



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

FOREIGN LANGUAGES SYLLABUS

FORM 1 - 4

2015-2022

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1.0 PREAMBLE

1.1 Introduction

The Forms 1 - 4 syllabus for Foreign Languages (Chinese, French, KiSwahili and Portuguese) is designed to introduce and develop communicative and functional skills to learners so that they are alert to the business opportunities and economic dynamics of today's world. It takes into account the cultural, religious, social and economic development aspects of the target language using Information and Communication Technologies (ICTs) in the classroom. The syllabus recognises the use of a foreign language as a tool for inclusivity that encourages learners to appreciate diversity and differences, thus encouraging learners to be competent citizens of the global village. The syllabus aims to promote Unhu/Ubuntu/Vumunhu among learners through selection of appropriate language learning materials.

1.2 Rationale

A foreign language creates opportunities for the learner to interact with an otherwise closed world. Learning of Foreign Languages facilitates the expansion of one's skills/business/innovations into foreign markets, while at the same time a learner will be able to borrow new ideas from other cultures. These languages offer a variety of opportunities to learners from different learning areas such as business and entrepreneurship, Arts and Culture, Science and Technology to mention a few. Foreign Languages are central in the economic development of any given country. The Foreign Languages: Chinese, French, KiSwahili and Portuguese are used in SADC, AU and are also United Nations official languages thus an important medium of communication in the global market.

These Foreign Languages help learners to develop critical understanding and communication skills that are necessary for meaningful and active participation in society and the world at large. These are:

- Enterprise development (by facilitating International trade)

- Empowerment
- Intercultural Communication and exchange of ideas
- Creativity and innovation
- Problem solving
- Critical thinking
- Decision making
- ICT
- Conflict management
- Leadership
- Self management

1.3 Summary of Content (Knowledge, Skills and Attitudes)

The Forms 1 – 4 Foreign Languages syllabus focuses on the four macro language skills, namely Listening, Speaking, Reading and Writing as well as Numeracy Skills necessary for business purposes and cultural exchange activities. In this syllabus the teaching and learning of visual, manual and tactile skills is done to accommodate learners with diverse learning needs.

1.4 ASSUMPTIONS

It is assumed that learners:

- have functional knowledge of an Indigenous Language and English
- have an interest in learning a Foreign Language
- are able to learn and adopt the use of the Foreign Language in day to day life
- have functional ICT skills

1.5 CROSS-CUTTING THEMES

In the teaching and learning of a Foreign Language, the following cross cutting themes should be taken into consideration through reading and listening passages.

- Gender

- Disaster Risk Management
- Enterprise
- Health issues such as HIV and AIDS and other chronic diseases
- Heritage Studies
- Children's rights and responsibilities
- Environmental Issues
- Financial literacy
- Digital literacy
- Collaboration
- Cross cultural issues
- Conflict management

PRESENTATION OF SYLLABUS

The Forms 1 – 4 Foreign Languages syllabus is presented as a single document that emphasises the teaching of the four macro skills as well as numeracy skills.

3.0 Aims

The syllabus should enable learners to:

- 3.1 acquire the four macro skills in the Foreign Language while using visual, manual and tactile skills for learners with diverse needs
- 3.2 develop an awareness of the importance of the target language in the context of Zimbabwe's economic, scientific and cultural links with SADC, AU and the International community.
- 3.3 develop an appreciation of other people's languages, cultures, religions, socio-economic and political environments.
- 3.4 develop in learners an appreciation of aesthetic qualities of Foreign Languages.
- 3.5 develop transferable skills (Soft Skills) such as analysis, problem solving and drawing of inferences.

3.6 appreciate the target language as a means of communication in the global village.

3.7 relate Unhu/Ubuntu/Vumunhu to cultural values of other countries.

4.0 SYLLABUS OBJECTIVES

The learner should be able to:

- 4.1 reproduce sounds in the target language well enough for a native speaker to understand.
- 4.2 communicate needs, emotions and feelings in formal and informal conversations.
- 4.3 draw comparisons between their own and other cultures, religions, socio-economic and political environments.
- 4.4 appreciate the aesthetic qualities of Foreign Languages.
- 4.5 develop the love, respect and appreciation of Foreign Languages.
- 4.6 read a variety of texts for knowledge and recreation.
- 4.7 utilise the language in the business and entrepreneurial realm.
- 4.8 appreciate issues of social, religious and scientific significance using the foreign languages.
- 4.9 solve problems in real life situations using transferrable skills such as analysis, critical thinking and drawing inferences.
- 4.10 demonstrate Unhu/Ubuntu/Vumunhu through the use of appropriate language and gestures (registers) in different situations.
- 4.11 embrace diversities of foreign cultures' norms and values
- 4.12 earn a living through foreign languages.

5.0 METHODOLOGY AND TIME ALLOCATION

5.1 Methodology

The syllabus recommends use of functional and communicative approaches where learners are engaged in problem solving, collaborative and critical thinking activities. Through this approach,

language forms and structures are to be taught within relevant, cultural, social and economic contexts.

The following teaching methods/strategies are recommended:

- Discussion
- Individual and group presentation
- Drama
- Role play/ Imitation and Simulation
- Poetry, song and dance
- Cultural immersion
- Educational tours
- ICT
- Research/Case studies
- Puppetry
- Videos and films
- Games and quizzes
- Diorama

Time allocation

For effective teaching of Foreign Languages at this level, a time allocation of 5 periods of 35minutes per week is recommended.

6.0 Topics

The learning and teaching of the Foreign Languages will focus on the following macro skills and their sub skills:

- Listening/Observing
- Speaking/Signing
- Reading
- Writing/Brailling
- Supporting language structures

7.0 SCOPE AND SEQUENCE

7.1 TOPIC 1: LISTENING/ OBSERVING

SUB TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Listening comprehension	<ul style="list-style-type: none"> • Short stories • Note taking • Questions 	<ul style="list-style-type: none"> • Short stories • Note taking • Questions 	<ul style="list-style-type: none"> • Narration • Note taking • Summary 	<ul style="list-style-type: none"> • Narration • Note taking • Summary
Oral instructions	<ul style="list-style-type: none"> • Directions • Announcements • Commands • Messages • Instructions 	<ul style="list-style-type: none"> • Directions • Announcements • Commands • Messages • Instructions 	<ul style="list-style-type: none"> • Directions • Announcements • Messages • Commands 	<ul style="list-style-type: none"> • Directions • Announcements • Messages • Commands
Conversations	<ul style="list-style-type: none"> • Dialogues 	<ul style="list-style-type: none"> • Dialogues 	<ul style="list-style-type: none"> • Dialogues • Interviews 	<ul style="list-style-type: none"> • Dialogues • Interviews
Objective listening	<ul style="list-style-type: none"> • Dictation • Tones and intonation • Pronunciation 	<ul style="list-style-type: none"> • Dictation • Tones and intonation • Pronunciation 	<ul style="list-style-type: none"> • Dictation • Selective listening • Tones and intonation 	<ul style="list-style-type: none"> • Dictation • Selective listening • Tones and intonation

TOPIC 2: SPEAKING/ SIGNING

SUB TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Pronunciation	<ul style="list-style-type: none"> • Alphabet • Phonetic sounds • Tones • Accents 	<ul style="list-style-type: none"> • Speeches: <ul style="list-style-type: none"> - tone - intonation - accents • Phonetic sounds 	<ul style="list-style-type: none"> • Tone mood and intonation • Phonetic sounds • Stress patterns: <ul style="list-style-type: none"> - pauses - body language 	<ul style="list-style-type: none"> • Tone and mood • Phonetic sounds • Emphasis using intonation • Stress patterns: <ul style="list-style-type: none"> - pauses - body language
Registers	<ul style="list-style-type: none"> • Greetings • Introductions • Requests • Apologies and compliments • Instructions • Expressing likes and dislikes • Yes/No questions 	<ul style="list-style-type: none"> • Greetings • Introductions • Instructions, requests and demands • Attitudes and feelings • Imperatives to give to advice 	<ul style="list-style-type: none"> • Formal and informal situations • Introductions • Opinions, compliments and condolences • Interviews 	<ul style="list-style-type: none"> • Suggestions and advice • Introductions • Different situations • Communicative strategies
Descriptions	<ul style="list-style-type: none"> • Oneself • The environment • Objects 	<ul style="list-style-type: none"> • People, scenes and processes • Objects 	<ul style="list-style-type: none"> • Processes and events • Objects 	<ul style="list-style-type: none"> • Processes and events • Objects
Debates	<ul style="list-style-type: none"> • Likes and dislikes 	<ul style="list-style-type: none"> • Contemporary issues • Hobbies 	<ul style="list-style-type: none"> • Cross cutting themes 	<ul style="list-style-type: none"> • Cross cutting themes

