

REPUBLIQUE DU CAMEROUN

Paix -Travail -Patrie

REPUBLIC OF CAMEROON

Peace-Work-Fatherland

MINISTRE DES ENSEIGNEMENTS SECONDAIRES
MINISTRY OF SECONDARY EDUCATION

PROGRAMME D'ÉTUDE : *ENGLISH*
6^e, 5^e, 4^e & 3^e



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

Juin 2023

PRÉFACE DES PROGRAMMES D'ÉTUDE POUR LE CAMEROUN

Au moment où l'atteinte de l'émergence à l'horizon 2035 reste une préoccupation pour le Cameroun, l'enseignement secondaire est appelé à relever des défis majeurs :

- donner une formation de qualité aux apprenants, citoyens de demain, dans un environnement où la norme pédagogique requiert de plus en plus la perfection ;
- contextualiser davantage les enseignements/apprentissages en les adaptant autant que faire se peut aux réalités de la vie ;

Fondée sur la Loi d'Orientation de l'Éducation de 1998 et le Document de Stratégie pour la Croissance et l'Emploi (DSCE) de 2009, cette nouvelle vision de notre système éducatif, aujourd'hui adossé également à la Stratégie Nationale de Développement (SND-30), a conduit à l'adoption d'un nouveau paradigme pédagogique : l'Approche Par Compétences avec Entrées par les Situations de Vie (APC-ESV) éprouvée dès 2012 et mis en œuvre par des outils réglementaires depuis 2014. Une évaluation objective de l'efficacité des programmes y relatifs a permis d'identifier, au terme de douze années d'implémentation, des points forts et des insuffisances. Parmi ces dernières figurent le caractère touffu des contenus d'enseignement/apprentissage, l'imprécision dans la définition des compétences à installer, des ressources n'ayant pas de liens évidents avec ces compétences, la non prise en compte de l'interdisciplinarité qui a induit des contradictions dans les finalités de certaines matières. Dans le même registre, nous ne saurions occulter l'évolution des outils pédagogiques, notamment les instruments et produits digitaux qui méritaient d'être pris en compte dans les nouveaux programmes d'études.

En nous astreignant aux prescriptions des principaux organismes en charge des questions de l'éducation à l'instar de l'UNESCO qui prône l'élaboration des programmes d'étude de qualité, la revisitation des nôtres a consisté à redéfinir clairement les compétences visées, à élaguer les cadres logiques, les ressources tout en s'inscrivant dans l'interdisciplinarité.

Conscient de ce que ces programmes d'étude redéfinis constitueront un socle pour des enseignements/apprentissages de qualité et un pas décisif vers l'atteinte des objectifs en matière d'éducation de la SND-30, tous ceux qui ont planché sur cette œuvre sont à féliciter. J'exhorte par ailleurs la communauté éducative, en particulier les superviseurs pédagogiques, et les enseignants à se les approprier pour une mise en œuvre efficace au bénéfice de notre système éducatif.

LE MINISTRE DES ENSEIGNEMENTS SECONDAIRES,



Professeur NALOVA LYONGA

ARRÊTÉ N° 238/23 /MINESEC DU 14 JUIN 2023
portant redéfinition des programmes d'étude des classes du premier cycle de l'Enseignement Secondaire Général des sous-systèmes francophone et anglophone

LE MINISTRE DES ENSEIGNEMENTS SECONDAIRES,

- Vu la Constitution ;
Vu la loi n° 98/004 du 14 avril 1998 d'Orientation de l'Éducation au Cameroun ;
Vu le décret n° 2012/267 du 11 juin 2012 portant organisation du Ministère des Enseignements Secondaires ;
Vu le décret n° 2011/408 du 09 décembre 2011 portant organisation du Gouvernement, modifié et complété par le décret n° 2018/190 du 02 mars 2018 ;
Vu le décret n° 2018/191 du 02 mars 2018 portant réaménagement du Gouvernement ;
Vu le décret n° 2019/001 du 04 janvier 2019 portant nomination du Premier Chef du Gouvernement ;
Vu l'arrêté n° 239/23 /MINESEC du 14-06-2023 portant définition de la nature, de la durée et des coefficients des matières dans les classes du premier cycle de l'Enseignement Secondaire Général des sous-systèmes éducatifs francophone et anglophone,

ARRÊTE :

ARTICLE 1^{er}.- le présent arrêté porte redéfinition des programmes d'étude du Premier Cycle de l'Enseignement Secondaire Général des sous-systèmes francophone et anglophone.

ARTICLE 2.- Les programmes d'étude sont redéfinis par matière.

ARTICLE 3.- Les contenus techniques des programmes visés à l'article deux ci-dessus sont redéfinis dans les annexes, qui font partie intégrante du présent arrêté.

ARTICLE 3.- Les programmes redéfinis dans le présent arrêté entrent en vigueur à compter de la rentrée scolaire 2024-2025.

ARTICLE 4.- Sont abrogées toutes les dispositions antérieures contraires.

ARTICLE 5.- L'Inspecteur Général des Enseignements, le Registrar du General Certificate of Education (CGE) Board, le Directeur des Examens des Concours et de la Certification, les Délégués Régionaux et Départementaux des Enseignements Secondaires, les Secrétaires à l'Éducation des différents ordres

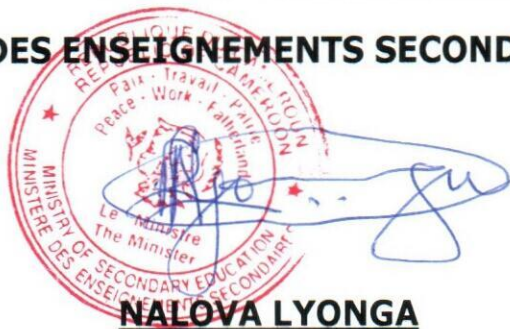
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d'enseignement, sont chargés, chacun en ce qui le concerne, de l'application du présent arrêté qui sera enregistré, publié selon la procédure d'urgence, puis inséré au Journal Officiel en anglais et en français, et communiqué partout où besoin sera./-

Yaoundé, le **14 JUIN 2023**

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NALOVA LYONGA

ANNEX N°.....*I*..... OF ORDER N° *238/23* /MINESEC OF *14 JUNE 2023*
TO REDEFINE THE SYLLABUSES OF THE FIRST CYCLE OF GENERAL SECONDARY EDUCATION OF
THE ENGLISH-SPEAKING AND FRENCH-SPEAKING SUB-SYSTEMS OF EDUCATION

ANGLAIS (ENGLISH TO FRANCOPHONE)

6^e, 5^e, 4^e and 3^e



I. GENERAL PRESENTATION OF THE PROGRAMME OF STUDY

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

In today's fast changing world, the English Language is an important communication tool in politics, economics, science, technology, and the media. Knowledge of this fact has caused an increasing number of French-speaking Cameroonians to make greater efforts to use English fluently in real-life situations.

Every system, be it in Education, Public Administration or other, must be upgraded to suit innovations in scientific knowledge. Cognisant of this trend, the Ministry of Secondary Education decided to make profound changes to the existing syllabus. The present change (paradigm shift) aims at reducing the shortcomings observed in the previous syllabus so as to prepare Francophone learners of English to use the language successfully in real-life situations. Henceforth, throughout the first and second cycles, the course shall cover diverse areas of life and classes of situations.

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

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

II. STUDENTS' EXIT PROFILE

LEARNING OUTCOMES:

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

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002687	06 JUIN 2023
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6^{ème} and 5^{ème} classes

LISTENING AND SPEAKING

The learner can:

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



READING

The learner can:

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

WRITING

The learner can:

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

4^{ème} and 3^{ème} classes

LISTENING AND SPEAKING

The learner can:

- listen to instructions and follow them.
- interact orally with peers.
- listen and engage in simple conversations.
- discuss with classmates in a language class.
- talk about other subjects.
- take turns to speak.
- sing songs/recite poems on the home, family, chores, nature, etc.
- act out conversations such as meeting people, introducing self, classmates, friends, relatives, etc.

READING

The learner can read:

- short sentences.
- texts (of several paragraphs on familiar topics such as school, home, shopping, family, and other real-life situations. Such texts should be straight-forward.
- words and syllables correctly.
- short story books or comic books.

WRITING

The learner can:

- write short sentences (subject, verb, and object).
- complete sentences with expressions provided or with simple expressions of their own.
- re-arrange jumbled sentences to form a coherent sequence or paragraph.

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III. TITLE OF THE SUBJECT: ANGLAIS

Cycle	Level	Title of the Subject	Components	Status	Weekly Hrs.	Yearly Hours
1st	1 (6 ^{ème}) – 4 (3 ^{ème})	Anglais	Language	Compulsory	3	75

The place of the programme of study in the new curriculum

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

IV. CONTRIBUTION OF THE PROGRAMME OF STUDY TO BROAD AREAS OF LEARNING (LANGUAGES)

While the present syllabus incorporates the four language skills and essential knowledge areas of grammar, vocabulary and pronunciation, it however lays more emphasis on competency in real-life situations. It is believed that adequate learning takes place in the context of situated actions. In other words, a competency is developed through a situation.

Although, English and French are the two official languages in Cameroon, they are non-native and are spoken against a background of about 260 mother tongues and Pidgin English. Consequently, these mother tongues/Pidgin English cause interference in the learning of English nationwide. This diversity is found even among teachers who come from the ten regions of Cameroon, and who speak different "Englishes" to their learners. The importance of introducing English phonology systematically in language teaching/learning cannot therefore be ignored.

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V. CONTRIBUTION OF THE SYLLABUS TO AREAS OF LIFE

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

The syllabus covers five domains of life with specified social roles and related curricula goals as described below:

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



VI. AREAS OF LIFE BROADLY COVERED BY THIS PROGRAMME OF STUDY

Areas of life are broken down into families of situations that learners encounter in their daily life. Each family of situations is in turn broken down into real-life situations from which categories of actions and the related language competences are derived. The following are examples of families of situations for the first cycle:

6^{ème}

- Using language to assert oneself as a responsible member of the nuclear and extended family and school community.
- Using language to make informed choices on consumption of goods and services (buying and selling) and explore jobs and professions.
- Using language to attend to basic health and safety needs, explore times and seasons and have a responsible feeding habit.
- Using language to fulfil the rights and duties of a child and basic civic duties.
- Using language to explore audio-visual and print media and keep abreast of modern technology.

5^{ème}

- Using language to create interpersonal relationships and to talk about the home/habits and routines/home furnishing.

- Using language to discuss more on different jobs and professions.
- Using language to create environmental awareness and to explore interests and hobbies in relation to health.
- Using language to explore citizens of the nation and the world.
- Using language to keep abreast of modern technology.

4^{ème}

- Using language to talk about social integration (traditions and customs of Cameroon and conflict resolution).
- Using language to talk about future professional life and participating in leisure activities.
- Using language to talk about protection of the environment and the fight against endemic and pandemic diseases.
- Using language to talk about gender issues and mutual acceptance.
- Using language to explore ICTs.

3^{ème}

- Using language to talk about national integration and diversity acceptance.
- Using language to talk about consumption habits and how they impact economic and social life.
- Using language to talk about climate change and maintaining hygiene and sanitation.
- Using language to talk about the quest for excellence, gender issues and democracy.
- Using language to explore utilities of Modern technology.

