** Learners are able to read and identify unfamiliar words, they can also use the dictionary

**Lesson objective(s):** by the end of the lesson, learners should be able to:

- skim and scan through a given text
- read for comprehension
- Infer meanings of words in context
- Use unfamiliar/ selected words in sentences

#### Introduction

Write the topic on the board and learners discuss their own experiences relating to it.

#### Lesson Development

##### Step 1

Learners skim and scan through a text/ selected passage and discuss what they understood from the passage.

##### Step 2

Individual reading for learners, identifying unfamiliar terms

##### Step 3

Learners' feedback on unfamiliar terms

##### Step 4

Learners in groups discuss the meanings of identified words using context, use them in sentences, give feedback and you (teacher) redirects the feedback.

#### Conclusion

A recap of the lesson's major points of emphasis.

#### Assignment

Learners to use unfamiliar words in their own sentences.

#### Evaluation

- what work was covered?
- how well was it done?
- what remains to be done?
- any strengths and weaknesses in the approach used?
- how are the weaknesses to be remedied?
- what was the progress of the class as well as individuals?
- was the lesson successful?
- what contributed to the success or failure of the lesson?

### 1.3.2 SCHEME CUM-PLAN

You might opt for a scheme-cum-plan, which is a scheme of work, coupled with a lesson plan all in one. Here is a sample of a scheme-cum-plan.

Week ending	Topic /Content	Objectives : By the end of the week, pupils should be able to:	Competencies	Methods/ Activities	Sources/ References/ Media	Evaluation
15 January 2017	Lesson 1 Reading comprehension( indicate topic of the week's passage)	Skim and scan a text Read for comprehension	-Reading -Word attack -Punctuation -Tone and stress -Skimming and Scanning	Skimming and scanning a given text Intensive reading Identifying unfamiliar words Discussing unfamiliar words Using unfamiliar words in own sentences	ICT tools Ref books Word/ flash cards Dictionary	
	Lesson 2 Comprehension	Answer comprehension questions correctly and according to context	Reading Writing Punctuation	Answering comprehension questions	Comprehension passages Work cards ICT tools	
	Lesson 3 Language usage	Identify figurative expressions from a given text Explain given figurative expressions Use figurative expressions in context	Figurative expressions: idioms	Identifying figurative expressions Explaining figurative expressions Using figurative expressions in context	Reference books Charts Resource persons ICT tools	
	Lesson 4 Writing : Structure of a composition	Discuss the elements of a composition: an introduction, body, conclusion Write a relevant introduction	Introductions Paragraphs: topic sentences and developers chronological sequencing Conclusions	Discussing elements of a composition Writing relevant introductions	Samples of written compositions Charts Picture books ICT tools	
	Lesson 5 Registers: Directions, requests and instructions	Identify cardinal points Give directions using cardinal points Locate places in the community on maps	Directions Map reading Requests	Identifying cardinal points Giving and following directions Locating places in the community on maps	Compass Maps Work cards Embossed cardinal points Strings ICT tools	

## UNIT 5:

### RECORD KEEPING

#### Definition

Records are critical documents about teaching-learning process which you must keep as a teacher. They should be accurate and up to date. They must be kept safely for continuity. The following are some of the reasons why you should keep records:

- Records help guide you on your day-to-day operations
- Help you to track learner's performance
- Planning and re-adjustment of plans
- Source documents for reference
- Basis profiling
- Basis for counselling

#### Types of Records

You are expected to keep the following documents:

- Curriculum Framework for Primary and Secondary Education 2015-2022
- Syllabuses (National and School)
- Schemes of work, lesson plans/scheme cum plans
- Class attendance register
- Social record
- Progress record
- Remedial record
- Performance Lag Address Programme (PLAP) record
- Learner profile
- Asset and stock control registers
- Circulars
- Minutes

#### Attendance Register

This is a critical document you should have as a teacher to track, record your learner's class or lesson attendance, over and above this, the register contains information on address, contact numbers, names of guardians/ parents, dates of birth, religion and birth registration numbers . The attendance register should be up-dated daily and accordingly. The school usually provides registers.

#### Social Record

This is a child study record where information pertaining to the learner is entered. It is an important record because it informs you the teacher on the following aspects about the learner:

- The learner's socio-economic status
- Health aspects
- Learner's position in the family
- Learner's physical address and contact numbers
- Names of guardians/ parents
- Learner's behaviour
- Number of meals per day
- Distance from school

#### Progress Record

You should have a progress record to capture learner performances. This record gives you an insight into the actual academic performance level of the learner. The following are included:

- Theory tests
- Practical tests
- Projects and

- 
- Any other exercises that you think are important in assessing learner performance.