SUB TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Speeches	<ul style="list-style-type: none"> • Important dates and events in Zimbabwe • Impromptu speeches: oneself, family, school 	<ul style="list-style-type: none"> • Jingles and rhymes • Impromptu speeches: oneself, family, school • Cultural events and activities • Important dates and events in Zimbabwe 	<ul style="list-style-type: none"> • Poems • Impromptu speeches • Local environment 	<ul style="list-style-type: none"> • Poems • Impromptu speeches • National and international environment
Songs and poems	<ul style="list-style-type: none"> • Songs • Poems • Jingles • Rhymes 	<ul style="list-style-type: none"> • Songs • Jingles • Poems • Rhymes 	<ul style="list-style-type: none"> • Songs • Jingles • Poems • Rhymes 	<ul style="list-style-type: none"> • Songs • Poems • Jingles • Rhymes

TOPIC 3: READING

SUB TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Intensive reading	<ul style="list-style-type: none"> • Phonic words • Word meanings • Skimming and scanning • Note making • Recall questions • Texts • Punctuation marks • Number and picture reading for comprehension • Translation • Instructions, directions and warnings. 	<ul style="list-style-type: none"> • Phonic words • Word meanings • Skimming and scanning • Note making • Recall questions • Texts • Punctuation marks • Number and picture reading for comprehension • Translation • Instructions, directions and warnings. 	<ul style="list-style-type: none"> • Reinforcement of phonic words • Contextual word meanings. • Skimming and scanning • Note making • Recall questions • Comprehension and summary of texts • Punctuation marks • Reading for comprehension • Translation • Instructions, directions and warnings 	<ul style="list-style-type: none"> • Consolidation of phonic words • Contextual word meanings • Skimming and scanning • Note making • Recall questions • Reading and summarising a range of suitable texts for comprehension • Punctuation marks • Reading for comprehension • Translation • Instructions, directions and warnings.
Extensive reading	<ul style="list-style-type: none"> • Reading for enrichment and silent reading skills 	<ul style="list-style-type: none"> • Reading for enrichment and silent reading skills 	<ul style="list-style-type: none"> • Reading for enrichment and silent reading skills 	<ul style="list-style-type: none"> • Reading for enrichment and silent reading skills

TOPIC 4: WRITING/ BRAILLING

SUB TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Spelling and word formation	<ul style="list-style-type: none"> • Transcription • Joining letters/characters to form words • Spelling rules/stroke orders • Sounds/radicals • ICT writing skills 	<ul style="list-style-type: none"> • Transcription • Joining letters, characters to form words • Spelling rules/stroke orders • Sounds/radicals • ICT writing skills 	<ul style="list-style-type: none"> • Transcription • Joining letters to form words, phrases and sentences • Spelling rules/stroke orders • Sounds/radicals • ICT writing skills 	<ul style="list-style-type: none"> • Transcription • Joining letters to form words, phrases and sentences • Spelling rules/stroke orders • Sounds/radicals • ICT writing skills
Sentence construction	<ul style="list-style-type: none"> • Transcription • Construction of simple sentences • Conjunctions, punctuation and articles • Questioning techniques • Exclamations 	<ul style="list-style-type: none"> • Transcription • Construction of simple sentences • Conjunctions, punctuation and articles • Questioning techniques • Exclamations 	<ul style="list-style-type: none"> • Consolidation of word formation • Compound and complex sentences • Conjunctions, punctuation and articles • Questioning techniques • Exclamations • Translation 	<ul style="list-style-type: none"> • Consolidation of word formation • Compound and complex sentences • Conjunctions, punctuation and articles • Questioning techniques • Exclamations
Free writing	<ul style="list-style-type: none"> • Creative writing • Descriptive • Narrative 	<ul style="list-style-type: none"> • Creative writing • Descriptive • Narrative 	<ul style="list-style-type: none"> • Creative writing • Descriptive • Narrative 	<ul style="list-style-type: none"> • Creative writing • Descriptive • Narrative

Translation	<ul style="list-style-type: none"> • translation 	<ul style="list-style-type: none"> • translation 	<ul style="list-style-type: none"> • translation 	<ul style="list-style-type: none"> • translation
Guided composition	<ul style="list-style-type: none"> • Picture composition • Letters • Messages • E-mails • Dialogues • Report • Memo 	<ul style="list-style-type: none"> • Picture composition • Letters • Messages • E-mails • Dialogues • Report • Memo 	<ul style="list-style-type: none"> • Picture composition • Letters • Messages • E-mails • Dialogues • Report • Memo 	<ul style="list-style-type: none"> • Picture composition • Letters • Messages • E-mails • Dialogues • Report • Memo
Numeracy	<ul style="list-style-type: none"> • Numbers • Days of the week 	<ul style="list-style-type: none"> • Numbers 	<ul style="list-style-type: none"> • Time • Dates • Numbers and quantity 	<ul style="list-style-type: none"> • Time • Dates
Free writing	<ul style="list-style-type: none"> • Creative writing • Descriptive • Narrative 	<ul style="list-style-type: none"> • Creative writing • Descriptive • narrative 	<ul style="list-style-type: none"> • Creative writing • Descriptive • narrative 	<ul style="list-style-type: none"> • Creative writing • Descriptive • narrative

TOPIC 5: SUPPORTING LANGUAGE STRUCTURES

The following supporting language structures should be taught from Form 1 - 4. Teachers are to select what is appropriate to the level of their learners and bear in mind that the structures should be taught in context and spread across all the language skills.

SUB TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Nouns	<ul style="list-style-type: none"> • Gender and types of nouns • Singular and plural forms • Opposites • Prefixes 	<ul style="list-style-type: none"> • Gender and types of nouns • Singular and plural forms • Opposites • Prefixes 	<ul style="list-style-type: none"> • Gender and types of nouns • Singular and plural forms • Opposites • Prefixes, infixes and suffixes 	<ul style="list-style-type: none"> • Gender and types of nouns • Singular and plural forms • Opposites • Prefixes, infixes and suffixes
Verbs	<ul style="list-style-type: none"> • Present tense • Subject verb agreement • Near future tense • Recent past • Conditional tense 	<ul style="list-style-type: none"> • Present tense • Near future • Past tenses • Subject verb agreement • Auxiliaries and modals • Recent past • Conditional tense 	<ul style="list-style-type: none"> • Present tense • Perfect tenses and imperfect tenses • Simple future tense • Past historic • Phrasal verbs • Active and passive forms • Pluperfect tense • Conditional tense 	<ul style="list-style-type: none"> • Present tense • Perfect tenses and imperfect tenses • Simple future tense • Past historic • Phrasal verbs • Active and passive forms • Pluperfect tense • Conditional tense
Pronouns	<ul style="list-style-type: none"> • Personal • Relative • Possessive • Reflexive • Demonstrative and quantitative 	<ul style="list-style-type: none"> • Personal • Relative • Possessive • Reflexive • Demonstrative and quantitative 	<ul style="list-style-type: none"> • Personal • Relative • Possessive • Reflexive • Demonstrative and quantitative 	<ul style="list-style-type: none"> • Personal • Relative • Possessive • Reflexive • Demonstrative and quantitative
Adjectives	<ul style="list-style-type: none"> • Formation • Comparatives • Superlatives • Opposites • Prefixes and suffixes 	<ul style="list-style-type: none"> • Formation • Comparatives • Superlatives • Opposites • Prefixes and suffixes 	<ul style="list-style-type: none"> • Formation • Comparatives • Superlatives • Opposites • Prefixes and suffixes 	<ul style="list-style-type: none"> • Formation • Comparatives • Superlatives • Opposites • Prefixes and suffixes