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002687	06 JUN 2023
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VII. BREAKDOWN OF THE MODULES

CYCLE	LEVEL	DOMAINS OF LIFE	TITLES OF MODULES	STATUS	TIME
1 st	6 ^{ème}	Family and Social Life	Using language to assert oneself as a responsible member of the nuclear and extended family and school community.	Compulsory	15h
		Economic Life and Occupations	Using language to make informed choices on consumption of goods and services (buying and selling) and explore jobs and professions.	Compulsory	15 h
		Environment, Well-being, and Health	Using language to attend to basic health and safety needs, explore times and seasons and have a responsible feeding habit.	Compulsory	15 h
		Citizenship/Human Rights	Using language to fulfil the rights and duties of a child and basic civic duties.	Compulsory	15 h
		Media and Communication	Using language to explore audio-visual and print media and keep abreast of modern technology.	Compulsory	15 h

	5 ^{ème}	Family and Social Life	Using language to create interpersonal relationships and to talk about the home/ habits and routines/home furnishing.	Compulsory	15h
		Economic Life and Occupations	Using language to discuss more on different jobs and professions.	Compulsory	15 h
		Environment, Well-being, and Health	Using language to create environmental awareness and to explore interests and hobbies in relation to health.	Compulsory	15 h
		Citizenship/Human Rights	Using language to explore citizens of the nation and the world.	Compulsory	15 h
		Media and Communication	Using language to keep abreast of modern technology.	Compulsory	15 h
	4 ^{ème}	Family and Social Life	Using language to talk about social integration (traditions and customs of Cameroon and conflict resolution).	Compulsory	15h
		Economic Life and Occupations	Using language to talk about future professional life and participating in leisure activities.	Compulsory	15 h
		Environment, Well-being, and Health	Using language to talk about protection of the environment and the fight against endemic and pandemic diseases.	Compulsory	15 h
		Citizenship/Human Rights	Using language to talk about gender issues and mutual acceptance.	Compulsory	15 h
		Media and Communication	Using language to explore ICTs.	Compulsory	15 h
	3 ^{ème}	Family and Social Life	Using language to talk about national integration and diversity acceptance.	Compulsory	15h
		Economic Life and Occupations	Using language to talk about consumption habits and how they impact economic and social life.	Compulsory	15 h
		Environment, Well-being, and Health	Using language to talk about climate change and maintaining hygiene and sanitation.	Compulsory	15 h
		Citizenship/Human Rights	Using language to talk about the quest for excellence, gender issues and democracy.	Compulsory	15 h
		Media and Communication	Using language to explore utilities of Modern technology.	Compulsory	15 h

VIII. PROGRAMME OF STUDY

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002687	06 JUN 2023
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SIXIEME (6^{ème})

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002687	14 06 JUIN 2023
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Family and Social life

Module 1

Using language to assert oneself as a responsible member of the nuclear and extended family and school community.

Presentation of module

This module addresses real-life situations challenging second language learners to communicate at the basic level on a familiar and predictable context about the family (nuclear and extended) and school community. It also addresses building interpersonal relationships.

Contribution to the curriculum goals

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

Contribution of the module to the broad area of language learning

The learner listens and appropriately responds to issues pertaining to himself/herself, initiates real-life dialogues and interacts orally with other speakers on issues pertaining to himself/herself, demonstrates an understanding of simple written texts on these issues, and effectively performs simple writing activities based on personal information.

Contribution of the module to the domains of life

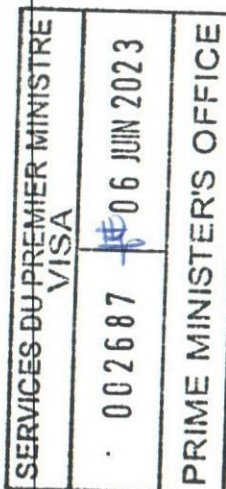
In the treatment of the family of situations that belongs to the domain of social life, family development, and positive relationship awareness, the teacher is expected to accompany the learner in the process of adopting responsible behaviour with regard to societal issues and relations in school, after school and beyond.

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. He/she shall make sure the lessons are learner-centred, and that proper evaluation (formative/summative) is planned and executed. Within the 15 teaching hours, three hours are set aside every sequence for testing the learners' competence to listen, speak, read, and/or write and use grammar and vocabulary appropriately.



CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of situations	Examples of real-life situations	Categories of actions	Examples of actions	Essential knowledge	Attitudes	Other sources
Using language to assert oneself as a responsible member of the nuclear and extended family and school community.	<ul style="list-style-type: none"> - Making new acquaintances. - Discussing about nuclear family members. - Discussing about extended family members. - Exploring classes and school subjects 	Listening to informative texts about the family and the school community	<ul style="list-style-type: none"> - Listens to people introduce themselves. - Listens to information/ conversations/speeches/ presentations/dialogues about/ between nuclear family members. - Listens to information/ conversations/speeches/ presentations/dialogues about/ between extended family members. - Listens to basic texts such as letters, poems, songs, sketches, etc. for specific information about classes and school subjects. 	Notions A: Speech work <ul style="list-style-type: none"> - Vowels/consonants - Pronounce the definite and indefinite articles in isolation and in connected speech correctly. B: Grammar <ul style="list-style-type: none"> - Personal pronouns - The simple present tense of 'to be', 'to have' and 'to do' (affirmative, negative, interrogative and contractive forms) - Possessive adjectives - Possessive pronouns - Use of definite and indefinite articles (a/an/the) - Identify and use numerals (cardinals and ordinals) 	<ul style="list-style-type: none"> - Sociability - Companionability - Cordiality - Courtesy - Consideration 	A: Human <ul style="list-style-type: none"> - Peers - Teachers - Parents - Other stakeholders B: Materials <ul style="list-style-type: none"> - Pictures - Letters of the alphabet/ figures (use newspapers for recycling, cardboards, sand) - Cartoons - Dictionary (for vocabulary, etc.) C. Methods and Techniques <ul style="list-style-type: none"> - Learner-centred - Learner to learner - Cooperative
		Interacting orally in the family and in the school community	<ul style="list-style-type: none"> - Introduces oneself and others and gives personal information. - Exchanges information about the nuclear family. - Exchanges information about the extended family. - Asks for, obtains, and gives information about classes and school subjects. 			
		Reading informative, descriptive, and	<ul style="list-style-type: none"> - Reads short and simple basic forms/ texts/dialogues asking for personal information about oneself/others. 			



	expressive texts about the family and the school community	<ul style="list-style-type: none"> - Reads family trees, dialogues, etc. to identify names and relationships in a nuclear family. - Reads family trees, dialogues, etc. to identify names and relationships in an extended family. - Reads simple illustrated texts such as dialogues, presentations, poems, timetables, etc. about classes and school subjects. 	C: Vocabulary Words and expressions related to: <ul style="list-style-type: none"> - Making acquaintances - Nuclear and extended family members - Classes and school subjects - Numbers from 1 to 50 		learning (pair and /group work) <ul style="list-style-type: none"> - Hands-on
	Writing expressive, descriptive, and informative sentences/texts related to the family and school community	<ul style="list-style-type: none"> - Writes/rearranges simple questions and answers to obtain and give information about oneself and others. - Writes/rearranges scrambled letters to form words and scrambled words to form sentences about the nuclear family. - Draws and labels a family tree (nuclear and extended relationships). - Completes/rearranges simple sentences on the essentials about classes and school subjects. 		<div data-bbox="1328 834 1814 1058" data-label="Image"> </div>	



Economic Life and Occupations

Module 2

Using language to make informed choices on consumption of goods and services (buying and selling) and explore jobs and professions.

Presentation of module

This module addresses real-life situations challenging second language learners to communicate at the basic level in areas of making informed choices on consumption of goods and services, common jobs, and professions.

Contribution to the curriculum goals

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

Contribution of the module to the broad area of language learning

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

Contribution of the module to the domains of life

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

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. He/she shall make sure the lessons are learner-centred, and that proper evaluation (formative/summative) is planned and executed. Within the 15 teaching hours, three hours are set aside every sequence for testing the learners' competence to listen, speak, read, and/or write and use grammar and vocabulary appropriately.

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of situations	Examples of real-life situations	Categories of actions	Examples of actions	Essential knowledge	Attitudes	Other sources
Using language to make informed choices on consumption of goods and services (buying and selling) and explore jobs and professions.	<ul style="list-style-type: none"> - Identifying coins, notes, bills, and amounts. - Asking for locations inside a market/supermarket - Buying and selling of goods and services (groceries, food, clothes, shoes, everyday necessities) - Finding out about common types of jobs and professions. 	Listening to informative texts on consumption of goods and services, and jobs and professions	<ul style="list-style-type: none"> - Listens to simple descriptions/ role-plays/presentations related to coins, notes, bills, and amounts. - Listens to basic texts such as dialogues, conversations, descriptions related to asking for locations inside a market /supermarket. - Listens to short simple texts such as dialogues, advertisements, conversations, etc. on buying and selling of goods and services. - Listens to short simple texts such as dialogues, sketches, conversations, advertisements, etc. on common types of jobs and professions. 	Notions A: Speech work: Pronounce the plural forms ('s' and 'es') of regular nouns. B: Grammar <ul style="list-style-type: none"> - Demonstrative pronouns (this, that, these, those) - Identify and use modals (can /may) - Identify and use countable and uncountable nouns (singular/plural/partitives) - Identify and use have got (affirmative, negative and interrogative) - Expressing likes and dislikes. C: Vocabulary Words and expressions related to: <ul style="list-style-type: none"> - Coins, notes, bills and amounts. - Locations inside a 	<ul style="list-style-type: none"> - Confidence - Honesty - Politeness - Patience - Tolerance - Courtesy - Flexibility - Friendliness - Respect - Collaboration - Assiduity 	A: Human <ul style="list-style-type: none"> - Peers - Teachers - Parents - Other stakeholders B: Materials <ul style="list-style-type: none"> - Pictures - Letters of the alphabet/ figures - (Use newspapers for recycling, cardboards, sand) - Cartoons - Dictionary (for vocabulary, etc.) C. Methods and Techniques <ul style="list-style-type: none"> - Learner-
		Interacting orally about the sale/consumption of goods and services, and jobs and professions	<ul style="list-style-type: none"> - Identifies, describes, asks for and gives information about coins, notes, bills, and amounts. - Describes, gives directions to and obtains information about locations inside a market/supermarket. - Asks for, obtains, and gives information about the cost/ quality / quantity of goods and services. - Expresses preferences (likes and dislikes) on/Describes common jobs 			



			and professions.	market/supermarket		centred
		Reading informative, descriptive, and expressive texts on the sale/consumption of goods and services, and jobs and professions.	<ul style="list-style-type: none"> - Reads short simple dialogues/ presentations/descriptions related to identifying coins, notes, bills, and amounts. - Reads pictures and identifies locations inside a market/supermarket. - Reads very simple illustrated buying and selling stories/Reads short basic forms asking for information about goods and services. - Reads short simple texts with pictures describing/relating common jobs and professions. 	<ul style="list-style-type: none"> - Buying and selling of goods and services - Types of jobs and professions. 		<ul style="list-style-type: none"> - Learner to learner - Cooperative learning (pair and /group work) - Hands-on
		Writing expressive, descriptive, and informative texts related to the sale/consumption of goods and services, and jobs and professions	<ul style="list-style-type: none"> - Draws and labels coins and notes/Fills out simple bills with items and prices. - Completes simple sentences with words and expressions pertaining to the location of items in a market/ supermarket. - Writes simple sentences/questions to give/obtain information about the sale and consumption of goods and services. - Writes short/simple sentences to describe jobs and professions. 			



Environment, Well-being, and Health

Module 3

SERVICES DU PREMIER MINISTRE VISA	
002687	06 JUN 2023
PRIME MINISTER'S OFFICE	

Using language to explore times and seasons, attend to basic health and safety needs and have responsible feeding habits.

Presentation of module

This module addresses real-life situations challenging second language learners to communicate at the basic level in areas of minor illnesses, eating habits, time, and seasons.

Contribution to the curriculum goals

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

Contribution of the module to the broad area of language learning

The learner listens and responds appropriately to issues related to the environment, well-being, and health. He/she initiates real-life dialogues and interacts orally with other speakers on these issues, demonstrates understanding of simple written texts, and effectively performs simple writing activities dealing with the environment, well-being, and health.