The progress record also includes continuous assessment records and PLAP records. The template on continuous assessment will be provided to the school by ZIMSEC.

## **Remedial Record**

This is a record where learners with difficulties in certain concepts are entered and helped accordingly. Remediation is not done to a group but should be on individual basis and you need to record progress. It is done over a stipulated time frame.

## **Learner profile**

The learner profile will comprise those aspects that cannot be assessed through the Continuous Assessment model. The profiling will include soft skills and other aspects. The profile of the learner will be compiled by the teacher and passed on to the next teacher throughout the secondary course. The profile will not contribute to the final mark at the end of Form 4 as shown on the assessment model but will assist to give a full picture of the learner's competency

## **Asset and stock control registers**

This is a record of non-perishable assets of the institution and the control register is used to monitor the distribution and use of material.

## **Circulars**

This is the record of communication done in and outside the school but has to be in line with the department.

## **Minutes**

These are recordings of deliberations of meetings that would have taken place in the departmental or staff meetings.

## **Conclusion**

All these documents are equally important and you should administer them honestly and constantly. They should also be readily available for supervision. Records should be accurate and constantly be up-dated. You should also keep them safely. Record keeping is something that you cannot do without as it plays a vital role in day to day running of institutions. If well-kept and maintained they provide the required information whenever demand for them arises.



## **PART B: CURRICULUM DELIVERY**

### **UNIT 6**

#### **Introduction**

This unit covers content, objectives, learning-teaching materials, methodologies, assessment/evaluation and class management.

#### **6.1 Content**

It is what the syllabus prescribes has to be covered over a given time frame. It includes skills, knowledge and competences that have to be acquired by learners.

#### **6.2 Objectives**

These are statements outlining what learners should have achieved after a taught concept. For example, by the end of the lesson learners should be able to identify punctuation marks.

#### **6.3 Methodologies**

These are the means and ways of getting a concept to the learner. As a teacher it is important for you to use problem solving and learner-centred approaches. You are the facilitator and the learner is the doer. You should select appropriate teaching methods for your lessons. They should be varied and motivating. The following methods are suggested for you and you should select one or several depending on:

- The subject matter
- Instructional objectives
- The learner
- The teacher
- The time
- Instructional materials
- The environment

It is advisable that the learner be exposed to more than one method in a lesson.

- Debate
- Team Teaching Method
- Recitation Method
- Field Trip/Educational tours
- Modelling Method
- Imitation and Simulation Method
- Role-Playing Method
- Story telling
- Exploration
- Research
- Projects
- Games and quizzes
- Question and answer
- Problem solving
- Resource persons
- Educational tours
- Drama, song, poetry
- Demonstration
- Group discussion
- Debate
- Gallery walk

## 6.4 Instructional (teaching-learning) aids

These are materials that enhance the teaching- learning process. They assist you the teacher to achieve desired objectives while in learners they help in concretising the concepts. They help learners learn better and faster, motivating them and stimulating interest.

### 6.4.1 Selecting appropriate instructional aids

When selecting instructional aids, you have to consider the following;

- Topic
- Level of learners
- Available resources
- Environment
- Number of learners

These teaching-learning aids should be of good quality and user friendly considering the available resources in the school. Examples of teaching-learning aids appropriate in language teaching are;

- Charts
- Flash cards
- ICT tools
- Textbooks
- Newspapers
- Magazines
- Mobiles
- Work cards

Instructional aids should be used effectively, they must serve the purpose they are meant for rather than be mere window dressing. You should design your media with the topic in mind. Charts and cards must be clearly written, with visible colours and correct size of script for the level of learners. Electronic equipment should be checked before the lesson so that it is in good working order. If using complicated technical aids, make sure you practice beforehand so that you do not embarrass yourself in front of the class.

## 6.5 Class Management

This is the process of planning, organizing, leading and controlling class activities to facilitate learning.