SUB TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Adverbs	<ul style="list-style-type: none"> • Order and position • Formation • Types of adverbs and use 	<ul style="list-style-type: none"> • Order and position • Formation • Types of adverbs and use 	<ul style="list-style-type: none"> • Order and position • Formation • Types of adverbs and use 	<ul style="list-style-type: none"> • Order and position • Formation • Types of adverbs and use
Spelling and word formation (for Chinese)	<ul style="list-style-type: none"> • Consonant-vowel combinations • Spelling rules and stroke orders 	<ul style="list-style-type: none"> • Combination of complex vowels and consonants • Spelling rules and stroke orders 	<ul style="list-style-type: none"> • Combination of complex vowels and consonants • Formation of words/characters using radicals 	<ul style="list-style-type: none"> • Combination of complex vowels and consonants • Formation of words /characters using radicals
Sentence construction	<ul style="list-style-type: none"> • Simple and compound • Conjunctions • Punctuation • Articles/particles • Prepositions • Questions and question tags • Exclamations • Commands • Phrases 	<ul style="list-style-type: none"> • Simple and compound • Conjunctions • Punctuation • Articles/particles • Prepositions • Questions and question tags • Exclamations • Commands • Phrases 	<ul style="list-style-type: none"> • Simple, compound and complex • Conjunctions • Punctuation and meaning • Articles /particles • Prepositions • Questions and question tags • Exclamations • Commands • Phrases 	<ul style="list-style-type: none"> • Simple, compound and complex • Conjunctions • Punctuation and meaning • Articles /particles • Prepositions • Questions and question tags • Exclamations • Commands • Phrases
Direct and indirect speech	<ul style="list-style-type: none"> • Punctuation • Switching 	<ul style="list-style-type: none"> • Punctuation • Switching 	<ul style="list-style-type: none"> • Punctuation • Switching 	<ul style="list-style-type: none"> • Punctuation • Switching
Measure words (for Chinese)	<ul style="list-style-type: none"> • Measure words for nouns 	<ul style="list-style-type: none"> • Measure words for nouns 	<ul style="list-style-type: none"> • Measure words for nouns and verbs 	<ul style="list-style-type: none"> • Measure words for nouns and verbs

8.0 COMPETENCY MATRIX FORM 1

8.1 SKILL 1: LISTENING/OBSERVING

		KNOWLEDGE	
Listening comprehension	<ul style="list-style-type: none"> • recall the story/narrate the story • retell the story • take notes • Answer questions 	<ul style="list-style-type: none"> • Simple recall • Comprehension • Attentive listening • Note taking 	<ul style="list-style-type: none"> • Listening to oral texts • Listening to audio/tapes/CDs • Responding to questions • Narrating stories heard • Writing notes from the text <ul style="list-style-type: none"> • Resource persons • Print media • ICT tools • Talking books
Oral instructions	<ul style="list-style-type: none"> • give directions • ask for directions • follow directions • respond to commands/orders • relay messages accurately • follow instructions 	<ul style="list-style-type: none"> • Directions • Commands • Messages • Announcements • Instructions 	<ul style="list-style-type: none"> • Dramatising given situations • Role playing given situations • Conveying accurate messages • Responding to instructions • Singing <ul style="list-style-type: none"> • ICT tools • Print media • Talking books
Conversations	<ul style="list-style-type: none"> • engage in meaningful dialogue • use appropriate registers and speech etiquette 	<ul style="list-style-type: none"> • Dialogue • Registers • Speech etiquette 	<ul style="list-style-type: none"> • Role playing given situations • Simulating given situations • Using appropriate registers • Demonstrating the learner's speech etiquette <ul style="list-style-type: none"> • ICT tools • Talking books • Print media
Objective listening	<ul style="list-style-type: none"> • take dictation • deduce meaning from the tones and intonation of the speaker • reproduce tones and intonation of the speaker 	<ul style="list-style-type: none"> • Dictation • Tones and intonation • Pronunciation 	<ul style="list-style-type: none"> • Writing/transcribing dictated tests/sounds • Deducing meaning from the speaker's intonation • Simulating correct tone and pronunciation <ul style="list-style-type: none"> • ICT tools • Resource person • Print media • Talking books

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES	SUGGESTED NOTES AND RESOURCES
	accurately • repeat the sounds accurately		• Imitating correct tone and pronunciation	

8.2 SKILL 2: SPEAKING/SIGNING

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES	NOTES AND	SUGGESTED RESOURCES
Pronunciation	<ul style="list-style-type: none"> • identify phonic sounds • read words and phrases • spell words • pronounce words and phrases correctly • identify tones and accents • use tones and accents 	<ul style="list-style-type: none"> • Phonic sounds: <ul style="list-style-type: none"> - Vowels - Consonants - Tones and accents - Syllables • Words and phrases 	<ul style="list-style-type: none"> • Reading words and phrases • Spelling words • Identifying phonetic sounds • Practising pronunciation • Identifying tones and accents • Using tones and accents • Singing • Simulating words and sounds 		<ul style="list-style-type: none"> • ICT tools • International Phonetic Alphabet • Word cards • Pictures • Print media • Talking books • Puppets
Registers	<ul style="list-style-type: none"> • greet formally and informally • introduce oneself and others • express sentiments • ask Yes/No questions • answer Yes/No questions • give instructions • make requests 	<ul style="list-style-type: none"> • Greetings • Apologies • Compliments • Likes and dislikes • Yes/No questions • Instructions • Requests 	<ul style="list-style-type: none"> • Exchanging greetings • Introducing formally and informally • Expressing sentiments and opinions • Expressing likes and dislikes • Asking and answering Yes/No questions • Playing games involving asking and answering Yes/No questions • Giving instructions • Responding to requests 		<ul style="list-style-type: none"> • ICT tools • Pictures • Print media • Talking books • Games
Descriptions	<ul style="list-style-type: none"> • describe oneself • describe the 	<ul style="list-style-type: none"> • Self • Environment 	<ul style="list-style-type: none"> • Giving details of oneself • Giving descriptive details about 		<ul style="list-style-type: none"> • Objects within the environment

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> • environment • name objects • describe objects 	<ul style="list-style-type: none"> • Objects 	<ul style="list-style-type: none"> • the environment • Describing objects • Comparing objects 	<ul style="list-style-type: none"> • ICT tools • Print Media • Talking books
Debates	<ul style="list-style-type: none"> • express likes and dislikes • identify things they like or dislike • play games on likes or dislikes 	<ul style="list-style-type: none"> • Likes and dislikes 	<ul style="list-style-type: none"> • Conducting debates on likes and dislikes • Singing songs expressing likes and dislikes • Viewing pictures or concrete objects of what they like or dislike 	<ul style="list-style-type: none"> • ICT tools • Print media • Pictures • Concrete objects • Songs
Speeches	<ul style="list-style-type: none"> • deliver prepared and impromptu speeches • identify important dates and events 	<ul style="list-style-type: none"> • Prepared and impromptu Speeches • Important dates and events 	<ul style="list-style-type: none"> • Presenting prepared and impromptu speeches • Discussing important dates and events • Comparing important dates and events 	<ul style="list-style-type: none"> • ICT tools • Print media • Prepared speeches
Songs and poems	<ul style="list-style-type: none"> • perform songs and poems to learn new words and phrases • conduct a research project 	<ul style="list-style-type: none"> • Songs • Poems • Drama • Dance • Research project 	<ul style="list-style-type: none"> • Singing songs • Reciting poems • Carrying out research project on songs, poems, folktales, dance and drama • Dramatising situations 	<ul style="list-style-type: none"> • ICT tools • Print media • Jingles • Anthologies • Resources persons • Talking books • Props and costumes
Numeracy	<ul style="list-style-type: none"> • count • tell time 	<ul style="list-style-type: none"> • Numbers • Time 	<ul style="list-style-type: none"> • Singing about numbers, days of the week and months of the 	<ul style="list-style-type: none"> • Print media • Talking books

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> use days of the week and months of the year 	<ul style="list-style-type: none"> Dates Days of the week Months of the years 	year <ul style="list-style-type: none"> Role playing situations with numbers, time and dates Filling in personal details 	<ul style="list-style-type: none"> Models ICT tools Slate stylus Clocks Counters Abacus

8.3 SKILLS 3: READING

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Intensive reading	<ul style="list-style-type: none"> • identify sounds • articulate sounds • read given texts • translate words and sentences • observe punctuation marks when reading • read and follow instructions, directions and warnings 	<ul style="list-style-type: none"> • words and phrases • Note making • Evaluation: <ul style="list-style-type: none"> - characters - scenes - tone and mood • Punctuation marks • Imperative 	<ul style="list-style-type: none"> • Identifying and articulating sounds • Retelling texts read • Translating words and sentences • Punctuating sentences • Reading and following instructions, directions and warnings 	<ul style="list-style-type: none"> • ICT tools • Print media • Games • Flashcards • Talking books • Braille
Extensive reading	<ul style="list-style-type: none"> • read for enrichment • read silently 	<ul style="list-style-type: none"> • A variety of texts 	<ul style="list-style-type: none"> • Reading a variety of texts 	<ul style="list-style-type: none"> • ICT tools • Print media