Contribution of the module to the domains of life

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

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. He/she shall make sure the lessons are learner-centred, and that proper evaluation (formative/summative) is planned and executed. Within the 15 teaching hours, three hours are set aside every sequence for testing the learners' competence to listen, speak, read, and/or write and use grammar and vocabulary appropriately.

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of situations	Examples of real-life situations	Categories of actions	Examples of actions	Essential knowledge	Attitudes	Other sources
Using language to explore times and seasons, attend to basic health and safety needs and have responsible feeding habits.	<ul style="list-style-type: none"> - Knowing the times and seasons and the various activities that take place. - Looking for/giving information on health and treating illnesses. - Learning basic safety needs as a member of a Health/Environment Club. - Planning and preparing a balanced diet. 	Listening to informative texts about times and seasons, common diseases, basic hygiene and sanitation and responsible feeding habits	<ul style="list-style-type: none"> - Listens to basic texts such as news reports/ short stories/dialogues/conversations, etc. to identify routines, times, and seasons. - Listens to instructions related to consultations/drug prescriptions, and the dangers of self-medication. - Listens to basic slogans/speeches/talks/short stories, etc. about basic safety needs related to health/environment. - Listens to short simple descriptions/ speeches/talks on responsible feeding habits. 	Notions A. Speech work Pronounce weak and strong forms in speech correctly. B. Grammar <ul style="list-style-type: none"> - Identify and use interrogative words correctly (how/what/ which/when/why) - Identify and use simple imperative. - Identify and use simple past ('to be', 'to have' and 'to do') - Identify and use sequence markers/simple link words to show processes. - Action verbs related 	<ul style="list-style-type: none"> - Cleanliness - Alertness - Responsibility - Friendliness 	A: Human <ul style="list-style-type: none"> - Peers - Teachers - Parents - Other stakeholders B: Materials <ul style="list-style-type: none"> - Pictures - Cartoons - Drugs - Medical materials - Medical forms/ consultation booklets - Dictionary (for vocabulary, etc.)
		Communicating orally about times and seasons, common diseases, basic hygiene and sanitation and responsible feeding habits	<ul style="list-style-type: none"> - Tells the time/ the days of the week/months/ seasons. - Asks for/obtains and gives information about medical conditions/common diseases/ general hygiene and sanitation. - Gives basic advice on safety needs related to health/environment. - Asks for, obtains and gives information about a balanced diet. 			



		<p>Reading expressive, descriptive and informative texts related to times and seasons, common diseases, basic hygiene and sanitation and responsible feeding habits</p> <p>Writing expressive, descriptive, and informative texts related to times and seasons, common diseases, basic hygiene and sanitation and responsible feeding habits.</p>	<ul style="list-style-type: none"> - Reads charts/diagrams/tables/ simple captions/advertisements/brochures on times for daily activities, weather conditions (sunny, cloudy, foggy, rainy, and windy) and seasons. - Reads short simple texts with pictures/ prescriptions/medical instructions on common diseases and their symptoms. - Reads slogans/speeches/captions/dialogues/ flyers on hygiene and sanitation. - Reads short simple texts/recipes with pictures related to balanced diets and responsible feeding habits. - Writes simple sentences describing times, weather conditions, seasons and activities carried out. - Writes simple questions and answers to obtain/give information about common diseases and their treatment. - Completes simple sentences with words and expressions pertaining to hygiene and sanitation/environment. - Writes/Rearranges a recipe/daily menu for a balanced diet. 	<p>to basic parts of the body.</p> <p>C. Vocabulary</p> <p>Words and expressions related to:</p> <ul style="list-style-type: none"> - Periods of the day, times and seasons - Common diseases and their treatment - Basic safety needs - Types of meals/food nutrients 		<p>C. Methods and Techniques</p> <ul style="list-style-type: none"> - Learner-centred - Learner to learner - Cooperative learning (pair and /group work) - Hands-on
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Citizenship/Human rights

Module 4

Using language to fulfil the rights and duties of a child and basic civic duties.

Presentation of module

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

Contribution to the curriculum goals

This module enables every learner to develop their personality, collaborative competences, become conscientious, autonomous and adopt a responsible behaviour as a member of a family and community. He/she will become a responsible individual who can demonstrate universal ethical values, especially a spirit of friendship, love, peace and fully exercise his/her social roles.

Contribution of the module to the broad area of language learning

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

Contribution of the module to the domains of life

In the treatment of the family of situations that belong to the domain of citizenship/human rights, and positive relationship awareness, the teacher is expected to accompany the learner in the process of self-empowerment as a member of a family and the society.

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. He/she shall make sure the lessons are learner-centred, and that proper evaluation (formative/summative) is planned and executed. Within the 15 teaching hours, three hours are set aside every sequence for testing the learners' competence to listen, speak, read, and/or write and use grammar and vocabulary appropriately.



CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of situations	Examples of real-life situations	Categories of actions	Examples of actions	Essential knowledge	Attitudes	Other sources
Using language to fulfil the rights and duties of a child and basic civic duties	<ul style="list-style-type: none"> - Exploring the rights and duties of a child - Finding out about birth/ nationality /marriages - Finding out about the country's emblems (motto, anthem, seal, flag and coat of arms) - Finding out about national holidays, customs and cultural practices 	Listening to simple informative, descriptive texts about the rights and duties of a child and basic civic duties	<ul style="list-style-type: none"> - Listens to short simple texts such as dialogues/speeches/presentations/rules and regulations, etc. about the rights and duties of a child. - Listens to basic texts such as dialogues/ announcements/presentations/news reports/ speeches, etc. for specific information about birth/nationality/marriages. - Listens to talks/interviews/news reports/ commentaries/songs/poems, etc. about the country's emblems. - Listens to announcements/radio and television news reports/commentaries/ interviews about national holidays, customs, and cultural practices. 	Notions A. Speech work Review the correct pronunciation of the s and es plural for regular noun formation. B. Grammar Short descriptive adjectives The plural of regular nouns The present forms of regular verbs The past forms of regular verbs C. Vocabulary Words and expressions related to: The rights and duties of a child Nationalities and	Cordiality Self esteem Respect for elders/others Obedience Responsibility Accountability Acceptance Dignity Diligence Unity	A: Human Peers Teachers Parents Other stakeholders B: Materials Pictures Cartoons TV Dictionary (for vocabulary, etc.) C. Methods and Techniques Learner-centred Learner to learner Cooperative learning (pair
		Communicating orally about the rights and duties of a child and basic civic duties	<ul style="list-style-type: none"> - Asks for/obtains and gives information about the rights and duties of a child. - Shares thoughts/feelings/personal information and personal views about birth/nationality/marriages. - Asks for/obtains/gives information/recites poems/sings songs about the country's emblems. - Expresses likes/dislikes (preferences), presents on/exchanges information about national holidays, customs, and cultural 			



			practices.	marriages		and / group work)
		Reading expressive, informative, and descriptive texts related to rights and duties of a child and basic civic duties	<ul style="list-style-type: none"> - Reads short simple texts such as dialogues/ rules and regulations/presentations/poems/ articles/excerpts of the UN charter, etc. on the rights and duties of a child. - Reads charts/diagrams/tables/forms/birth and marriage certificates. - Reads and interprets pictures/flyers/ songs/poems, etc. about the country's emblems. - Reads short stories/newspaper articles/ sketches/calendars/diaries, etc. to obtain information about national holidays, customs, and cultural practices. 	<ul style="list-style-type: none"> - National emblems - Names of national holidays, common customs, and cultural practices 		Hands-on
		Writing expressive, informative, and descriptive texts related to the rights and duties of a child and basic civic duties	<ul style="list-style-type: none"> - Completes/Rearranges/Writes short sentences on the rights and duties of a child. - Fills out a diary/form/journal/table about births/nationalities/marriages. - Writes simple statements/questions/ answers to obtain/give information about the country's emblems. - Draws/paints/writes/completes short post card messages/greetings cards/invitations/ sentences related to national holidays, customs, and cultural practices. 			

SERVICES DU PREMIER MINISTRE VISA	
002687	#06 JUN 2023
PRIME MINISTER'S OFFICE	

Media and Communication

MODULE 5

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002687	# 06 JUN 2023
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Using language to explore audio-visual and print media and keep abreast of modern technology.

Presentation of module

This module addresses real-life situations challenging second language learners to communicate with other speakers at a basic level in areas of the modern media and the new Information and Communication Technologies (ICTs).

Contribution of the module to curriculum goals

The module will enable every learner to develop his/her personality and become a conscientious, autonomous, and responsible citizen who can fully exercise his/her social role as a member of a community.

Contribution of the module to the broad area of language learning

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

Contribution of the module to the areas of life

In the treatment of this family of situations that cuts across all areas of life, the teacher is expected to accompany the learner in the process of self-empowerment in the use of communication tools and technology.

Coverage of work

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. He/she shall make sure the lessons are learner-centred, and that proper evaluation (formative/summative) is planned and executed. Within the 15 teaching hours, three hours are set aside every sequence for testing the learners' competence to listen, speak, read, and/or write and use grammar and vocabulary appropriately.

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of situations	Examples of real-life situations	Categories of actions	Examples of actions	Essential knowledge	Attitudes	Other sources
Using language to explore audio-visual and print media and keep abreast of modern technology.	<ul style="list-style-type: none"> - Keeping informed about, local/ community news/ breaking news and current issues through audio visual and print media. - Keeping informed about entertainment through audio visual and print media. - Making and receiving phone calls/SMS/emails. - Using the computer. 	Listening to simple informative texts related to audio-visual and print media, and modern technology.	<ul style="list-style-type: none"> - Listens to local/community news/breaking news and current issues through audio-visual and print media. - Listens to music/sketches/watches videos/films through audio-visual and print media. - Listens to short simple texts/advice/ talks on making and receiving phone calls/SMS/emails. - Listens to simple radio and television commentaries/lessons/interviews related to using the computer. 	Notions A. Speech Work Homophones (see/sea, here/hear, it/eat, etc.) B. Grammar <ul style="list-style-type: none"> - Review past forms of regular verbs. - Recycle simple adjectives. - General revision Vocabulary Words and expressions related to: <ul style="list-style-type: none"> - Audio-visual and print media. - Entertainment through audio-visual 	<ul style="list-style-type: none"> - Responsibility - Moderation - Creativity 	A: Human <ul style="list-style-type: none"> - Peers - Teachers - Parents - Other stakeholders B: Materials <ul style="list-style-type: none"> - Pictures - Cartoons - TV/radio - Recorder - Magazines/ newspapers - Maps/charts/ Globe - Dictionary (for vocabulary, etc.)
		Communicating orally to explore audio-visual and print media and keep abreast of modern technology.	<ul style="list-style-type: none"> - Asks for/obtains information related to local/ community news/breaking news and current issues through audio-visual and print media. - Expresses preferences/likes and dislikes/make commentaries/give advantages and disadvantages about entertainment through audio visual and print media. - Requests assistance/Shares thoughts/ feelings and personal views about making and receiving phone calls/ SMS/emails. - Asks for/gives/obtains instructions/ guidelines/ information on using the computer. 			