### Creating an effective learning environment

This covers classroom organization from:

- **Physical environment**  
Clean, tidy and airy classroom and furniture arranged carefully for safety and teaching aids that are visible to learners.
- **Emotional environment**  
You need to be firm yet warm and pleasant. As a teacher you must set the right tone, telling your learners what behaviour you expect from them.
- **Grouping**  
You may group your learners according to needs, abilities and problems but never by sex. Encourage them to share ideas in groups.
- **Class control and discipline**  
You must be knowledgeable of the school policy on discipline. A teacher must always be firm but fair. Good behaviour must be acknowledged and punishments must be corrective not cruel. You should create an atmosphere of trust and honesty in your class and aim for intrinsic discipline.
- **Motivation**  
As a teacher you must make your learners feel important through recognizing and rewarding achievements, as well as encouraging those who are lagging behind. Rewards should not be food, but positive remarks, or items related to learning like pencils and crayons or even displaying their work on the wall. Calling pupils by their names creates good rapport with your class. You should also be a role model to your learners by the way you handle yourself.
- **Supervision**  
You must check learners' work in order to guide and correct them in all areas from group discussions, games, field trips and even when they are going to the convenience rooms.

## **6.6 EVALUATION**

This is the measuring of the success of teaching in terms of teacher and learner performance. It provides you with feedback on the acquisition of knowledge, skills and attitudes by learners. At Secondary level, learners will be assessed through continuous and summative assessment.

For continuous assessment (30%), specific tasks and assignments will be administered throughout the course and the marks collated. Assessment tasks are outlined at the end of the syllabus and include speaking, written exercises, theory exercises, research projects on culture and heritage and any other appropriate ones depending on your school syllabus.

Summative assessment (70%) will constitute two components. Paper 1(80marks) has two sections. Section 1 is composition marked out of 50 and section 11 is comprehension and summary marked out of 20 and 10 respectively. Paper 2 (60marks) has two sections. Section 1 is language usage and registers marked out of 20 and 10 respectively. Section 11 is language structure and carries 30marks.

## UNIT 7:

### SCOPE OF THE GUIDE

Take note that the topics in the languages section are found from Form1 – Form 4 but they gain in breadth and depth as you go up the ladder. The list below is a sample of the topics, but you have to see the syllabus for the spiral nature of the topics as pasted in annexure 1.

### TOPICS COVERED IN THE SYLLABUS

Composition

Language usage and registers

Comprehension and summary

Language structure

**NB Indigenous, cultural aspects and cross cutting issues should be incorporated in the teaching of the above topics**

### Composition

#### Objectives

By the end of the secondary course, learners should be able to:

- plan, organise and write different types of compositions displaying knowledge and understanding of a variety of issues.
- construct, spell and punctuate words, phrases and sentences correctly
- earn a living through creative works

#### Activities

Discussing

Researching

Writing

Punctuating

Spelling

Story telling

Showcasing creative works

Educational tours

#### Media

Magazines

Newspapers

Story books

Pictures

Samples of written compositions

Reference books

### Language usage and registers

#### Objectives

By the end of the secondary course, learners should be able to:

- identify and use language structures correctly in given contexts
- identify, interpret and use figurative language in context
- use appropriate register

## Activities

Discussing  
Constructing sentences  
Identifying  
Role playing  
Quizzes  
Games

## Media

Story books  
ICT tools  
Reference books  
Games  
Resource persons  
Work cards

## Comprehension and summary

### Objectives

By the end of the secondary course, learners should be able to

- read a variety of materials
- locate detail and answer comprehension questions based on given texts
- demonstrate understanding of material read through answering questions
- comment on emerging and cross cutting issues read
- identify and place a series of events in a chronological order
- deduce the meaning of words and phrases as used in a text
- summarise a whole or part of a text

## Activities

Reading intensively  
Skimming and scanning  
Deducing word and phrase meanings  
Summarising whole or parts of texts  
Inferring meanings  
Comprehension exercises  
Debates  
Drama  
Quizzes  
Telling stories

## Media

Story books  
Dictionaries  
Reference books  
Work cards  
Poems  
Song books  
Magazines  
Newspapers  
Journals  
ICT tools

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## Language structure

### Objectives

By the end of the secondary course, learners should be able to

- explain the construction of grammatical structures in their various forms

### Activities

- identifying parts of speech
- explaining constructional patterns
- classifying
- defining parts of speech

### Media

Word Cards

Charts

Dictionaries

Reference Books

ICT tools

## CONCLUSION

We hope this guide will help you as you undertake the new curriculum. It should guide you on interpreting the syllabus, making your own school syllabus, deriving a scheme and a lesson plan or scheme-cum plan, choosing appropriate methods and instructional aids, managing your class and making and maintaining records and finally evaluating yours and your learners progress.

