

SUBJECT SYLLABUSES

101 ENGLISH

GENERAL OBJECTIVES

At the end of the course the learner should be able to:

1. listen attentively for comprehension and respond appropriately;
2. use listening skills to infer and interpret meaning correctly from spoken discourse;
3. listen and process information from a variety of sources;
4. speak accurately, fluently, confidently and appropriately in a variety of contexts;
5. use non-verbal cues effectively in speaking;
6. read fluently and efficiently;
7. appreciate the importance of reading for a variety of purposes;
8. develop a life-long interest in reading on a wide range of subjects;
9. read and comprehend literary materials;
10. read and analyse literary works from Kenya, East Africa, Africa and the rest of the world, and relate to the experiences in these works;
11. appreciate and respect own as well as other people's culture;
12. make an efficient use of a range of sources of information including libraries, dictionaries, encyclopedias and the internet;
13. use correct spelling, punctuation and paragraphing;
14. use a variety of sentence structures and vocabulary correctly;
15. communicate appropriately in functional and creative writing;
16. write neatly, legibly and effectively;
17. use correct grammatical and idiomatic forms of English;
18. think creatively and critically;
19. appreciate the special way literary writers use language;
20. appreciate the universal human values contained in literary works.

1.1.0 LISTENING AND SPEAKING

1.1.1 Specific Objectives

By the end of the course the learner should be able to:

- A) demonstrate awareness that spelling in English may or may not be related pronunciation;
- b) pronounce correctly sounds they find problematic;
- c) communicate correctly, confidently and appropriately in different contexts;
- d) respond correctly to oral information on a variety of subjects;
- e) demonstrate acceptable communication skills;
- f) use non-verbal devices effectively in speech;
- g) use correct stress and intonation to bring out rhythm and meaning;
- h) demonstrate the ability to use correct register in different contexts;
- i) identify features of ogre, trickster stones, myths, legends riddles and songs;

- j) identify the features of dilemma and etiological stories;
- k) use tone to express and interpret attitude;
- l) use stress to distinguish grammatical meaning in words;
- m) maintain acceptable communication skills;
- n) present oral reports on literary and non-literary topics;
- o) identify the features of oral poetry and proverbs;
- p) ability to apply the features of the oral genres.

1.1.2 Content

a) Pronunciation

- i) English sounds; vowel and consonant sounds
- ii) Distinction between English sounds and mother tongue and Kiswahili
- iii) Identification of problematic sounds
- iv) Mastery of problematic sounds in meaningful contexts e.g. through use of tongue twisters, songs and poems.
- v) Further practice on problematic sounds
- vi) Stress and intonation
- vii) Rhyme in poetry
- viii) Word play (puns)
- ix) Stress and intonation in sentences
- x) Rhythm in poetry
- xi) Alliteration and assonance in poetry
- xii) Distinguish word class on the basis of stress
- xiii) Use of tone to reveal attitude

b) Listening Comprehension and note-taking

- i) Listening and responding to oral narratives (trickster and ogre stories) and riddles
- ii) Features of trickster and ogre stories and of riddles
- iii) Listening and responding to information/articles on children's rights, child labour, environment, HIV/AIDS and on moral values.
- iv) Listening and responding to myths, legends and songs
- v) Features of myths, legends and songs
- vi) Listening and responding to information on:
 - a) issues of social responsibility
 - b) drug and substance abuse
 - c) equal role of men and women
 - d) integrity/anti-corruption education
 - e) information technology
- vi) Skills of attention and turn taking through use of dialogues.
- viii) Listening and responding to information on rights and responsibilities of citizens
- ix) Listening and responding to dilemma and etiological oral narratives
- x) Features of dilemma and etiological stories
- xi) Receiving and giving instructions
- xii) Giving directions

- xiii) Listen and respond to
- xiv) Oral poetry
- xv) Proverbs
- xvi) Features of oral poetry and proverbs
- xvii) Listen and respond to information on poverty eradication.

c) **Mastery of Content:** debate, interviews, discussion, speeches, oral reports.

d) **Etiquette**

- i) Use of courteous language e.g. thank you, excuse me, sorry, please
 - ii) Telephone etiquette
 - iii) Appropriate choice of register
 - iv) Interrupting and disagreeing politely
 - v) Negotiation skills
 - vi) Turn-taking
 - vii) Paying attention (listening)
- e) Non-verbal cues that enhance listening and speaking
- i) Importance of respecting personal space
 - ii) Facial expressions, gestures and eye contact
 - iii) Bowing/curtsying
 - iv) Appearance and grooming

2.1.0 GRAMMAR

2.1.1 Specific Objectives

By the end of the course, the learner should be able to:

- a) use parts of speech correctly and appropriately;
- b) identify the constituents and the functions of the noun phrase;
- c) identify the constituents and the functions of the verb phrase;
- d) construct different types of simple sentences;
- e) identify the constituents and functions of the adverb phrase;
- f) construct correct compound and complex sentences;
- g) use correct sentence structures creatively;
- h) appreciate the necessity and use of gender sensitive language;
- i) use knowledge of grammar to interpret information from various sources;
- j) demonstrate linguistic competence by writing sentences in a variety of ways;
- k) use language structures creatively and competently.