SERVICES DU PREMIER MINISTRE
VISA

002687 06 JUN 2023

PRIME MINISTER'S OFFICE

		<p>Reading expressive, descriptive, and informative texts related to audio-visual and print media, and modern technology.</p> <ul style="list-style-type: none"> - Reads short simple texts such as newspaper articles/news bars/ captions, etc. about local/community news, breaking news and current issues through audio-visual and print media. - Reads short summaries/song lyrics/ captions/ news bars/articles/ advertisements/brochures, etc. about entertainment through audio-visual and print media. - Reads simple texts such as instructions/ manuals/ telephone dialogues/ conversations/ advice, etc. on making and receiving phone calls/SMS/e-mails. - Reads simple instructions/brochures/ manuals/ articles, etc. on using a computer. 	<p>and print media.</p> <ul style="list-style-type: none"> - Making and receiving phone calls/SMS/emails. - Parts of a computer 		<p>C. Methods and Techniques</p> <ul style="list-style-type: none"> - Learner-centred - Learner to learner - Cooperative learning (pair and/group work) - Hands-on
		<p>Writing expressive, descriptive, and informative texts related to audio-visual and print media, and modern technology.</p> <ul style="list-style-type: none"> - Writes/Rearranges/Completes simple texts related to local/community news, breaking news and current issues from audio-visual and print media. - Completes simple sentences with words and expressions from songs/narratives/ dialogues/ conversations, etc. about entertainment through audio-visual and print media. - Completes/Rearranges words/sentences/ dialogues related to making and receiving phone calls/SMS/emails. - Fills out tables/forms/guidelines on using a computer. 			



CINQUIEME (5^{ème})



Family and Social life

Module 1

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002687	06 JUN 2023
PRIME MINISTER'S OFFICE	

Using language to create interpersonal relationships and to talk about the home/ habits and routines/home furnishing.

Presentation of the module

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

Contribution to the curriculum goals

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

Contribution of the module to the broad area of language learning

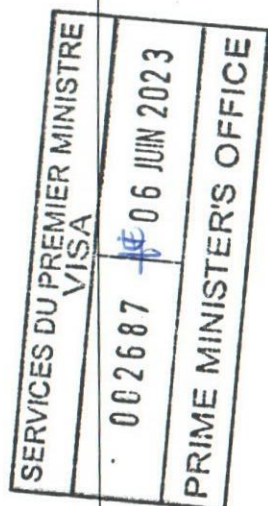
The learner listens and responds appropriately to family life and relationship, initiates real-life dialogues and interacts orally with other speakers on issues about their home, demonstrates understanding of simple written texts on these issues, and effectively performs simple writing activities dealing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

Contribution of the module to the domains of life

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

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. He/she shall make sure the lessons are learner-centred, and that proper evaluation (formative/summative) is planned and executed. Within the 15 teaching hours, three hours are set aside every sequence for testing the learners' competence to listen, speak, read, and/or write and use grammar and vocabulary appropriately.



CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
FAMILY OF SITUATIONS	EXAMPLES OF REAL-LIFE SITUATIONS	CATEGORIES OF ACTIONS	EXAMPLES OF ACTIONS	ESSENTIAL KNOWLEDGE	ATTITUDES	OTHER SOURCES
Using language to create interpersonal relationships and talk about the home/habits and routines/home furnishing.	- Meeting and introducing people	Listening to informative texts related to creating interpersonal relationships, the home/habits and routines/home furnishing	- Listens to dialogues/conversations/role-plays in which people introduce themselves /each other to make friends/create interpersonal relationships.	Notions A. Speech work: - Recycle vowel/consonant sounds B. Grammar: - Recycle simple past tense (affirmative, negative and question forms) - Use modals: can, may, must - Prepositions of place (in, at, on, under, beside, etc.) - Basic phrasal verbs such as: 'look up,' 'look for', 'look after', 'look into', 'look down', etc. - Adverbs of	- Sociability - Companionability - Cordiality - Responsibility - Orderliness - Politeness - Sociability - Companionability - Cordiality - Tolerance - Self esteem - Selflessness - Courtesy - Consideration for others - Collaboration	A: Human - Peers - Teachers - Parents - Other stakeholders B: Material - Pictures - Cartoons - The Dictionary) C: Methods and Techniques - Learner-centred - Learner-to-learner - Cooperative learning (pair/group work)
	- Identifying the different rooms, furniture and furnishings in the house		- Listens to basic texts such as descriptions/conversations/presentations for specific information about rooms in a home, furniture and furnishings. - Listens to presentations/dialogues/instructions/talks on planning household chores/activities. - Listens to instructions/songs/stories/interviews on performing household chores/activities.			
	- Planning daily household chores/activities	Interacting orally about creating interpersonal relationships, the home/habits and routines/home furnishing	- Asks for, obtains, and gives personal information. - Exchanges information/Presents/Describes rooms in a home, furniture and furnishings. - Sings songs/Recites poems/Discusses about planning household chores/activities. - Asks/Gives information/instructions/Makes preferences on performing household chores/activities.			
	- Performing household chores/activities	Reading informative, descriptive and expressive	- Reads short, simple texts such as dialogues/conversations/sketches, etc. with pictures on meeting and introducing people/creating interpersonal relationships.			

		texts related to creating interpersonal relationships, the home/ habits and routines/home furnishing	<ul style="list-style-type: none"> - Reads short texts such as narratives/ descriptions/magazine stories, etc. to identify different rooms in a home, furniture and furnishings. - Reads short basic forms/guides/talks, etc. on planning daily household chores/activities/ - Reads short, simple texts such as song lyrics/ poems/instructions/pictures with descriptions, etc. on performing household chores/activities. 	<p>frequency (daily, always, sometimes, often, rarely, never, etc.)</p> <p>C. Vocabulary</p> <p>Words and expressions related to:</p> <ul style="list-style-type: none"> - interpersonal relationships (socialise, mingle, nice to meet you, the pleasure is mine, etc.) - different rooms in a home, furniture and furnishings - planning and performing basic household chores/activities 		Hands on
		Writing expressive and informative texts related to creating interpersonal relationships, the home/ habits and routines/home furnishing	<ul style="list-style-type: none"> - Completes/Writes simple questions and answers/dialogues/conversations, etc. that illustrate creating interpersonal relationships. - Draws/Identifies/Labels/Describes pictures of homes, furniture and furnishings. - Fills out simple forms/Writes out schedules/ Completes charts with information on planning daily household chores/activities. - Writes basic data/sentences/ instructions/ poems/song lyrics on cleaning different rooms, furniture and furnishings. 			



Economic Life and Occupations

Module 2

Using language to discuss more on different jobs and professions.



Presentation of the module

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

Contribution to the curriculum goals

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

Contribution of the module to the broad area of language learning

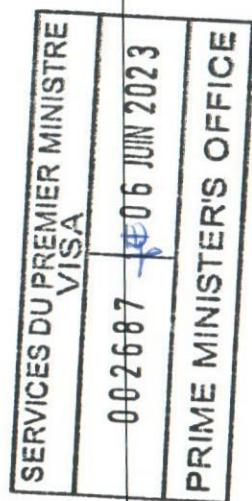
The learner listens and responds appropriately to job relationships, initiates real-life dialogues and interacts orally with other speakers on issues about their jobs and professions, demonstrates understanding of simple written texts on these issues, and effectively performs simple writing activities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

Contribution of the module to the domains of life

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

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. He/she shall make sure the lessons are learner-centred, and that proper evaluation (formative/summative) is planned and executed. Within the 15 teaching hours, three hours are set aside every sequence for testing the learners' competence to listen, speak, read, and/or write and use grammar and vocabulary appropriately.



CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
FAMILY OF SITUATIONS	EXAMPLES OF REAL-LIFE SITUATIONS	CATEGORIES OF ACTIONS	EXAMPLES OF ACTIONS	ESSENTIAL KNOWLEDGE	ATTITUDES	OTHER SOURCES
Using language to discuss more on different jobs and professions	<ul style="list-style-type: none"> - Finding out about different jobs and professions. - Finding out about common tasks associated with different jobs and professions. - Exploring job availability and demand (possibilities) - Volunteering in a work environment 	Listening to informative texts to find out about different jobs and professions	<ul style="list-style-type: none"> - Listens to short, simple conversations/ texts/advertisements/articles about different jobs and professions. - Listens to presentations/reports/ descriptions by professionals or others that explain basic details about common tasks associated with different jobs and professions. - Listens to simple radio or television news/reports/commentaries/ advertisements/interviews on job availability and demand (possibilities). - Listens to basic texts/stories/role-plays for specific information on volunteering in a work environment. 	Notions A. Speech work: Produce simple stress and intonation patterns. B. Grammar: <ul style="list-style-type: none"> - Use adjectives in the correct order. - Use conditional with if (first conditional) - Use conjunctions such as: and, but, so, because. - Use of the present continuous tense C. Vocabulary Words and expressions related to: <ul style="list-style-type: none"> - jobs and professions - common tasks 	<ul style="list-style-type: none"> - Collaboration - Cooperation - Acceptance - Assiduity - Team building - Conscientiousness - Concern for others 	A: Human <ul style="list-style-type: none"> - Peers - Teachers - Parents - Other stakeholders B: Material <ul style="list-style-type: none"> - Pictures - Cartoons - The Dictionary - Newspaper adverts C: Methods and Techniques <ul style="list-style-type: none"> - Learner-centred - Learner-to-learner - Cooperative learning (pair/group)
		Interacting orally about different jobs and professions	<ul style="list-style-type: none"> - Exchanges information through presentations/dialogues/conversations/ questions and answers on different jobs and professions. - Expresses opinions/preferences and interests about common tasks associated with different jobs and professions. - Asks for, obtains and gives information/carries out conversations about the availability and demand for jobs (possibilities). - Role-plays/Carries out conversations/ Reports on/Presents on experiences and reasons for 			

<div> <div>SERVICES DU PREMIER MINISTRE</div> <div>VISA</div> <div>002687</div> <div>06 JUIN 2023</div> <div>PRIME MINISTER'S OFFICE</div> </div>			volunteering at a work environment.	associated with different jobs.	work) Hands on
		Reading informative, descriptive and expressive texts to find out about different jobs and professions	<ul style="list-style-type: none"> - Reads basic texts/advertisements/ brochures/applications and identifies or relates names of jobs and professions. - Reads short, basic texts/flyers/postings/ advertisements/text messages/emails of available job opportunities. - Reads basic texts/pamphlets/postings/ memos with pictures illustrating tasks associated with different job availability and demand (possibilities). - Reads short, simple texts/reports with related pictures demonstrating volunteerism at different work environments. 	<ul style="list-style-type: none"> - advertisements and job applications - volunteering 	
		Writing informative, descriptive and expressive texts related to different jobs and professions	<ul style="list-style-type: none"> - Writes simple descriptive sentences/ Completes or Writes short texts that provide specific information about different jobs and professions. - Writes simple expository/descriptive sentences or texts on the essentials about common tasks associated with different jobs and professions. - Completes paragraphs/fills out simple forms related to job availability and demand (possibilities). - Rearranges scrambled paragraphs/ Writes short descriptions or reports on volunteering. 		

Environment, Well-being, and Health

Module 3

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

Presentation of the module

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

Contribution to the curriculum goals

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

Contribution of the module to the broad area of language learning

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

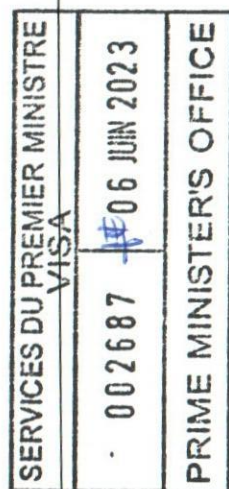
Contribution of the module to the domains of life

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

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. He/she shall make sure the lessons are learner-centred, and that proper evaluation (formative/summative) is planned and executed. Within the 15 teaching hours, three hours are set aside every sequence for testing the learners' competence to listen, speak, read, and/or write and use grammar and vocabulary appropriately.





CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS			RESOURCES	
FAMILY OF SITUATIONS	EXAMPLES OF REAL-LIFE SITUATIONS	CATEGORIES OF ACTIONS	EXAMPLES OF ACTIONS	ESSENTIAL KNOWLEDGE	ATTITUDES	OTHER SOURCES
Using language to create environmental awareness and to explore interests and hobbies in relation to health	<ul style="list-style-type: none"> - Keeping the home, school and immediate environment clean - Disposing household garbage - Recycling used items - Discussing/participating in and practising leisure/recreational activities for health reasons 	Listening to informative texts related to creating environmental awareness, interests and hobbies in relation to health	<ul style="list-style-type: none"> - Listens to basic texts/speeches/talks/ songs that raise awareness about keeping the home, school and immediate environment clean. - Listens to instructions/directives/ advice/ talks/tips/presentations/ guidelines on disposing household garbage. - Listens to presentations/talks/lessons/ text messages to identify basic details on recycling used items. - Listens to people/peers talk about their preferred recreational activities/hobbies in relation to health. 	<p>Notions</p> <p>A. Speech work:</p> <ul style="list-style-type: none"> - Identify and use homophones and homonyms - Contrast the short, long and diphthong vowel sounds. <p>B. Grammar:</p> <ul style="list-style-type: none"> - Use intensifiers: (very, too, so, quite) - Identify and use interrogative pronouns. - Use cause and effect connectors (as a result, therefore, consequently, so that) - Use effect and cause connectors (as a result of, due to, because, owing to, so) - Verbs expressing likes and dislikes (love, enjoy, like, 	<ul style="list-style-type: none"> - Responsibility - Respect - Cleanliness - Creativity - Innovation - Consciousness 	<p>A: Human</p> <ul style="list-style-type: none"> - Peers - Teachers - Parents - Other stakeholders <p>B: Material</p> <ul style="list-style-type: none"> - Pictures - Cartoons - The Dictionary - Dustbin <p>C: Methods and Techniques</p> <ul style="list-style-type: none"> - Learner-centred - Learner-to-learner - Cooperative learning (pair/group work) - Hands on
		Communicating orally on creating environmental awareness, interests and hobbies in relation to health	<ul style="list-style-type: none"> - Exchanges information through dialogues/conversations/talks/ presentations about keeping the home, school and the immediate environment clean. - Asks for, obtains and gives information through dialogues/talks/speeches on garbage disposal procedures. - Gives basic information/advice/talks/ speeches/presentations on recycling used items. - Describes/comments on/analyses leisure/recreational activities/hobbies in relation to health. 			
		Reading informative, descriptive and	<ul style="list-style-type: none"> - Reads short, simple texts/ presentations with pictures and illustrations on keeping the home, school and immediate environment clean. 			

		expressive texts related to creating environmental awareness, interests and hobbies in relation to health	<ul style="list-style-type: none"> - Reads instructions/guidelines/notices/newspapers related to the disposal of household garbage. - Reads short, simple texts/ instructions/ guidelines/procedures/ processes with pictures on recycling used items. - Reads simple illustrated stories/ commentaries/discussions on experiences during leisure/recreational activities and hobbies in relation to health. 	<p>adore, hate, etc.)</p> <p>C: Vocabulary Words and expressions related to:</p> <ul style="list-style-type: none"> - different parts of the home (living room, bedroom, kitchen, pantry, dining room, toilet) - different areas in the school (offices, staff room, classroom, library, canteen, etc.) - disposing household garbage (dumping ground, bonfire, incinerator, dustbin, rubbish, etc.) - recycling used items - recreational activities and facilities 		
		Writing expressive and informative texts related to creating environmental awareness, interests and hobbies in relation to health	<ul style="list-style-type: none"> - Writes short, simple narratives/advice/ directives/reports on cleaning the home, school and immediate environment. - Writes/Rearranges simple descriptive processes, narrative/informative sentences or paragraphs on disposing household garbage. - Fills out simple forms/Writes short sentences/texts on recycling used items. - Completes/Rearranges simple texts/ reports/ procedures/rules for participating in or practising leisure/recreational activities for health reasons. 			



Citizenship/Human Rights

Module 4

Using language to explore citizens of the nation and the world.



Presentation of the module

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

Contribution to the curriculum goals

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

Contribution of the module to the broad area of language learning

The learner listens and responds appropriately to issues about relationships in a global village, initiates real-life dialogues and interacts orally with other speakers on these issues, demonstrates understanding of simple written texts, and effectively performs simple writing activities dealing with citizenship/human rights.

Contribution of the module to the domains of life

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

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. He/she shall make sure the lessons are learner-centred, and that proper evaluation (formative/summative) is planned and executed. Within the 15 teaching hours, three hours are set aside every sequence for testing the learners' competence to listen, speak, read, and/or write and use grammar and vocabulary appropriately.

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS			RESOURCES	
FAMILY OF SITUATIONS	EXAMPLES OF REAL-LIFE SITUATIONS	CATEGORIES OF ACTIONS	EXAMPLES OF ACTIONS	ESSENTIAL KNOWLEDGE	ATTITUDES	OTHER SOURCES
Using language to explore citizens of the nation and the world	<ul style="list-style-type: none"> - Finding out and identifying local customs and cultural practices such as weddings, funerals, childbirths, festivals, etc. 	Listening to informative texts about citizens of the nation and the world	<ul style="list-style-type: none"> - Listens to stories/descriptions/legends/ folktales about local customs and cultural practices. - Listens to presentations/basic texts/ songs/ talks on aspects of local culture. - Listens to basic texts/speeches/ biographies/presentations/descriptions/ stories/poems that identify people and aspects of other cultures. - Listens to basic texts/speeches/ biographies/songs/reports/eulogies/ testimonies/narratives/descriptions about famous African and world leaders. 	Notions A. Speech work: Practise stressed and unstressed syllables in connected speech. B. Grammar: <ul style="list-style-type: none"> - Use the imperative forms - Identify and use pre-modifiers (common adjectives that can modify nouns) - Use quantifiers ('some', 'any' and 'no') - Use time adverbials (now, then, later, sometimes, always, already) 	<ul style="list-style-type: none"> - Sociability - Companionability - Cordiality 	A. Human <ul style="list-style-type: none"> - Peers - Teachers - Parents - Other stakeholders B. Material <ul style="list-style-type: none"> - Pictures - Cartoons - The Dictionary - World map - Globe - TV C. Methods and Techniques <ul style="list-style-type: none"> - Learner-centred - Learner-to-learner - Cooperative learning (pair/group work)
	<ul style="list-style-type: none"> - Identifying aspects of local culture such as songs, dances, food, language, traditional attires, etc. - Identifying people and aspects of other cultures - Finding out about famous African and world leaders 	Communicating orally about citizens of the nation and the world	<ul style="list-style-type: none"> - Gives/Exchanges/Receives information through dialogues/conversations/ presentations/narrations/descriptions/ sketches about local customs and cultural practices. - Asks for, obtains and gives information through dialogues/conversations/lectures/ presentations/narrations/descriptions/ songs/analyses of aspects of local culture. - Expresses thoughts/feelings/preferences/ likes/dislikes or comments/analyses/ describes/narrates/compares people and aspects of other cultures. - Requests for/Gives/Shares information through dialogues/conversations/ interviews/reports/presentations/ descriptions about famous African and world leaders. 	C. Vocabulary Words and		

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VISA
002687
06 JUN 2023
PRIME MINISTER'S OFFICE

		<p>Reading informative, descriptive and expressive texts about citizens of the nation and the world</p>	<ul style="list-style-type: none"> - Reads fables/legends/folktales/narratives/ letters/short stories/articles about local customs and cultural practices. - Reads short simple texts such as poems/ songs/narratives/articles/talks/legends, folktales/fables, etc. about aspects of local culture. - Reads stories/narratives/biographies/ autobiographies/eulogies/historical excerpts/speeches/articles about people and aspects of other cultures. - Reads short basic descriptions/narratives/ talks/speeches/articles/stories/eulogies/ biographies/songs about famous African and world leaders. 	<p>expressions related to:</p> <ul style="list-style-type: none"> - local customs and practices. - aspects of local culture - people and aspects of other cultures - famous African and world leaders. (qualities and titles related to them) 		<p>- Hands on</p>
		<p>Writing expressive, descriptive and informative texts related to citizens of the nation and the world</p>	<ul style="list-style-type: none"> - Completes/Rearranges sentences in friendly letters/dialogues/short paragraphs/ legends/folktales about local customs and practices. - Writes/Completes/Rearranges short descriptive/narrative/ expository sentences about aspects of local culture. - Writes/Completes/Rearranges short descriptive/narrative/expository sentences about people and aspects of other cultures. - Writes/Completes/Rearranges short descriptive/narrative/ expository sentences about famous African and world leaders. 			



Media and communication

Module 5

Using language to keep abreast of modern technology.



Presentation of the module

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

Contribution to the curriculum goals

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

Contribution of the module to the broad area of language learning

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

Contribution of the module to the domains of life

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

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. He/she shall make sure the lessons are learner-centred, and that proper evaluation (formative/summative) is planned and executed. Within the 15 teaching hours, three hours are set aside every sequence for testing the learners' competence to listen, speak, read, and/or write and use grammar and vocabulary appropriately.

SERVICES DU PREMIER MINISTRE
VISA
002687
06 JUN 2023
PRIME MINISTER'S OFFICE

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS			RESOURCES	
FAMILY OF SITUATIONS	EXAMPLES OF REAL-LIFE SITUATIONS	CATEGORIES OF ACTIONS	EXAMPLES OF ACTIONS	ESSENTIAL KNOWLEDGE	ATTITUDES	OTHER SOURCES
Using language to keep abreast of modern technology	<ul style="list-style-type: none"> - Exploring gadgets and appliances - Managing difficulties in the use of modern technological appliances - Practising politeness on the phone/internet - Coping with social media 	Listening to informative texts about modern technology	<ul style="list-style-type: none"> - Listens to short, basic texts/presentations/dialogues for specific information on different gadgets and appliances. - Listens to basic texts/role-plays/dialogues/presentations that portray the management of difficulties while using modern technological appliances. - Listens to basic texts/dialogues/advice/presentations/role-plays/conversations on practising politeness on the phone/ internet. - Listens to commentaries/advice/presentations/dialogues on coping with social media. 	Notions A. Speech work: General revision [vowels/consonants] B: Grammar: <ul style="list-style-type: none"> - Using nouns as gerunds - Reflexive pronouns - Relative pronouns - Expressing future time using 'going to + verb) - General Revision C: Vocabulary Words and expressions related to: <ul style="list-style-type: none"> - technological gadgets and appliances - managing difficulties on the 	<ul style="list-style-type: none"> - Creativity - Moderation - Responsibility 	A: Human <ul style="list-style-type: none"> - Peers - Teachers - Parents - Other stakeholders B: Material <ul style="list-style-type: none"> - pictures - cartoons - phones - TV - Computers - Recorder C: Methods and Techniques <ul style="list-style-type: none"> - learner-centred - Learner-to-learner - Cooperative learning (pair/group work)
		Communicating orally about modern technology	<ul style="list-style-type: none"> - Exchanges/Gives/Receives information through dialogues/conversations/role-plays/sketches on exploring gadgets and appliances. - Asks for, obtains, and gives information through role-plays/presentations/dialogues in which difficulties are managed when using technological appliances. - Tells stories/Recounts experiences/Shares personal views/ethics with regard to practising politeness on the phone/ internet. - Expresses likes, dislikes or problems/ Gives advice on coping with social media. 			

		<p>Reading informative, descriptive and expressive texts about modern technology</p> <ul style="list-style-type: none"> - Reads brochures/short texts/simple captions/presentations/diagrams with illustrations of different gadgets and appliances. - Reads basic texts/conversations/brochures/advertisements/presentations/dialogues for specific information on managing difficulties in the use of modern technological appliances. - Reads short, basic texts/telephone conversations/emails/dialogues that portray the use of polite expressions on the phone/internet. - Reads short, basic descriptions/role-plays/instructions that illustrate and solve problems related to coping with social media. 	<p>phone/internet.</p> <ul style="list-style-type: none"> - politeness during phone/internet conversations. (could you, would you please, hold on, etc.) - coping with social media. 		- Hands on
		<p>Writing expressive, descriptive and informative texts related to modern technology</p> <ul style="list-style-type: none"> - Draws and Labels pictures/ Writes/ Rearranges/Completes words and sentences on gadgets and appliances. - Answers questions/Fills out simple forms on the management of difficulties in the use of modern technological appliances. - Completes/Rearranges words and sentences that express politeness on the phone/internet - Writes short messages/chats/tweets on coping with social media. 			