8.4 SKILL 4: WRITING/ BRAILLING

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Spelling and word formation	<ul style="list-style-type: none"> • transcribe phonic sounds • construct words/or characters • spell words / write characters correctly • type words / characters in the target language 	<ul style="list-style-type: none"> • Phonic sounds • Words • Word building (morphology) • Orthography: <ul style="list-style-type: none"> - Writing spellings and characters • Introduction to the keyboard 	<ul style="list-style-type: none"> • Transcribing words and phrases • Playing word formation games • Practising letter writing • Tracing characters (from practice templates) • Copying words/ characters • Playing spelling /character writing games • Practising typing in the target language 	<ul style="list-style-type: none"> • Flashcards • Puzzles • Tracing templates • ICT Tools • Games
Sentence construction	<ul style="list-style-type: none"> • construct simple sentences 	<ul style="list-style-type: none"> • Simple sentences 	<ul style="list-style-type: none"> • Constructing simple sentences 	<ul style="list-style-type: none"> • ICT tools • Print media

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Free writing	<ul style="list-style-type: none"> • formulate sentences using conjunctions, punctuation marks and articles • formulate questions • express emotions and feelings • demonstrate creative writing skills • describe situations • relate events 	<ul style="list-style-type: none"> • Conjunctions, punctuations and articles • Questions: <ul style="list-style-type: none"> - Inversed questions - interrogatives • Exclamations • Creative writing • Descriptive writing • Narratives 	<ul style="list-style-type: none"> • Identifying conjunctions, punctuation marks and articles in sentences • Formulating questions • Relating exclamations to emotions or feelings • Composing stories that depict day to day life • Describing objects, situations and events • Narrating situations and events 	<ul style="list-style-type: none"> • Pictures • Talking books • Print media • ICT tools • Talking books
Guided writing	<ul style="list-style-type: none"> • write paragraphs based on given 	<ul style="list-style-type: none"> • Types of guided writings 	<ul style="list-style-type: none"> • Writing different types of guided writing 	<ul style="list-style-type: none"> • ICT tools • Print media

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> • situations • compose messages/letters • apply appropriate registers in different situations 	<ul style="list-style-type: none"> • Letters • Speeches • E-mails • Dialogues • Picture compositions • Messages • Reports • Memos 	<ul style="list-style-type: none"> • Creating stories based on pictures • Retelling situations and events • Creating dialogues based on given instructions 	<ul style="list-style-type: none"> • Talking books • Slate and stylus
Numeracy	<ul style="list-style-type: none"> • write numbers • use numbers in various situations • construct sentences using numbers and dates 	<ul style="list-style-type: none"> • Numbers • Time • Dates • Days of the week • Months of the year • Age 	<ul style="list-style-type: none"> • Role playing situations • Filling in personal details • Asking and giving dates • Formulating dialogues 	<ul style="list-style-type: none"> • Print media • Talking books • Models • ICT tools • Slate stylus • Clocks • Counters • Abacus

8.5 SKILL 1: LISTENING/OBSERVING

FORM 2

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Listening comprehension	<ul style="list-style-type: none"> • narrate the story • retell the story • take notes • identify relevant information to answer questions 	<ul style="list-style-type: none"> • Narration • Comprehension • Attentive listening • Note taking • Questions 	<ul style="list-style-type: none"> • Listening to oral texts • Responding to questions • Selecting main points from stories heard • Writing notes from the text • Identifying relevant information to answer questions 	<ul style="list-style-type: none"> • Resource persons • Story books • ICT tools • Talking books
Oral instructions	<ul style="list-style-type: none"> • follow directions • respond to commands/orders • relay messages accurately • follow instructions 	<ul style="list-style-type: none"> • Directions • Commands • Messages • Announcements • Instructions 	<ul style="list-style-type: none"> • Role playing given situations • Conveying accurate messages • Responding to instructions • Singing rhymes 	<ul style="list-style-type: none"> • ICT tools • Print media • Talking books • Resource persons

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Conversations	<ul style="list-style-type: none"> • engage in meaningful dialogue • use appropriate registers and speech etiquette 	<ul style="list-style-type: none"> • Dialogue • Cross cutting issues • Registers • Speech etiquette 	<ul style="list-style-type: none"> • Debating on cross cutting issues • Role playing given situations • Simulating given situations • Using appropriate registers • Demonstrating speech etiquette 	<ul style="list-style-type: none"> • ICT tools • Talking books • Print media
Objective listening	<ul style="list-style-type: none"> • take dictation • deduce meaning from the intonation of the speaker • repeat the sounds accurately 	<ul style="list-style-type: none"> • Dictation • Intonation • Pronunciation 	<ul style="list-style-type: none"> • Writing/transcribing dictated texts/sounds • Deducing meaning from the speaker's intonation • Imitating correct tone and pronunciation 	<ul style="list-style-type: none"> • ICT tools • Resource persons • Story books • Print media • Talking books

8.6 SKILL 2: SPEAKING/SIGNING

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED AND ACTIVITIES	NOTES	SUGGESTED RESOURCES
Pronunciation	<ul style="list-style-type: none"> • identify phonic sounds • read words, phrases and sentences • spell words • articulate correct tones and accents 	<ul style="list-style-type: none"> • Phonic sounds: <ul style="list-style-type: none"> - vowels - consonants - tones and accents - syllables • Words and phrases 	<ul style="list-style-type: none"> • Consolidating phonic sounds • Reading words, phrases and sentences • Spelling words • Articulating correct tones and accents • Singing rhymes and jingles 		<ul style="list-style-type: none"> • ICT tools • International Phonetic Alphabet chart • Word cards • Pictures • Print media • Talking books • Resource persons
Registers	<ul style="list-style-type: none"> • greet formally and informally • introduce oneself and others • express sentiments • make requests • offer advice • give instructions • make demands 	<ul style="list-style-type: none"> • Greetings • Apologies • Compliments • Advice • Instructions • Requests • Attitudes and sentiments • Demands 	<ul style="list-style-type: none"> • Role playing greetings • Introducing formally and informally • Expressing sentiments and opinions • Playing games involving attitudes and sentiments • Giving instructions • Responding to requests • Responding to advice 		<ul style="list-style-type: none"> • ICT tools • Pictures • Print media • Talking books • Games • Resource persons

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED AND ACTIVITIES	SUGGESTED RESOURCES
Descriptions	<ul style="list-style-type: none"> • describe people • describe the environment • describe scenes and processes • describe objects and uses 	<ul style="list-style-type: none"> • People • Environment • Objects • Scenes • Processes 	<ul style="list-style-type: none"> • Giving details of different people • Giving descriptive details about the environment • Describing objects and uses • Dramatising scenes and processes 	<ul style="list-style-type: none"> • Objects • ICT tools • Print Media • Talking books • Props • Pictures • Resource persons
Debates	<ul style="list-style-type: none"> • describe hobbies • debate on contemporary issues 	<ul style="list-style-type: none"> • Hobbies • Contemporary issues 	<ul style="list-style-type: none"> • Discussing hobbies • Conducting debates on contemporary issues • Debating on pictures or concrete objects of what they like or dislike 	<ul style="list-style-type: none"> • ICT tools • Print media • Pictures • Concrete objects • Songs • Resource persons
Speeches	<ul style="list-style-type: none"> • deliver prepared and impromptu speeches • identify important cultural events and activities 	<ul style="list-style-type: none"> • Prepared and impromptu speeches • Cultural events and activities 	<ul style="list-style-type: none"> • Presenting prepared and impromptu speeches • Discussing important dates and events • Comparing cultural events • Showcasing cultural activities 	<ul style="list-style-type: none"> • ICT tools • Print media • Prepared speeches • Resource persons • Cultural regalia and artefacts

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED AND ACTIVITIES	SUGGESTED RESOURCES
Songs and poems	<ul style="list-style-type: none"> • perform songs and poems to learn new words and phrases • showcase drama and dance 	<ul style="list-style-type: none"> • Songs • Poems • Drama • Dance 	<ul style="list-style-type: none"> • Singing songs • Reciting poems • Showcasing songs, dance and poems • Dramatising situations 	<ul style="list-style-type: none"> • ICT tools • Print media • Jingles • Anthologies • Resources persons • Talking books • Props and costumes
Numeracy	<ul style="list-style-type: none"> • count • tell time • use days of the week and months of the year • express quantity • ask prices • give prices 	<ul style="list-style-type: none"> • Numbers • Time • Dates • Days of the week • Months of the year • Weight and mass • Prices 	<ul style="list-style-type: none"> • Singing and dancing about numbers, days of the week and months of the year • Role playing situations • Filling in personal details • Expressing quantity using weight and mass 	<ul style="list-style-type: none"> • Print media • Talking books • Models • ICT tools • Slate stylus • Clocks • Counters • Abacus • Drums and shakers