2.1.2 Content

a) **Parts of speech**

b) **Nouns**

- i) Common nouns
- ii) Proper nouns
- iii) Concrete nouns - (a) count and (b) non-count
- iv) Abstract nouns
- v) Number - regular and irregular nouns
- vi) Articles - (a) definite and indefinite articles (b) functions of articles

- vii) Use of phrasal quantifiers e.g. a piece of advice
- viii) Possessives
- ix) Collective nouns
- x) Compound nouns
- xi) Functions of nouns in sentences e.g. subject, object, complement
- xii)
 - ◆ typical noun derivations
 - a) er – e.g. teach-teacher
 - b) ee
 - c) ness
 - d) ship
 - e) ism
 - ◆ gender-sensitive language

c) **Pronouns** - Personal pronouns, Possessive pronouns, Reflexive pronouns, Functions of pronouns, Number and person in pronouns, Indefinite, pronouns, Pronoun case - subjective and objective, Demonstrative pronouns, Interrogative Relative pronouns

d) **Verbs**

- i) Lexical - regular and irregular verbs
- ii) Tenses - simple present tense and simple past tense
- iii) Auxiliary verbs – primary and modal
- iv) Aspect – perfect and progressive
- v) Future time
- vi) Transitive and intransitive verbs
- vii) Infinitives
- viii) Phrasal verbs and idiomatic expressions
- ix) Participles: Participle phrases and Gerunds

e) **Adjectives**

- i) Comparative and superlative forms
- ii) Regular and irregular adjectives
- iii) Gradable and non-gradable adjectives
- iv) Order of adjectives
- v) Quantifiers – few, a few, little, a little
- vi) Predicative and attributive adjectives i.e. position of adjectives
- vii) Typical endings of adjectives (e.g. – ful, - less, - ous)
- viii) Functions of adjectives

f) **Adverbs**

Adverbs of manner, time and frequency

- i) Adverbs of manner, time, frequency, place and degree
- ii) Comparative and superlative forms of adverbs
- iii) Formation of adverbs
- iv) Functions of adverbs (modifiers)
- v) Position of adverbs in sentences

- vi) Typical endings of adverbs (e.g. – ly, - wards, - wise).

g) Prepositions

- i) Simple prepositions e.g. in, of, at
- ii) Complex prepositions e.g. in spite of
- iii) Distinguishing prepositions from connectors and adverb particles
- iv) Functions of prepositions in sentences

h) Conjunctions

- i) Co-ordinating conjunctions (and, but, or)
- ii) Subordinating conjunctions e.g. because, when, that, which
- iii) Correlative conjunctions, e.g.
 - both ... and
 - not only ... but also
 - neither ... nor
 - either ... or
- iv) Functions of conjunctions in sentences

i) Phrases

- i) Constituents and examples of the noun phrase
- ii) Prepositional and adjectival phrases
- iii) Constituents of verb and adverb phrases and examples

j) Simple sentences

- i) Sentence structure (subject, predicate)
- ii) Types of sentences – interrogative, imperative, exclamatory, declarative, affirmative, and negative.
- iii) Interjections - Identification and usage in sentences

k) Clauses

- i) Noun clauses
- ii) Compound sentences
- iii) Complex sentences
- iv) Independent and subordinate clauses (relative and adverbial clauses)
- v) Conditional and adjectival clauses
- vi) Active and passive voice
- vii) Inversions
- viii) Sentence connectors
- ix) Substitution and ellipsis

l) Direct and Indirect Speech - Form and usage of direct and indirect speech

3.1.0 READING

3.1.1 Specific Objectives

By the end of the course, the candidate should be able to:

- a) read efficiently and fluently;

- b) use the dictionary effectively;
- c) use the library effectively;
- d) enjoy reading literary and non-literary materials;
- e) trace the sequence of events in selected plays and short stories;
- f) demonstrate appropriate comprehension skills;
- g) demonstrate awareness of contemporary issues.
- h) scan and skim effectively;
- i) make effective use of the available reference materials;
- j) analyse characters and themes from selected novels and plays;
- k) analyse simple aspects of style;
- l) read a range of texts selecting essential points and applying inference and deduction where appropriate;
- m) demonstrate an understanding of common and distinctive features of literary genres;
- n) analyse critically prescribed novels, plays and short stories drawn from Kenya, East Africa, Africa and the rest of the world;
- o) enjoy reading literary and non-literary materials;
- p) build a wide range of vocabulary and knowledge of language use through reading;
- q) acquire life-long interest in reading.