QUATRIEME (4^{ème})





Family and Social Life

MODULE 1

Using language to talk about social integration (traditions and customs of Cameroon and conflict resolution)

Presentation of the module

This module addresses real life situations inspiring second language learners to communicate with ease on issues of their traditional customs and practices and also cooperate effectively as conflict resolution ambassadors in areas around their immediate environment where discord prevails.

Contribution to the curriculum goals

This module enables every learner to develop their personality and become conscientious and autonomous, and to adopt a high degree of tolerance toward other people's ideas, opinions and cultures. He/she will become a responsible and discerning individual who can fully exercise his/her social roles.

Contribution of the module to the broad area of language learning

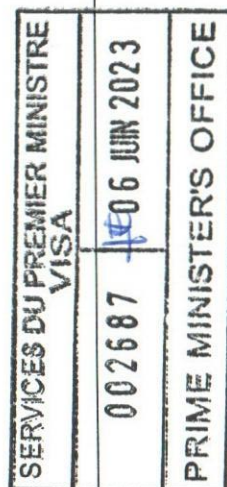
The learner listens and responds appropriately to issues about their traditional customs and practices, and conflict management, initiates real-life dialogues and interacts orally with other speakers on these issues, demonstrates understanding of simple written texts, and effectively performs simple writing activities dealing with social integration and conflict resolution.

Contribution of the module to the domains of life

In the treatment of the family of situations that belongs to the domain of social life, family development, and positive relationship awareness, the teacher is expected to accompany the learner in the process of adopting responsible behaviour with regard to respect of traditional customs and practices, and conflict management.

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. He/she shall make sure the lessons are learner-centred, and that proper evaluation (formative/summative) is planned and executed. Within the 15 teaching hours, three hours are set aside every sequence for testing the learners' competence to listen, speak, read, and/or write and use grammar and vocabulary appropriately.



CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes	Other Resources
Using language to talk about social integration (traditions and customs of Cameroon and conflict resolution)	- Participating in traditional and cultural manifestations	Listening to informative texts about social integration (traditions and customs of Cameroon and conflict resolution)	- Listens to simple texts/song lyrics/dialogues/ conversations with specific information about people participating in traditional and cultural manifestations.	Notions A. Speech work: Recycle vowels/ consonants Pronounce the end sounds of regular verbs used in the past tense B. Grammar: Recycle the simple past tense of regular verbs. Recycle relative pronouns: 'who', 'which', 'that', as well as 'whom' and 'whose' Identify and use the past tense of irregular verbs Use reciprocal pronouns: 'each other', 'one another', 'one another's'	Sociability Companionability Cordiality Responsibility Orderliness Politeness Team building Collaboration Consideration Openness	A: Human - Peers - Teachers - Parents - Other stakeholders B: Material - Pictures - Cartoons - The Dictionary - Traditional regalia/drums C: Methods and Techniques - Learner-centred - Learner-to-learner - Cooperative learning (pair/group work)
	- Socialising with friends and neighbours while celebrating special occasions		- Listens to commentaries/role-plays/ interviews/ news reports about socializing with friends and neighbours during the celebration of special occasions. - Listens to short simple texts/roleplays/sketches/ dialogues/conversations related to participating in conflict resolution efforts in the family. - Listens to short simple texts/role-plays/ sketches/ dialogues/meeting reports related to participating in conflict resolution efforts in the school community.			
	- Participating in conflict resolution efforts in the family	Interacting orally about social integration (traditions and customs of Cameroon and conflict resolution)	- Gives/Receives/Exchanges information about people participating in traditional and cultural manifestations. - Asks for/obtains/gives/exchanges information with friends through dialogues/conversations/interviews related to socialising with friends and neighbours while celebrating special occasions. - Role-plays/Dialogues/Carries out Interviews/Gives advice on conflict resolution efforts in the family. - Role-plays/Dialogues/Carries out interviews/Gives advice/Holds meetings on conflict resolution efforts in the school community.			
	- Participating in conflict resolution efforts in the school community	Reading descriptive informative and	- Reads short, simple texts/dialogues/conversations/ reports/commentaries related to participating in traditional and cultural manifestations.			

		expressive texts about social integration (traditions and customs of Cameroon and conflict resolution)	<ul style="list-style-type: none"> - Reads simple illustrated stories/short, basic texts/dialogues/conversations related to socializing with friends and neighbours while celebrating special occasions. - Reads short, basic texts/dialogues/sketches/conversations etc. related to participating in conflict resolution efforts in the family. - Reads short, basic texts/dialogues/sketches/conversations/meeting reports/short newspapers briefs/handouts related to participating in conflict resolution efforts in the school community. 	<ul style="list-style-type: none"> - Identify and use the present perfect tense <p>C: Vocabulary</p> <p>Words and expressions related to:</p> <ul style="list-style-type: none"> - different traditional practices and customs 		- Hands on
		Writing descriptive, expressive and informative texts related to social integration (traditions and customs of Cameroon and conflict resolution)	<ul style="list-style-type: none"> - Rearranges/Completes simple descriptive/narrative paragraphs related to participating in traditional and cultural manifestations. - Rearranges/Completes simple descriptive/narrative paragraphs related to socialising with friends and neighbours while celebrating special occasions. - Completes dialogues/conversation/Writes short narrative/descriptive/process paragraphs related to participating in conflict resolution efforts in the family - Answers questions/Completes dialogues/conversations/Writes short narrative/descriptive/process paragraphs related to participating in conflict resolution efforts in the school community. 	<ul style="list-style-type: none"> - socialising with friends and neighbours while celebrating special occasions - participating in conflict resolution in the family - participating in conflict resolution in the school community 		



SERVICES DU PREMIER MINISTRE VISA	
002687	06 JUN 2023
PRIME MINISTER'S OFFICE	

Economic Life and Occupations MODULE 2

Using language to talk about future professional life and participating in leisure activities.

Presentation of the module

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

Contribution to the curriculum goals

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

Contribution of the module to the broad area of language learning

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

Contribution of the module to the domains of life

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

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. He/she shall make sure the lessons are learner-centred, and that proper evaluation (formative/summative) is planned and executed. Within the 15 teaching hours, three hours are set aside every sequence for testing the learners' competence to listen, speak, read, and/or write and use grammar and vocabulary appropriately.

SERVICES DU PREMIER MINISTRE
VISA
002687
PRIME MINISTER'S OFFICE
06 JUN 2023

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes	Other Resources
Using language to talk about future professional life and participating in leisure activities.	- Preparing for and undergoing a short, simple job interview	Listening to informative texts to talk about future professional life and participating in leisure activities	<ul style="list-style-type: none"> - Listens to short, simple texts/reports/dialogues/ role-plays about preparing for and undergoing a short simple job interview. - Listens to presentations/dialogues/radio and television news reports/commentaries/interviews about interests in and enjoying entertainment products. - Listens to discussions/basic texts/dialogues/role-plays related to recreational activities. - Listens to instructions/rules/simple radio and television news reports/commentaries/interviews/dialogues related to practising recreational activities. 	Notions A. Speech work: - Focus on nasals- /m/, /n/, /ŋ/ and the /tʃ/, /dʒ/ sounds. B. Grammar: - Identify and use passive and active voice - Identify and use modals and their equivalent expressions: 'can/to be able to'; 'may/ to be allowed to'; 'must/to have to', should/ ought to and contracted forms. - Use basic phrasal verbs that begin with 'put', 'look' and 'give' correctly. - Make suggestion 'let's ...', 'what if ...'	- Confidence - Politeness - Patience - Courtesy - Flexibility - Friendliness - Respect	A: Human - Peers - Teachers - Parents - Other stakeholders B: Material - Pictures - Billboards - Cartoons - Newspapers/ brochures/ flyers - The Dictionary C: Methods and Techniques - Learner-centred - Learner-to-learner - Cooperative
	- Identifying and discussing recreational activities	Interacting orally about future professional life and participating in leisure activities	<ul style="list-style-type: none"> - Asks for/obtains/gives information on preparing for and undergoing a short, simple job interview. - Expresses opinions/intentions/likes and dislikes about interests in and enjoying entertainment products. - Exchanges information/Inquires/Discusses through dialogues/role-plays/conversations/sketches about identifying recreational activities. - Asks for/Answers questions/Gives advice/ instructions/rules related to practising recreational activities. 			
	- Practising recreational activities	Reading informative, descriptive and	<ul style="list-style-type: none"> - Reads short, simple texts/dialogues/conversations/ presentations/advertisements/flyers on preparing for and undergoing a short, simple job interview. 			

	expressive texts about future professional life and participating in leisure activities	<ul style="list-style-type: none"> - Reads short, basic descriptions/forms/dialogues/conversations about sharing interests in and enjoying entertainment products. - Reads short, basic forms/descriptions/flyers/advertisements/dialogues/conversations/brochures related to identifying and discussing recreational activities. - Reads short, simple texts/dialogues/instructions/rules/ conversations/tips about practising recreational activities. 	C: Vocabulary Words and expressions related to: <ul style="list-style-type: none"> - job interviews - entertainment products - recreational activities (identifying and practice) 		learning (pair/group work) - Hands on
	Writing expressive, descriptive and informative texts related to future professional life and participating in leisure activities	<ul style="list-style-type: none"> - Writes short descriptive/narrative/process paragraphs/dialogues/Fills out information forms about preparing for and undergoing a short, simple job interview. - Writes short descriptive/narrative paragraphs expressing likes and dislikes, process/cause-effect paragraphs related to sharing interests in and enjoying entertainment products. - Identifies pictures/Makes suggestions/preferences and completes/rearranges/writes descriptive/ narrative/process paragraphs related to recreational activities. - Draws and labels scenes/writes short descriptive/ narrative/process paragraphs on practising recreational activities 			





Environment, Well-being and Health

MODULE 3

Using language to talk about the protection of the environment and the fight against endemic and pandemic diseases.

Presentation of the module

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

Contribution to the curriculum goals

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

Contribution of the module to the broad area of language learning

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

Contribution of the module to the domains of life

In the treatment of the family of situations that belongs to the domain of environment well-being and health, and positive relationship awareness, the teacher is expected to accompany the learner in the process of adopting responsible behaviour with regard to the environment, well-being and health.

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. He/she shall make sure the lessons are learner-centred, and that proper evaluation (formative/summative) is planned and executed. Within the 15 teaching hours, three hours are set aside every sequence for testing the learners' competence to listen, speak, read, and/or write and use grammar and vocabulary appropriately.