8.7 SKILL 3: READING

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Intensive reading	<ul style="list-style-type: none"> • identify sounds • articulate sounds • define words • skim and scan a text • draw inferences from written texts • retell texts read • translate texts into the given language • observe punctuation marks when reading • read and follow instructions, directions and warnings 	<ul style="list-style-type: none"> • Phonic words • Word meanings • Skimming and scanning • Contextual meaning • Note making • Punctuation marks • Translation • Recall questions • Comprehension • Imperatives 	<ul style="list-style-type: none"> • Identifying and articulating sounds • Defining words • Skimming and scanning a text • Drawing inferences from written texts • Retelling texts read • Translating sentences into the given language • Punctuating sentences • Reading and following instructions, directions and warnings 	<ul style="list-style-type: none"> • ICT tools • Print media • Games • Flashcards • Talking books • Braille books
Extensive reading	<ul style="list-style-type: none"> • read for enrichment • read silently 	<ul style="list-style-type: none"> • A variety of texts 	<ul style="list-style-type: none"> • Reading a variety of texts 	<ul style="list-style-type: none"> • ICT tools • Print media

8.8 SKILLS 4: WRITING/ BRAILLING

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Spelling and word formation	<ul style="list-style-type: none"> • transcribe phonic sounds • construct words/ characters • spell words / write characters correctly • type words / characters in the target language 	<ul style="list-style-type: none"> • Phonic sounds/Radicals • Words • Word building (morphology) • Orthography: <ul style="list-style-type: none"> - Writing spellings and characters • Keyboard skills 	<ul style="list-style-type: none"> • Transcribing audio messages • Playing word formation games • Practising letter writing • Tracing characters (from practice templates) • Copying words/ characters • Playing spelling /character writing games • Practising typing in the target language 	<ul style="list-style-type: none"> • Flashcards • Puzzles • Tracing templates • ICT Tools • Games • Slate and stylus

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Sentence construction	<ul style="list-style-type: none"> • construct sentences • formulate sentences using conjunctions, punctuation marks and articles • formulate questions • answer questions • express emotions and feelings in writing 	<ul style="list-style-type: none"> • Sentences • Conjunctions, punctuations and articles • Questions: <ul style="list-style-type: none"> - Inversed questions - Interrogatives • Exclamations 	<ul style="list-style-type: none"> • Constructing sentences • Identifying conjunctions, punctuation marks and articles in sentences • Formulating questions • Responding to questions • Relating exclamations to emotions or feelings 	<ul style="list-style-type: none"> • ICT tools • Print media • Pictures • Talking books • Slate and stylus
Free writing	<ul style="list-style-type: none"> • demonstrate creative writing skills • describe situations • relate events chronologically • use the present, 	<ul style="list-style-type: none"> • Creative writing • Descriptive writing • Narrative writing 	<ul style="list-style-type: none"> • Composing stories that depict learners cultural aspects • Describing objects, situations and events • Narrating situations 	<ul style="list-style-type: none"> • Print media • ICT tools • Talking book • Slate and stylus • Journals • Novels

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> • recent past and immediate future tenses 		<ul style="list-style-type: none"> • and events • Using relevant tenses 	<ul style="list-style-type: none"> • Resource persons
Guided writing	<ul style="list-style-type: none"> • write paragraphs based on given situations • compose messages • demonstrate understanding of the format for letters and memos • apply appropriate registers in different situations 	<ul style="list-style-type: none"> • Types of guided writings • Letters • Speeches • Reports • Dialogues • Memos • E-mails • Picture compositions 	<ul style="list-style-type: none"> • Writing different types of guided writings • Creating stories based on pictures • Reorganising words and phrases to formulate paragraphs • Retelling situations and events • Creating dialogues based on given instructions 	<ul style="list-style-type: none"> • ICT tools • Print media • Talking books • Slate and stylus
Numeracy	<ul style="list-style-type: none"> • use numbers in various situations and transactions • write numbers • relate events chronologically 	<ul style="list-style-type: none"> • Numbers • Time • Dates • Days of the months • Months of the year • Prices • Quantity • Phone numbers • Sizes • Weight and mass 	<ul style="list-style-type: none"> • Role situations with numbers • Filling in various forms and documents • Asking and giving prices • Formulating dialogues • Conducting telephone conversations 	<ul style="list-style-type: none"> • Print media • Talking books • Models • ICT tools • Slate stylus • Clocks • Scales • Counters • Abacus

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
		<ul style="list-style-type: none"> • Measurements • Distance 	<ul style="list-style-type: none"> • Conducting business transactions 	

FORM 3

8.9 SKILL 1: LISTENING/ OBERSVING

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Listening comprehension	<ul style="list-style-type: none"> retell the story take notes respond to questions summarise given text(s) 	<ul style="list-style-type: none"> Narration Note taking Questions Summary 	<ul style="list-style-type: none"> Presenting the story Note making Answering questions Listening to narration Summarising heard material/text 	<ul style="list-style-type: none"> Story books ICT tools Print media Talking books Resource persons
Oral instructions	<ul style="list-style-type: none"> give directions ask for directions convey messages accurately report on announcements 	<ul style="list-style-type: none"> Directions Announcements Messages Commands Reports 	<ul style="list-style-type: none"> Dramatising given directions Role playing given situations Relaying messages Giving feedbacks on announcements 	<ul style="list-style-type: none"> ICT tools Oral texts Talking books Resource persons
Conversations	<ul style="list-style-type: none"> take part in dialogues 	<ul style="list-style-type: none"> Dialogues 	<ul style="list-style-type: none"> Role playing given situations 	<ul style="list-style-type: none"> ICT tools

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> • on given themes 	<ul style="list-style-type: none"> • Interviews 	<ul style="list-style-type: none"> • Dramatising given situations 	<ul style="list-style-type: none"> • Print media • Talking books • Resource persons
Objective listening	<ul style="list-style-type: none"> • write/ transcribe dictations • reproduce accurate tones and intonation • recall information from selected texts • deduce meanings from texts heard 	<ul style="list-style-type: none"> • Dictation • Tones and intonation • Selected listening 	<ul style="list-style-type: none"> • Writing/transcribing words, phrases and sentences • Imitating tones and intonation • Simulating • Playing games 	<ul style="list-style-type: none"> • ICT tools • Print media • Talking books • Resource persons

8.10 SKILL 2: SPEAKING/SIGNING

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Pronunciation	<ul style="list-style-type: none"> identify correct tones intonation and accents use correct tones, intonation and accents express actions and emotions using body language 	<ul style="list-style-type: none"> Syllables Vowels Consonants Tones Gestures 	<ul style="list-style-type: none"> Identifying correct tones, intonation and accents Simulating tones, intonation and accents Practising pronunciation Expressing emotions and actions, through body language 	<ul style="list-style-type: none"> ICT tools Pictures Flash cards Talking books Puppets
Registers	<ul style="list-style-type: none"> introduce formal and informal situations. interact appropriately in different formal and informal situations. demonstrate emotions and actions appropriate to a given situation take part in an interview offer invitations 	<ul style="list-style-type: none"> Introductions Condolences Complaints Interviews Personality traits: <ul style="list-style-type: none"> manner character feelings reaction invitations 	<ul style="list-style-type: none"> Introducing formally and informally Role playing in formal and informal interactions Conducting formal and informal interviews Expressing sentiments and opinions Responding to invitations 	<ul style="list-style-type: none"> ICT tools Resource persons Print media Talking books Puppets
Descriptions	<ul style="list-style-type: none"> describe the environment 	<ul style="list-style-type: none"> Environment Objects 	<ul style="list-style-type: none"> Giving descriptive details about the 	<ul style="list-style-type: none"> Objects in the environment

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> • describe scenes and processes • describe objects and uses • use selected tenses for descriptions 	<ul style="list-style-type: none"> • Scenes • Processes • Tenses <ul style="list-style-type: none"> - perfect - imperfect - simple future - conditional 	environment <ul style="list-style-type: none"> • Describing objects and uses • Dramatising scenes and processes • Describing given situations using selected tenses 	<ul style="list-style-type: none"> • ICT tools • Print Media • Talking books • Props • Pictures
Debates	<ul style="list-style-type: none"> • express opinions • defend opinions • debate on cross cutting themes 	<ul style="list-style-type: none"> • Discourse markers • Climate change • Sexuality, HIV and AIDS • Disaster Risk Management • Human Rights and responsibilities • Environmental issues • Constitution of Zimbabwe 	<ul style="list-style-type: none"> • Identifying cross cutting themes • Discussing cross cutting themes • Arguing for or against given themes 	<ul style="list-style-type: none"> • ICT tools • Print media • Talking books • Resource Persons
Speeches	<ul style="list-style-type: none"> • deliver prepared speeches 	<ul style="list-style-type: none"> • Speeches • Guidelines for 	<ul style="list-style-type: none"> • Presenting prepared speeches 	<ul style="list-style-type: none"> • ICT tools • Print media