3.1.2 Content

a) Reading Skills

- i) Identification of the learner's reading problems in silent reading e.g. moving lips, verbalizing words, use of fingers and moving the head
- ii) Development of good reading habits in Silent reading and reading aloud
- iii) Using a dictionary
- iv) Using the library
- v) Scanning and skimming
- vi) Using reference materials (library, encyclopedia and the internet)
- vii) Interpretive reading
- viii) Study reading
- ix) Note-making
- x) Critical reading
- xi) Recognizing attitude and tone
- xii) Distinguishing facts from opinions
- xiii) Interpretive reading
- xiv) Responsive reading

b) Intensive Reading

- i) Study of novels, plays, poems and short stories
- ii) Focus on plot and literary language
- iii) Focus on characterization and themes
- iv) Aspects of style
- v) Focus on critical analysis of the prescribed texts: one novel, one play, and one play/novel/anthology of short stories

- vi) Focus on oral literature

c) Extensive Reading

- i) Newspapers/magazines/periodicals for information on contemporary issues as Children's rights, Child labour, Environment, HIV/AIDS, Moral values, Governance, Integrity issues, Literary and non-literary materials on social responsibility, gender responsiveness, poverty eradication, drug and substance abuse and human rights.
- ii) Adventure stories, iii) Fairy tales, iv) Poems, v) Plays, vi) Novels, vii) Short stories, viii) Biographies, ix) Reports.

d) Comprehension Skills

- i) Recall, comprehension, application, analysis, synthesis and evaluation
- ii) Summary and note-making

4.1.0 WRITING

4.1.1 Specific Objectives

By the end of the course, the learner should be able to:

- a) write legibly and neatly;
- b) apply spelling rules and spell words correctly;
- c) use punctuation marks correctly;
- d) write clear and correct sentences, and organize ideas in a logical sequence;
- e) communicate effectively in writing, using a variety of sentence structures;
- f) use appropriate register and format for a variety of writing tasks;
- g) develop paragraphs using different devices;
- h) use figurative language correctly and appropriately;
- i) take and make intelligible notes;
- j) summarize information in a given number of words;
- k) use cohesive devices in developing paragraphs;
- l) use punctuation marks appropriately, competently and creatively;
- m) demonstrate competence in writing different types of essays;
- n) present information in a variety of ways;
- o) demonstrate competence in using a wide range of sentence structures and vocabulary to create the desired effect.

4.1.2 Content

- a) **Handwriting** - legibility and tidiness
- b) **Commonly misspelt words** – spelling and spelling rules
- c) **Sentence building skills and paragraphing**
 - i) Writing clear and correct sentences
 - ii) Structure of the paragraph: topic sentences, supporting sentences, clincher sentences, sequencing of ideas, unity in paragraphs.

- iii) Sentence variety; using simple, compound and complex sentences
 - iv) Devices of developing paragraphs: giving reasons/examples, comparing and contrasting, using idiomatic expressions, using facts/statistics and using rhetorical questions.
 - v) Cohesion in paragraphs
 - vi) Using transitional words and phrases
 - vii) Choice of words
 - viii) recurrent words (different words that refer to the same idea in the paragraph) to create emphasis
 - ix) Paraphrasing.
- d) **Punctuation:** Capitalization, final/terminal punctuation marks, commas, quotation marks, apostrophe, hyphen, colon, Semi-colon, dash, parenthesis, devices for presenting titles of publications, quotations and headings.
- e) **Personal writing:** Addresses, Packing lists, Personal journals/diaries, Shopping lists, Reminders, Recipes.
- f) **Social Writing:** Informal letters, Invitations, Notes of thanks, congratulations and condolences, Telegrams, E-mails, Fax, Instructions to family and friends.
- g) **Public writing:** Telephone messages, Filling forms, Letters of Application, Letters of inquiry, Letters of request, Letters of apology.
- h) **Study Writing:** Taking notes, Making notes, Summaries, Descriptive essays, Synopsis, Reports, Argumentative essays, Reviews, Expository writing, Questionnaires
- i) **Creative Writing:** Imaginative compositions, Poems, Dialogues, Plays, Short stories, Autobiographies, Biographies.
- j) **Institutional Writing:** Public notices, Inventories, Business letters, Posters, Advertisements, Notification of meetings, Agenda and minute Writing, Memoranda, Curriculum vitae, Speeches.