## ANNEXURE 1: Syllabus scope and sequence

### SCOPE AND SEQUENCE

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
COMPREHENSION AND SUMMARY	<ul style="list-style-type: none"> <li>• Stories, news, songs, poems, folktales</li> <li>• Questions and answers on prose and poetry</li> <li>• Unfamiliar words and phrases in context</li> <li>• Summaries</li> <li>• Tone and stress</li> <li>• Debates</li> <li>• Ancient and modern ways of communication</li> <li>• Directions, requests and instructions</li> <li>• Culture and heritage</li> <li>• Graphs, pictures, maps, puzzles, cartoons</li> <li>• Counting</li> </ul>	<ul style="list-style-type: none"> <li>• Stories, news, songs, poems, folktales</li> <li>• Questions and answers on prose and poetry</li> <li>• Unfamiliar words and phrases in context</li> <li>• Summaries</li> <li>• Tone and stress</li> <li>• Debates</li> <li>• Ancient and modern ways of communication</li> <li>• Directions, requests and instructions</li> <li>• Culture and heritage</li> <li>• Graphs, pictures, maps, puzzles, cartoons</li> <li>• Counting</li> </ul>	<ul style="list-style-type: none"> <li>• Stories, news, songs, poems, folktales, reports,</li> <li>• Questions and answers based on a variety of passages</li> <li>• Inference of words and phrases</li> <li>• Summaries</li> <li>• Tone and stress</li> <li>• Debates</li> <li>• Ancient and modern ways of communication</li> <li>• Directions and announcements,</li> <li>• Culture and heritage</li> <li>• Graphs, pictures, maps, puzzles, cartoons</li> <li>• Counting</li> </ul>	<ul style="list-style-type: none"> <li>• Stories, news, songs, poems, folktales, reports</li> <li>• Questions and answers based on a variety of passages</li> <li>• Inference of words and phrases</li> <li>• Summaries</li> <li>• Tone and stress</li> <li>• Debates</li> <li>• Ancient and modern ways of communication</li> <li>• Directions and announcements</li> <li>• Culture and heritage</li> <li>• Graphs, pictures, maps, puzzles, cartoons</li> <li>• Counting</li> </ul>
LANGUAGE USAGE AND REGISTERS	<ul style="list-style-type: none"> <li>• Figurative expressions</li> <li>• Homophones, synonyms and antonyms in context</li> <li>• Relations</li> <li>• Appropriate registers</li> </ul>	<ul style="list-style-type: none"> <li>• Figurative expressions</li> <li>• Homophones, synonyms and antonyms in context</li> <li>• Relations</li> <li>• Appropriate registers</li> </ul>	<ul style="list-style-type: none"> <li>• Figurative expressions</li> <li>• Homophones, synonyms and antonyms in context</li> <li>• Relations</li> <li>• Appropriate registers</li> </ul>	<ul style="list-style-type: none"> <li>• Figurative expressions</li> <li>• Homophones, synonyms and antonyms in context</li> <li>• Relations</li> <li>• Appropriate registers</li> </ul>
COMPOSITION	<ul style="list-style-type: none"> <li>• Types of compositions</li> <li>• Structure of composition</li> <li>• Creative writing</li> <li>• Orthographic</li> </ul>	<ul style="list-style-type: none"> <li>• Types of compositions</li> <li>• Structure of composition</li> <li>• Creative writing</li> <li>• Orthographic</li> </ul>	<ul style="list-style-type: none"> <li>• Types of compositions</li> <li>• Structure of composition</li> <li>• Creative writing</li> </ul>	<ul style="list-style-type: none"> <li>• Types of compositions</li> <li>• Structure of composition</li> <li>• Creative writing</li> <li>• Orthographic</li> </ul>

<b>TOPIC</b>	<b>FORM 1</b>	<b>FORM 2</b>	<b>FORM 3</b>	<b>FORM 4</b>
	<ul style="list-style-type: none"> <li>accuracy</li> <li>Style of writing</li> </ul>	<ul style="list-style-type: none"> <li>accuracy</li> <li>Style of writing</li> </ul>	<ul style="list-style-type: none"> <li>Orthographic accuracy</li> <li>Style of writing</li> </ul>	<ul style="list-style-type: none"> <li>accuracy</li> <li>Style of writing</li> </ul>
<b>LANGUAGE STRUCTURE</b>	<ul style="list-style-type: none"> <li>Parts of speech</li> <li>Construction of nouns</li> </ul>	<ul style="list-style-type: none"> <li>Parts of speech</li> <li>Construction of nouns and pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Parts of speech</li> <li>Construction of all parts of speech</li> </ul>	<ul style="list-style-type: none"> <li>Parts of speech</li> <li>Construction of all parts of speech</li> </ul>