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> • deliver prepared and impromptu speeches 	<ul style="list-style-type: none"> • prepared speech • Research • Planning • Organizing • Presentation • Guidelines for impromptu speech: <ul style="list-style-type: none"> - quick thinking - critical thinking - creativity - presentation 	<ul style="list-style-type: none"> • Presenting Impromptu speeches • Presenting speeches logically • Expressing ideas on a topic in an impromptu speech 	<ul style="list-style-type: none"> • Prepared speeches • Impromptu speeches
Songs and poems	<ul style="list-style-type: none"> • perform songs and +poems to learn new words and phrases 	<ul style="list-style-type: none"> • Songs • Poems 	<ul style="list-style-type: none"> • Singing songs • Reciting poems 	<ul style="list-style-type: none"> • ICT tools • Print media • Jingles • Anthologies
Numeracy	<ul style="list-style-type: none"> • Count • tell time • use days of the week and months of the year • express quantity • ask prices • give prices 	<ul style="list-style-type: none"> • Numbers • Time • Dates • Days of the week • Months of the year • Weight and mass • Prices 	<ul style="list-style-type: none"> • Singing and dancing about numbers, days of the week and months of the year • Role playing situations 	<ul style="list-style-type: none"> • Print media • Talking books • Models • ICTs • Slate and stylus • Clocks • Counters • Abacus

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
			<ul style="list-style-type: none"> Filling in personal details Expressing quantity using weight and mass 	

8.11 SKILL 3: READING/ SIGNING

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Intensive reading	<ul style="list-style-type: none"> identify sounds articulate define words skim and scan a text draw inferences from written texts retell texts read translate texts from/into the target language observe punctuation marks when reading read and follow 	<ul style="list-style-type: none"> Punctuation marks Skimming and scanning Contextual meaning Note making Evaluation Characters Scene Tone and mood Imperative Relevant 	<ul style="list-style-type: none"> Identifying and articulating sounds Defining words Skimming and scanning a text Drawing inferences from written texts Retelling texts read Translating texts into the given language Punctuating sentences Reading and following instructions, directions and warnings 	<ul style="list-style-type: none"> ICT tools Print media Games Flashcards Talking books Braille 	

	<ul style="list-style-type: none"> instructions, directions and warnings read comprehension texts summarise texts identify relevant information in given texts 	<ul style="list-style-type: none"> information Folktales 	<ul style="list-style-type: none"> Reading comprehension texts. Presenting summaries of texts read Answering relevant comprehension passages Reading passages for relevant information 	<ul style="list-style-type: none"> ICT Print media Talking books
Extensive reading	<ul style="list-style-type: none"> read for enrichment read silently 	<ul style="list-style-type: none"> Literature Folktales 	<ul style="list-style-type: none"> Reading of text and books Reading folktales 	

8.12 SKILL 4: WRITING/ BRAILLING

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Spelling and word formation	<ul style="list-style-type: none"> construct meaningful phrases and sentences. transcribe words, phrases and sentences write given words correctly type in the target language 	<ul style="list-style-type: none"> Word and phrase formation Sentence construction Orthography ICT writing 	<ul style="list-style-type: none"> Playing word building games Reciting poems Singing and dancing Describing pictures Playing spelling games Writing spelling exercises Typing 	<ul style="list-style-type: none"> ICT tools Game boards Anthologies Pictures Flash cards Talking books Slate and stylus
Sentence construction	<ul style="list-style-type: none"> construct compound and complex sentences 	<ul style="list-style-type: none"> Compound and complex sentences 	<ul style="list-style-type: none"> Identifying compound and complex sentences from given texts 	<ul style="list-style-type: none"> ICT tools Story books Talking books

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED AND ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> • use compound and complex sentences in creative writing • identify conjunctions • use conjunctions to join sentences • identify punctuation marks and articles • use punctuation marks and articles in given situations • formulate questions • use interrogatives • Respond to questions in full sentences • Express emotions, feelings 	<ul style="list-style-type: none"> • Conjunctions • Punctuation marks • Articles • Interrogatives • Pronouns • Inversion • Intonation • Exclamations 	<ul style="list-style-type: none"> • Constructing compound and complex sentences • Using compound and complex sentences in creative and guided writing • Identifying conjunctions • Joining phrases/sentences using conjunctions • Identifying and use articles correctly • Punctuating given texts correctly • Dialoguing • Writing exercises • Expressing exclamations of disgust, surprise, fear, joy • Dialoguing 	<ul style="list-style-type: none"> • Slate and stylus
Translation	<ul style="list-style-type: none"> • translate given texts from source language 	<ul style="list-style-type: none"> • Translation of texts 	<ul style="list-style-type: none"> • Translating sentences and texts from source 	<ul style="list-style-type: none"> • Print media • ICT tools

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> • into target language and vice versa 		language into target language	<ul style="list-style-type: none"> • Slate and stylus
Free writing	<ul style="list-style-type: none"> • show creative writing skills • describe situations • use forms of the future and past tenses in writing 	<ul style="list-style-type: none"> • Creative, narrative and descriptive writing 	<ul style="list-style-type: none"> • Using complex and compound sentences correctly • Using appropriate tenses as per question's demands • Describing objects events and situations 	<ul style="list-style-type: none"> • ICT tools • Magazines • Novels • Newspapers • Journals
Guided writing	<ul style="list-style-type: none"> • write paragraphs based on given situations • compose messages • demonstrate understanding of the format for different types of guided writing (reports letters picture compositions. • apply appropriate registers in given situations 	<ul style="list-style-type: none"> • Types of guided writing <ul style="list-style-type: none"> - Letters - Messages - Emails - Reports - Dialogues - Memos - Picture composition 	<ul style="list-style-type: none"> • Writing different types of guided writing • Creating stories based on pictures • Writing composition with clear introduction body and conclusion • Creating dialogues based on given instructions 	<ul style="list-style-type: none"> • Print media • ICT tools • Picture books • Talking books • Reports • Memos • Letters

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Numeracy	<ul style="list-style-type: none"> • use numbers in various situations and transactions • write numbers • relate events chronologically 	<ul style="list-style-type: none"> • Numbers • Use of numbers <ul style="list-style-type: none"> - Time - Dates - Days of the week - Months of the year - Prices - Quantity - Phone numbers - Sizes - Weight and mass - Measurements - Distance 	<ul style="list-style-type: none"> • Role playing situation • Filling in various forms and documents • Asking and giving prices • Formulating dialogues • Conducting telephone conversations • Conducting business transactions 	<ul style="list-style-type: none"> • Print media • Talking books • Models • ICT tools • Slate stylus • Clocks • Scales

8.13 SKILL 1: LISTENING/OBSERVING**FORM 4**

Listening comprehension	<ul style="list-style-type: none"> • retell the story • take notes • respond to questions • summarise given text(s) 	<ul style="list-style-type: none"> • Narration • Note taking • Summary 	<ul style="list-style-type: none"> • Presenting • Note making • Answering questions • Listening to narration from electronic media • Summarising heard material 	<ul style="list-style-type: none"> • Story books • ICT tools • Print media • Talking books • Resource persons
Oral instructions	<ul style="list-style-type: none"> • give directions • ask for directions • convey messages accurately • report on announcements 	<ul style="list-style-type: none"> • Directions announcements messages commands reports 	<ul style="list-style-type: none"> • Taking appropriate actions as directed • Role playing • Dramatizing • Relaying messages • Giving feedbacks on announcements from electronic media 	<ul style="list-style-type: none"> • ICT tools • Oral texts • Resource persons • Talking books
Conversations	<ul style="list-style-type: none"> • take part in dialogues 	<ul style="list-style-type: none"> • Dialogues 	<ul style="list-style-type: none"> • Role playing given situations 	<ul style="list-style-type: none"> • ICT tools