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes	Other Resources
<div> <div>SERVICES DU PREMIER MINISTRE VISA</div> <div>002687</div> <div>06 JUN 2023</div> <div>PRIME MINISTER'S OFFICE</div> </div>	Using language to talk about the protection of the environment and the fight against endemic and pandemic diseases	<ul style="list-style-type: none"> - Discussing about the prevention of bush fires and the felling of trees - Protecting endangered species of animals 	<ul style="list-style-type: none"> - Listening to informative texts about the protection of the environment and the fight against endemic and pandemic diseases - Listening to short, simple texts/dialogues/poems/conversations/sketches, etc. about the prevention of bush fires and the felling of trees. - Listening to simple radio/television news reports/commentaries/interviews about protecting endangered species of animals. - Listening to basic texts for specific information/reports/dialogues/news briefs related to finding out about and fighting against endemic diseases. - Listening to presentations/role plays/discussions/short articles related to finding out about and fighting against pandemic diseases. 	Notions A. Speech work: Practise intonation and stress patterns B. Grammar: Identify and use noun phrases (countable and uncountable) Identify and use comparatives and superlatives Use exclamations: e.g., What a ...! C: Vocabulary Words and expressions related to: the prevention of bush fires and the felling of trees. - protecting	<ul style="list-style-type: none"> - Responsibility - Respectability - Cleanliness - Creativity - Innovation - Consciousness - Alertness 	A: Human Peers Teachers Parents Other stakeholders B: Material Pictures Cartoons The Dictionary Dustbin Newspapers, etc. C: Methods and Techniques Learner-centred Learner-to-learner Cooperative learning (pair/group)
	Finding out about and fighting against endemic diseases	Interacting orally about the protection of the environment and the fight against endemic and pandemic diseases	<ul style="list-style-type: none"> - Exchanges/Requests information through dialogues/conversations/talks on discussing about the prevention of bush fires and the felling of trees. - Asks for/obtains/gives information through dialogues/conversations/interviews about the protection of endangered species of animals. - Requests for/Gives information through interviews/presentations/mock lessons/songs on finding out about and fighting against endemic diseases. - Shares personal experiences/Tells stories/Recites poems/Role plays on finding out about and fighting against pandemic diseases. 			
	Finding out about and fighting against pandemic Diseases					

		<p>Reading informative, descriptive and expressive texts about the protection of the environment and the fight against endemic and pandemic diseases</p> <ul style="list-style-type: none"> - Reads short, simple texts with pictures/magazine stories/instructions/reports related to the prevention of bush fires and the felling of trees. - Reads short, basic descriptions/illustrations/guides/dialogues on protecting endangered species of animals. - Reads short instructions/notices/notes/song lyrics on finding out about and fighting against endemic diseases. - Reads simple illustrated texts such as poems/dialogues/advice/sketches on finding out about and fighting against pandemic diseases 	<p>endangered species of animals.</p> <ul style="list-style-type: none"> - fighting endemic diseases. - fighting pandemic diseases. 		<p>work)</p> <ul style="list-style-type: none"> - Hands on
		<p>Writing informative, descriptive and expressive texts related to the protection of the environment and the fight against endemic and pandemic diseases</p> <ul style="list-style-type: none"> - Rearranges/Completes/Writes simple paragraphs related to the prevention of bush fires and the felling of trees. - Completes dialogues/Fills out simple forms/Writes short simple descriptive/narrative/process paragraphs on the protection of endangered species of animals. - Rearranges/Completes/Writes simple descriptive/narrative/process paragraphs on finding out about and fighting against endemic diseases. - Writes short stories/poems/song lyrics/dialogues on finding out about and fighting against pandemic diseases. 			



Citizenship/Human Rights

MODULE 4

Using language to talk about gender issues and mutual acceptance.

Presentation of the module

This module addresses real-life situations challenging second language learners to communicate at the basic level in areas of gender issues and mutual acceptance.

Contribution to the curriculum goals

This module enables every learner to develop their personality, collaborative competences, and become a conscientious, and to adopt a responsible behaviour with regard to gender issues and mutual acceptance. He/she will become a responsible individual who can fully exercise his/her social roles as an advocate for gender equality and tolerance.

Contribution of the module to the broad area of language learning

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

Contribution of the module to the domains of life

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

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. He/she shall make sure the lessons are learner-centred, and that proper evaluation (formative/summative) is planned and executed. Within the 15 teaching hours, three hours are set aside every sequence for testing the learners' competence to listen, speak, read, and/or write and use grammar and vocabulary appropriately.

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002687	06 JUN 2023
PRIME MINISTER'S OFFICE	

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes	Other Resources
Using language to talk about gender issues and mutual acceptance	<ul style="list-style-type: none"> - Being a victim of gender discrimination/ harassment - Participating in gender equality promotion activities - Exploring problems of violence - Volunteering for conflict resolution issues 	Listening to informative texts about gender issues and mutual acceptance Interacting orally about gender issues and mutual acceptance	<ul style="list-style-type: none"> - Listens to short, simple texts/dialogues/ poems/ conversations/sketches, etc. on being a victim of gender discrimination/harassment. - Listens to simple radio and television news reports/stories/commentaries/interviews about participating in gender equality promotion activities. - Listens to basic texts/simple radio/television news reports/song lyrics/interviews about exploring problems of violence. - Listens to presentations/role plays/poems/ song lyrics/interviews about volunteering for conflict resolution issues. - Exchanges/Requests for/Shares information through dialogues/conversations/talks on being a victim of gender discrimination/harassment. - Requests for/Gives information/Recites poems/ Sing songs on participating in gender equality promotion activities. - Asks for/obtains/gives information through dialogues/conversations/interviews on exploring problems of violence. - Expresses thoughts/feelings/preferences/ likes/dislikes about volunteering for conflict resolution issues. 	Notions A. Speech work: Practise stressed and unstressed syllables in connected speech (phrases) B. Grammar: Identify and use possessive adjectives: my, your, etc. Use possessive pronouns: mine, yours, etc. Use universal pronouns: each, all, every, etc. Use adverbs of degree; slightly, quite, too, very, etc. C: Vocabulary Words and expressions related to:	<ul style="list-style-type: none"> - Sociability - Companionability - Cordiality - Acceptability - Respect for others - Self esteem - Dignity 	A: Human Peers Teachers Parents Other stakeholders B: Material Pictures Cartoons The Dictionary UN Charter Globe - TV etc. C: Methods and Techniques Learner-centred Learner-to-learner Cooperative learning
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> SERVICES DU PREMIER MINISTRE VISA 002687 06 JUIN 2023 PRIME MINISTER'S OFFICE </div>						

		<p>Reading informative, descriptive and expressive texts about gender issues and mutual acceptance</p> <ul style="list-style-type: none"> - Reads short, simple texts with pictures/ descriptions/illustrations/magazines stories/ reports on being a victim of gender discrimination/harassment. - Reads related pictures/simple illustrated stories/ poems/texts/charters on participating in gender equality promotion activities. - Reads short basic descriptions/texts/ illustrations/instructions/guides on exploring problems of violence. - Reads short instructions/notices/descriptions and illustrations/announcements about volunteering for conflict resolution issues. 	<ul style="list-style-type: none"> - gender discrimination/ harassment - gender equality promotion activities - problems of violence. - volunteering for conflict resolution issues. 		<p>(pair/group work)</p> <ul style="list-style-type: none"> - Hands on
		<p>Writing informative, descriptive and expressive texts related to gender issues and mutual acceptance</p> <ul style="list-style-type: none"> - Re-arranges/Writes simple paragraphs on being a victim of gender discrimination/ harassment. - Re-arranges/Completes/Writes simple descriptive/narrative/process paragraphs on participating in gender equality promotion activities. - Fills out simple forms/Completes simple dialogues/Writes short simple descriptive/narrative /process paragraphs on exploring problems of violence. - Writes addresses/personal data in simple form/friendly letters/postcards to pen pals/ simple questions and answers about volunteering for conflict resolution issues. 			



Media and Communication

MODULE 5

Using language to explore ICTs.



Presentation of the module

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

Contribution to the curriculum goals

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

Contribution of the module to the broad area of language learning

The learner listens and responds appropriately to issues related to the use of ICT gadgets and applications, initiates real-life dialogues and interacts orally with other speakers on these issues, demonstrates understanding of simple written texts, and effectively performs simple writing activities dealing with modern technology.

Contribution of the module to the domains of life

In the treatment of the family of situations that belongs to the domain of ICTs and scientific development, the teacher is expected to accompany the learner in the process of adopting responsible behaviour with regard to modern technology.

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. He/she shall make sure the lessons are learner-centred, and that proper evaluation (formative/summative) is planned and executed. Within the 15 teaching hours, three hours are set aside every sequence for testing the learners' competence to listen, speak, read, and/or write and use grammar and vocabulary appropriately.

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes	Other Resources
Using language to explore ICTs	- Finding out about modern inventions (www, mp3, USB key, WhatsApp, Viber, etc.)	Listening to informative texts about ICTs	<ul style="list-style-type: none"> - Listens to short, simple descriptive/ narrative/ process texts about modern inventions. - Listens to presentations/dialogues/ commentaries/tips on exploring modern inventions. - Listens to simple radio and television news reports/spots/stories/complaints commentaries related to worrying over ICT illiteracy. 	Notions A. Speech work: General revision B: Grammar: General Revision C: Vocabulary Words and expressions related to: - modern inventions - ICT illiteracy	Creativity Resourcefulness Critical thinking Attentiveness Purposefulness	A: Human <ul style="list-style-type: none"> - Peers - Teachers - Parents - Other stakeholders B: Material <ul style="list-style-type: none"> - Pictures - Cartoons - Phones - TV - USB key - Computers - Recorder - Web pages, etc. C: Methods and Techniques <ul style="list-style-type: none"> - learner centred - Learner-to-learner - Cooperative
	- Exploring modern inventions	Interacting orally about ICTs	<ul style="list-style-type: none"> - Exchanges/Requests for/Shares information about modern inventions. - Asks for/obtains/gives information through dialogues/conversations/talks, etc. on exploring modern inventions. - Expresses preferences/likes/dislikes/worries/ thoughts/ feelings/personal views on worrying over ICT illiteracy. 			
	- Worrying over ICT illiteracy	Reading informative, descriptive and expressive texts about ICTs	<ul style="list-style-type: none"> - Reads short, simple texts with pictures/ brochures/illustrations/instructions/dialogues on modern inventions. - Reads simple captions/news bars/brochures/ advertisements/ on exploring modern inventions. - Reads short, basic descriptions with symbols/ modern technology stories/dialogues/complaints etc. related to 			



			worrying over ICT illiteracy.			learning (pair/group work) - Hands on
		Writing informative, descriptive and expressive texts related to ICTs	<ul style="list-style-type: none"> - Writes short, simple descriptive/narrative/ process paragraphs on modern inventions. - Writes short stories/dialogues/poems/song lyrics/guidelines etc. on exploring modern inventions. - Writes friendly emails/SMS/short stories/ blogs/chats/tweets/poems/song lyrics etc. related to worrying over ICT illiteracy. 			



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Family and Social Life

MODULE 1

Using language to talk about national integration and diversity acceptance.

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002687	06 JUN 2023
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Presentation of the module

This module addresses real-life situations inspiring second language learners to communicate with ease on issues of their national integration and also cooperate effectively in areas of diversity acceptance/tolerance around their immediate environment where discord prevails.

Contribution to the curriculum goals

This module enables every learner to develop their personality and become conscientious and autonomous, and to adopt a high degree of tolerance toward others' ideas, opinions and culture. He/she will become a responsible and discerning individual who can fully exercise his/her social roles.

Contribution of the module to the broad area of language learning

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

Contribution of the module to the domains of life

In the treatment of the family of situations that belongs to the domain of social life, family development, and positive relationship awareness, the teacher is expected to accompany the learner in the process of adopting a responsible behaviour with regard to the respect of national integration and diversity acceptance.

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. He/she shall make sure the lessons are learner-centred, and that proper evaluation (formative/summative) is planned and executed. Within the 15 teaching hours, three hours are set aside every sequence for testing the learners' competence to listen, speak, read, and/or write and use grammar and vocabulary appropriately.