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
	on given themes	<ul style="list-style-type: none"> • Interviews 	<ul style="list-style-type: none"> • Dramatising • Listening to conversations from print and electronic media • Conducting cultural exchange activities 	<ul style="list-style-type: none"> • Print media • Resource persons
Objective listening	<ul style="list-style-type: none"> • write/transcribe the dictation • reproduce accurate tones and intonation • recall information from selected texts • deduce meanings from texts heard 	<ul style="list-style-type: none"> • Dictation • Tones and intonation • Selected listening 	<ul style="list-style-type: none"> • Writing/transcribing words, phrases and sentences • Simulating conversations/news from electronic media • Imitating tones and intonation from electronic media • Playing games 	<ul style="list-style-type: none"> • ICT tools • Talking books • Print media • Resource persons • Games

8.14 SKILL 2 : SPEAKING/SIGNING

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Pronunciation	<ul style="list-style-type: none"> • use correct tones, intonation and accents • express actions and emotions using body language • pronounce words accurately • express emotions using tone 	<ul style="list-style-type: none"> • Tones • Syllables • Vowels • Consonants • Gestures • Tone and mood 	<ul style="list-style-type: none"> • Simulating tones, intonation and accents • Practising pronunciation • Expressing emotions and actions through body language • Articulating words correctly • Showing emotions through tone 	<ul style="list-style-type: none"> • ICT tools • Pictures • Flash cards • Resource persons
Registers	<ul style="list-style-type: none"> • introduce formal and informal situations. • interact appropriately in different formal and informal situations. • demonstrate emotions and actions appropriate to a given situation • take part in an interview • give advice with justification • Identify personality traits appropriate for different 	<ul style="list-style-type: none"> • Introductions • Condolences • Complaints • Interviews • Personality traits: <ul style="list-style-type: none"> - manner - character - feelings - reaction - mood - tone - attitude 	<ul style="list-style-type: none"> • Introducing formally and informally • Role playing in formal and informal interactions • Conducting formal and informal interviews • Expressing sentiments and opinions • Conducting cultural exchange 	<ul style="list-style-type: none"> • ICT tools • Resource persons • Print media • Talking books

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
	situations			
Descriptions	<ul style="list-style-type: none"> • describe the environment • describe scenes and processes • describe objects and uses • use selected tenses for descriptions 	<ul style="list-style-type: none"> • Environment • Objects • Scenes • Processes • Tenses <ul style="list-style-type: none"> - perfect - imperfect - simple future - Conditional 	<ul style="list-style-type: none"> • Giving descriptive details about the environment • Describing objects and uses • Dramatising scenes and processes • Describing given situations using selected tenses 	<ul style="list-style-type: none"> • Objects in the environment • ICT tools • Print Media • Talking books • Props • Pictures
Debates	<ul style="list-style-type: none"> • express opinions • defend opinions • debate on cross cutting themes 	<ul style="list-style-type: none"> • Discourse markers • Climate change • Sexuality, HIV and AIDS • Disaster Risk Management • Human Rights and responsibilities • Environmental issues • Constitution of Zimbabwe 	<ul style="list-style-type: none"> • Identifying cross cutting themes • Discussing cross cutting themes • Arguing for or against given themes 	<ul style="list-style-type: none"> • ICT tools • Print media • Talking books • Resource Persons

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Speeches	<ul style="list-style-type: none"> • deliver prepared speeches • deliver prepared and impromptu speeches • conduct a research project 	<ul style="list-style-type: none"> • Speeches • Guidelines for prepared speech • Research projects • Planning • Organizing • Presentation • Guidelines for impromptu speech: <ul style="list-style-type: none"> - quick thinking - critical thinking - creativity - presentation 	<ul style="list-style-type: none"> • Presenting prepared speeches • Presenting completed projects • Presenting Impromptu speeches • Presenting speeches logically • Expressing ideas on a topic in an impromptu speech • Interpreting speeches 	<ul style="list-style-type: none"> • ICT tools • Print media • Prepared speeches • Impromptu speeches
Songs and poems	<ul style="list-style-type: none"> • perform songs and poems to learn new words and phrases • showcase drama and dance 	<ul style="list-style-type: none"> • Songs • Poems • Drama • Dance 	<ul style="list-style-type: none"> • Singing songs • Reciting poems • Showcasing songs, dance and poems • Dramatising situations 	<ul style="list-style-type: none"> • ICT tools • Print media • Jingles • Anthologies • Resources persons • Talking books • Props and costumes

8.15 SKILL 3: READING

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Intensive reading	<ul style="list-style-type: none"> define words skim and scan a text extract relevant information from longer texts and draw conclusions draw inferences from written texts retell texts read translate texts into the given language observe punctuation marks when reading read and follow instructions, directions and warnings read comprehension texts summarise texts 	<ul style="list-style-type: none"> Skimming and scanning Contextual meaning Note making Evaluation Characters Scene Tone and mood Imperatives Relevant information 	<ul style="list-style-type: none"> Defining words Skimming and scanning a text for relevant information Drawing inferences from written texts Retelling texts read Translating texts into the given language Punctuating sentences Reading and following instructions, directions and warnings Reading comprehension texts. Presenting summaries of text read Answering comprehension questions 	<ul style="list-style-type: none"> ICT Print media Games Flashcards Talking books Braille
Extensive reading	<ul style="list-style-type: none"> read for enrichment identify story line describe characters in the 	<ul style="list-style-type: none"> Literature: <ul style="list-style-type: none"> - plot - characters 	<ul style="list-style-type: none"> Reading of text and books Reading folktales Discussing stories read 	<ul style="list-style-type: none"> ICT Print media Talking books

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
	story read	<ul style="list-style-type: none"> - summary Folktales 	<ul style="list-style-type: none"> Identifying characters Describing the storyline and characters 	

8.16 SKILL 4: WRITING/ BRAILLING

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
Spelling and word formation	<ul style="list-style-type: none"> construct meaningful phrases and sentences. write given words correctly type in the target language 	<ul style="list-style-type: none"> Sentence construction Orthography ICT writing 	<ul style="list-style-type: none"> Playing sentence construction games Reciting poems Singing and dancing Describing pictures Playing spelling games Writing spelling exercises Typing in the target language 	<ul style="list-style-type: none"> ICT tools Game boards Anthologies Pictures Flash cards Talking books Slate and stylus
Sentence construction	<ul style="list-style-type: none"> construct compound and complex sentences use compound and complex sentences in creative and guided writing identify conjunctions use conjunctions to join sentences 	<ul style="list-style-type: none"> Compound and complex sentences Conjunctions Punctuation marks Articles 	<ul style="list-style-type: none"> Identifying compound and complex sentences from given texts Constructing compound and complex sentences Using compound and 	<ul style="list-style-type: none"> ICT tools Story books Talking books Slate and stylus

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED NOTES AND ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> • identify punctuation marks and articles • use punctuation marks and articles in sentences • formulate questions • use interrogatives • respond to questions in full sentences • express emotions and feelings 	<ul style="list-style-type: none"> • Interrogatives • Pronouns • Inversion • Intonation • Exclamations 	<p>complex sentences in creative and guided writing</p> <ul style="list-style-type: none"> • Identifying conjunctions • Joining phrases/sentences using conjunctions • Using articles correctly • Punctuating given texts correctly • Conducting dialogues • Writing exercises • Expressing exclamations of disgust, surprise, fear and joy 	
Translation	<ul style="list-style-type: none"> • translate given texts from source language into target language and vice versa 	<ul style="list-style-type: none"> • Translation of texts • Translation projects: <ul style="list-style-type: none"> - documents - short stories - brochures 	<ul style="list-style-type: none"> • Translating documents, short stories, brochures sentences and texts from source language into target language 	<ul style="list-style-type: none"> • Print media • ICT tools • Slate and stylus • Brochures

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED AND ACTIVITIES	NOTES	SUGGESTED RESOURCES
Free writing	<ul style="list-style-type: none"> show creative writing skills describe situations use forms of the future and past tenses in writing demonstrate the ability to use vocabulary and grammar 	<ul style="list-style-type: none"> Creative, narrative and descriptive writing Vocabulary and grammar 	<ul style="list-style-type: none"> Using complex and compound sentences to compose paragraphs Using appropriate tenses as per question's demands Describing objects, events and situations 		<ul style="list-style-type: none"> ICT tools Print media Slate and stylus Novels Newspapers Journals Magazines
Guided writing	<ul style="list-style-type: none"> write paragraphs based on given situations compose messages demonstrate understanding of the format for different types of guided writing apply appropriate registers in given situations 	<ul style="list-style-type: none"> Types of guided writing <ul style="list-style-type: none"> letters messages emails reports dialogues memos picture composition speeches 	<ul style="list-style-type: none"> Writing different types of guided writing Creating stories based on pictures Writing composition with clear introduction body and conclusion Creating dialogues based on given instructions Composing speeches using given guidelines 		<ul style="list-style-type: none"> Print media ICT tools Slate and stylus Talking books Picture books Memos Reports Letters Speeches E-mails
Numeracy	<ul style="list-style-type: none"> use numbers in various situations and transactions write numbers in words/characters relate events 	<ul style="list-style-type: none"> Numbers: Use of numbers: <ul style="list-style-type: none"> Time Dates Days of the week 	<ul style="list-style-type: none"> Role playing situation Filling in various forms and documents Asking and giving prices 		<ul style="list-style-type: none"> Print media Talking books Models ICT tools Slate and stylus

SUB TOPIC	OBJECTIVES Learners should be able to:	CONTENT (ATTITUDES, SKILLS AND KNOWLEDGE)	SUGGESTED AND ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> • chronologically discuss cultural aspects associated with numbers 	<ul style="list-style-type: none"> - Months of the year - Prices - Quantity - Phone numbers - Sizes - Weight and mass - Measurements - Distance 	<ul style="list-style-type: none"> • Formulating dialogues • Conducting telephone conversations • Conducting business transactions 	<ul style="list-style-type: none"> • Clocks • Scales

9.0 ASSESSMENT

In the teaching and learning of the Secondary Forms 1 - 4 Foreign Languages, learners should be continuously assessed throughout the learning of the Foreign Languages in the four macro language skills as well as numeracy skills. Visual, manual and tactile skills are incorporated to cater for learners with diverse needs.

The syllabus' scheme of assessment is grounded on the principle of inclusivity. Arrangements, accommodations and modifications must be visible in both continuous and summative assessments to enable learners with special needs to access assessments.

9.1 Assessment Objectives

By the end of the four year course learners should be able to:

Listening

- respond appropriately to brief and direct questions and instructions.
- identify specific details in interviews, as well as in formal and informal dialogues, announcements and requests.
- identify different emotional expressions, ideas and attitudes therefore understanding the implied meaning of some one's talk or speech.

Speaking

- construct and deliver grammatically correct sentences.
- give a simple account of common activities in personal or everyday life.
- communicate needs, emotions and feelings in formal and informal conversations.
- speak fluently/sign proficiently for effective communication on cultural issues

Reading

- read dialogues, narratives, descriptions, letters, and authentic material.
- respond to written questions showing ability to recall, comprehend, apply, analyse, synthesise and evaluate.

Writing

- write formal and informal letters, e-mails, messages, narratives and descriptions with grammatical accuracy. • write guided compositions: memos, speeches, reports, articles and pictures in a style and register appropriate to the subject matter.
- use vocabulary, syntax, grammar, punctuation and spelling correctly.

9.2 Scheme of assessment

The syllabus' scheme of assessment is grounded on the principle of inclusivity. Arrangements, accommodations and modifications must be visible in both continuous and summative assessments to enable candidates with special needs to access assessments and receive accurate performance measurement of their ability.

CONTINUOUS ASSESSMENT

Continuous Assessment will be assessed as follows:

LEVEL	ASSESSMENT TASK	FREQUENCY	WEIGHTING
Form 1	Speaking	1 per term	5%
	Listening comprehension	1 per term	
	Writing project	1 per term	
Form 2	Speaking	1 per term	5%
	Reading proficiency	1 per term	
	Writing project	1 per term	
Form 3	Speaking	1 per term	10%
	Reading proficiency	1 per term	
	Writing project	1 per term	
Form 4	Speaking	1 per term	10%
	Listening comprehension	1 per term	
	Writing project	1 per term	
TOTAL			30%

9.2.2 SUMMATIVE ASSESSMENT

Candidates must offer three papers:

Paper 1 Writing and Translation	90 marks
Paper 2 Listening and Reading Comprehension	70 marks
Paper 3 Speaking	40 marks

Description of Papers

Paper 1 Writing and Translation (2 hours 15 minutes)

Candidates must answer 3 questions, one from each Section

Section 1: Composition based on a series of pictures to depict a story to be written in the past tense in 140 to 150 words/ pinyin or 80 to 100 characters for Chinese [30 marks]

Section 2: Either (i) a letter (formal or informal) in 150 words/ pinyin or 80 to 100 characters for Chinese Or [30 marks]
(ii) a composition based on an outline given in English [30 marks]

Section 3: Translation of a passage from target language to English [30 marks]

Paper 2 Listening and Reading Comprehension (1 1/2 hours)

There will be two sections, with a break of 5 minutes between sections

Section 1 Listening Comprehension (45 minutes)

Recorded/live reading by the teacher will be followed by questions and answers in target language [30 marks]

Section 2 Reading (45 minutes)

A passage or passages of continuous prose with questions to be answered in the target language [40 marks]

Paper 3 Speaking (10 minutes per candidate)

To be conducted by the teacher. The exam must be recorded

Section 1 Role Play (3 – 4 minutes)

Candidates will be expected to initiate and continue a dialogue or dialogues based on guidelines given in English [20 marks]

Guidelines will be given to the candidate prior to the interview to prepare. 10 minutes will be allowed.

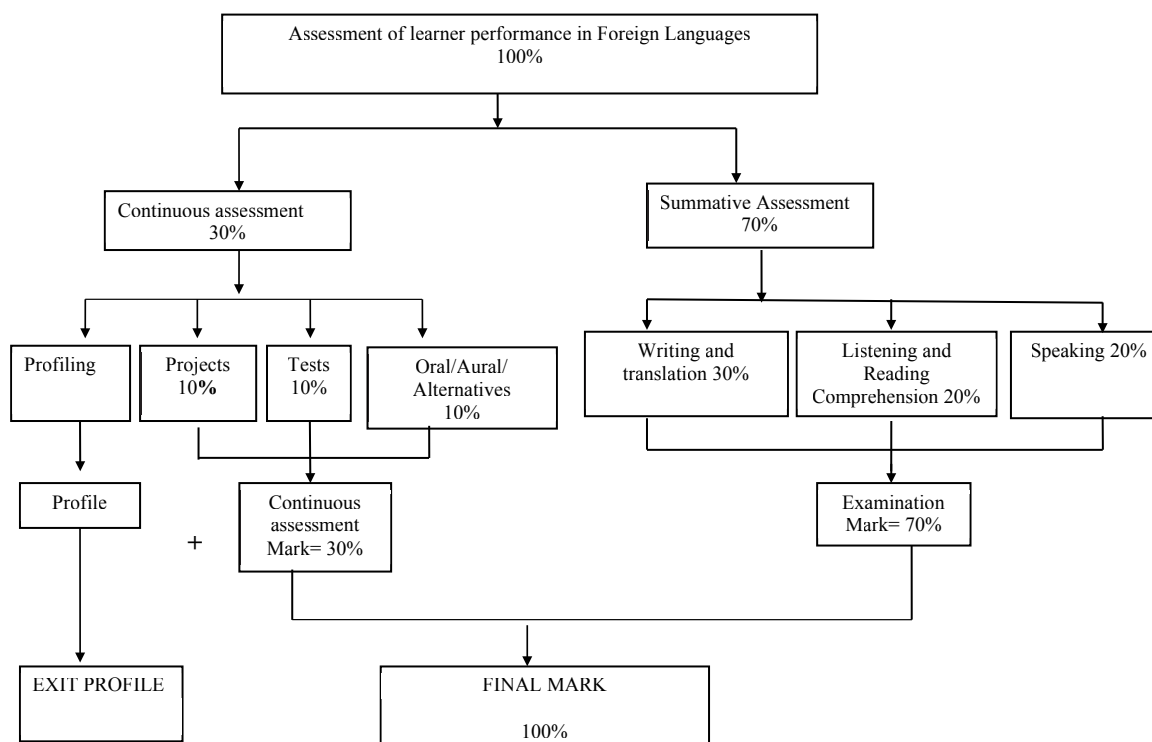
Section 2 General Conversation (6 – 7 minutes)

Candidates will be expected to answer a range of questions on matters of personal interest and experience [20 minutes]

SUMMATIVE ASSESSMENT (70%)

The setting and designing of test items in Foreign Languages is guided and informed by the skills weighting chart and the specification grid.

Writing and Translation	30%
Listening and Reading Comprehension	20%
Speaking	20%
Total	70%

9.3 Assessment model



Glossary

Characters	pictorial orthographic system used in Chinese
ICT tools	computer, projectors, recorders, speakers, interactive boards, laptops, cellphones, tablets, cassettes, radio, televisions, CDs
Measurements words	special grammatical words used in Chinese
Pinyin	the phonetic transcription of Chinese words using Latin letters
Tone	Pitch