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes	Other Resources
Using language to talk about national integration and diversity acceptance.	Interacting with peers from other tribes/cultures in Cameroon	Listening to informative texts about national integration and diversity acceptance	<ul style="list-style-type: none"> - Listens to short, simple texts such as dialogues/ conversations/role plays/ sketches related to interacting with peers from other tribes/cultures in Cameroon. - Listens to short, simple narratives/ descriptive paragraphs/dialogues/tips/ethics on socialising with friends and neighbours of other religions. - Listens to instructions/news reports/ official texts/presentations/articles on tolerating and accepting others. - Listens to presentations/radio and television news reports/commentaries/ interviews/role plays on taking part in cross-national celebrations. 	Notions A. Speech work: <ul style="list-style-type: none"> - Recycle vowels/ consonants. - Contrast all the vowel and consonant sounds. B. Grammar: <ul style="list-style-type: none"> - Revise all the problem areas of grammar points studied previously. - Use adjuncts: 'while', 'for', 'neither ...nor', 'either...or', 'only', 'also', 'never', 'ever', 'although' . - Identify and use ellipsis: -e.g., Ndongo loves Ngum, and so does Ekwalla 	<ul style="list-style-type: none"> - Sociability - Companionability - Cordiality - Responsibility - Orderliness - Politeness - Team building - Collaboration - Consideration - Openness 	A: Human <ul style="list-style-type: none"> - Peers - Teachers - Parents - Other stakeholders B: Material <ul style="list-style-type: none"> - Pictures - Cartoons - The Dictionary) - Map of Cameroon - Constitution of Cameroon - Traditional regalia/drums, etc. C: Methods and
	Socialising with friends and neighbours of other religions Tolerating and accepting others Taking part in cross-national celebrations (Christmas day, New Year Day, Tabaski, Ramadan, Labour Day, Teachers' Day, etc.)		<ul style="list-style-type: none"> - Exchanges information through dialogues/ speeches/advice/conversations on how to relate with peers from other tribes/cultures in Cameroon. - Asks for/obtains/gives information about socialising with friends and neighbours of other religions. - Gives preferences/likes/dislikes/accepts or refuses suggestions/plans related to tolerating and accepting others. - Exchanges and receives information through dialogues/conversations/questions and answers on taking part in cross-national celebrations. 			

SERVICES DU PREMIER MINISTRE
VISA

002687 06 JUN 2023

PRIME MINISTER'S OFFICE

		<p>Reading informative and expressive texts about national integration and diversity acceptance</p> <ul style="list-style-type: none"> - Reads short, simple texts with pictures/ illustrated stories/cultural write-ups on interacting with peers from other tribes/ cultures in Cameroon. - Reads short, simple descriptive/narrative texts/articles/speeches/dialogues/ conversations on socialising with friends and neighbours of other religions. - Reads short, simple poems/song lyrics/ newspaper briefs/stories/radio and television reports/newspaper reports on tolerating and accepting others. - Reads short basic descriptions with national symbols/newspaper briefs on taking part in cross-national celebrations. 	<p>C. Vocabulary</p> <p>Words and expressions related to:</p> <ul style="list-style-type: none"> - tribes/cultures in Cameroon - aspects of various religions - tolerating and accepting others - cross-national celebrations 		<p>Techniques</p> <ul style="list-style-type: none"> - Learner-centred - Learner-to-learner - Cooperative learning (pair/group work) - Hands on
		<p>Writing descriptive, expressive and informative texts related to national integration and diversity acceptance</p> <ul style="list-style-type: none"> - Writes short simple narrative/descriptive/ expository paragraphs on interacting with peers from other tribes/cultures in Cameroon. - Writes short stories/dialogues/ conversations/sketches related to socialising with friends and neighbours of other religions. - Writes tips/dialogues/sketches/song lyrics on tolerating and accepting others. - Writes short narrative/descriptive/ expository paragraphs/reports/ commentaries/interviews on taking part in cross-national celebrations. 			



Economic Life and Occupations

MODULE 2

Using language to talk about consumption habits and how they impact economic and social life.

Presentation of the module

This module addresses real-life situations challenging second language learners to communicate at the basic level in areas of common consumption habits and how they impact economic and social life.

Contribution to the curriculum goals

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

Contribution of the module to the broad area of language learning

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

Contribution of the module to the domains of life

In the treatment of the family of situations that belongs to the domain of economic life and occupations, the teacher is expected to accompany the learner in the process of adopting a responsible behaviour with regard to consumption habits and how they impact economic and social life.

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. He/she shall make sure the lessons are learner-centred, and that proper evaluation (formative/summative) is planned and executed. Within the 15 teaching hours, three hours are set aside every sequence for testing the learners' competence to listen, speak, read, and/or write and use grammar and vocabulary appropriately.



CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes	Other Resources
Using language to talk about consumption habits and how they impact economic and social life	<ul style="list-style-type: none"> - Going to a restaurant - Inquiring about accommodation - Finding best buys - Participating in leisure activities 	Listening to informative, expressive and descriptive texts about consumption habits and how they impact economic and social life	<ul style="list-style-type: none"> - Listens to short, simple texts/articles/dialogues/ conversations/advertisements, etc. related to going to the restaurant. - Listens to radio and television advertisements/ dialogues/commentaries/interviews/brochures related to inquiring about accommodation. - Listens to advertisements/conversations/ dialogues/interviews/slogans/hand-outs related to finding best buys. - Listens to poems/song lyrics/radio and television news reports/commentaries/conversations related to participating in leisure activities. 	Notions A. Speech work: <ul style="list-style-type: none"> - Produce correct word stress and sentence stress. B. Grammar: <ul style="list-style-type: none"> - Recycle comparatives. - Use simple expressions of purpose. - Use gerunds. - Construct complex sentences: coordination, subordination. C. Vocabulary Words and expressions related to: <ul style="list-style-type: none"> - the restaurant - inquiring about 	<ul style="list-style-type: none"> - Confidence - Politeness - Patience - Courtesy - Flexibility - Friendliness - Respectability - Honesty - Accountability - Tolerance 	A: Human <ul style="list-style-type: none"> - Peers - Teachers - Parents - other stakeholders B: Material <ul style="list-style-type: none"> - Pictures - Billboards - Cartoons - Newspapers/ brochures/ flyers - The dictionary etc. C: Methods and Techniques <ul style="list-style-type: none"> - Learner-centred
		Interacting orally about consumption habits and how they impact economic and social life	<ul style="list-style-type: none"> - Exchanges/Requests information through dialogues/interviews/conversations/role plays related to going to a restaurant. - Asks for/obtains/gives information about appropriate accommodation. - Expresses opinions/intentions, likes/dislikes asks questions/makes commentaries on finding best buys. - Asks questions/gives and obtains information through talks/conversations related to participating in leisure activities. 			
		Reading informative,	<ul style="list-style-type: none"> - Reads short, simple texts with pictures/dialogues/ directions/descriptions/conversations related to 			



		<p>descriptive and expressive texts about consumption habits and how they impact economic and social life</p>	<p>going to a restaurant.</p> <ul style="list-style-type: none">- Reads simple illustrated stories/descriptions/ directions/brochures/flyers related to inquiring about appropriate accommodation.- Reads short, basic texts/forms/advertisements/ flyers/ illustrations /hand-outs related to finding best buys.- Reads short, basic forms/texts/health tips related to participating in leisure activities.	<p>appropriate accommodation</p> <ul style="list-style-type: none">- what to consider for best buys- leisure activities		<ul style="list-style-type: none">- Learner-to-learner- Cooperative learning (pair/group work)- Hands on									
		<p>Writing expressive, descriptive and informative texts related to consumption habits and how they impact economic and social life</p>	<ul style="list-style-type: none">- Rearranges/Writes short simple narrative/ descriptive and expository paragraphs/directions related to going to a restaurant.- Writes short dialogues/conversations/ descriptions/talks/sketches related to inquiring about accommodation.- Writes dialogues/advertisements/flyers/ brochures/descriptions/expository paragraphs related to finding best buys.- Writes short stories/poems/health tips/ commentaries/descriptive/narrative paragraphs related to participating in leisure activities.	<table border="1"><tr><td colspan="2">SERVICES DU PREMIER MINISTRE</td><td>VISA</td></tr><tr><td>002687</td><td>JE</td><td>06 JUN 2023</td></tr><tr><td colspan="3">PRIME MINISTER'S OFFICE</td></tr></table>			SERVICES DU PREMIER MINISTRE		VISA	002687	JE	06 JUN 2023	PRIME MINISTER'S OFFICE		
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Environment, Well-being, and Health

MODULE 3

Using language to talk about climate change and maintaining hygiene and sanitation.

Presentation of the module

This module addresses real-life situations challenging second language learners to communicate at the basic level in areas of climate change and maintaining hygiene and sanitation.

Contribution to the curriculum goals

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

Contribution of the module to the broad area of language learning

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

Contribution of the module to the domains of life

In the treatment of the family of situations that belongs to the domain of environment, well-being and health, the teacher is expected to accompany the learner in the process of adopting a responsible behaviour with regard to climate change and maintaining hygiene and sanitation.

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. He/she shall make sure the lessons are learner-centred, and that proper evaluation (formative/summative) is planned and executed. Within the 15 teaching hours, three hours are set aside every sequence for testing the learners' competence to listen, speak, read, and/or write and use grammar and vocabulary appropriately.



CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes	Other Resources
Using language to talk about climate change and maintaining hygiene and sanitation.	<ul style="list-style-type: none"> - Being concerned about environmental issues - Keeping informed about weather conditions - Finding out about climate change and global warming 	Listening to informative texts about climate change and maintaining hygiene and sanitation	<ul style="list-style-type: none"> - Listens to basic texts/stories/sketches/news reports, etc. about environmental issues. - Listens to short simple texts/stories/commentaries/interviews, etc. about weather conditions. - Listens to presentations/poems/role plays/song lyrics/news reports, etc. on climate change and global warming. - Listens to simple radio and television news reports/advertisements/commentaries/interviews about garbage collection and recycling services. 	Notions A. Speech work: <ul style="list-style-type: none"> - Show mastery of intonation and stress patterns: weak forms in connected speech, orthography and pronunciation B. Grammar: <ul style="list-style-type: none"> - Use relative clauses. - Direct and indirect speech - Use the first and the second conditionals. - Use more difficult structures with adjectives: How + adjective, the superlative; too ... to, etc. C. Vocabulary	<ul style="list-style-type: none"> - Responsibility - Respectability - Cleanliness - Creativity - Innovation - Consciousness - Alertness 	A: Human <ul style="list-style-type: none"> - Peers - Teachers - Parents - Other stakeholders B: Material <ul style="list-style-type: none"> - Pictures - Cartoons - The dictionary - Dustbin - Charts - Newspapers, etc. C: Methods and Techniques <ul style="list-style-type: none"> - Learner-centred - Learner-to-learner - Cooperative learning (pair/group work)
	<ul style="list-style-type: none"> - Finding out about garbage collection and recycling services 	Interacting orally to talk about climate change and maintaining hygiene and sanitation	<ul style="list-style-type: none"> - Shares personal experiences/sing songs/recites poems/makes interviews, etc. about environmental issues. - Exchanges information about climate change and weather conditions. - Asks for/obtains/gives information/role plays/recites poems about climate change and global warming. - Requests assistance/exchanges information/shares personal experiences, etc. about garbage collection and recycling services. 			



		<p>Reading informative, descriptive and expressive texts about climate change and maintaining hygiene and sanitation</p>	<ul style="list-style-type: none"> - Reads simple illustrated texts/poems/song lyrics/dialogues/commentaries on environmental issues. - Reads short, simple texts with pictures/ instructions/notices/notes on weather conditions. - Reads charts/diagrams/advertisements/ brochures/magazines, etc. on climate change and global warming. - Reads short, basic descriptions with symbols and illustrations/brochures/ adverts/captions/articles, etc. about garbage collection and recycling services. 	<p>Words and expressions related to:</p> <ul style="list-style-type: none"> - environmental issues - weather conditions - climate change and global warming - garbage collection and recycling 		<p>Hands on</p>
		<p>Writing informative, descriptive/expressive texts related to climate change and maintaining hygiene and sanitation.</p>	<ul style="list-style-type: none"> - Writes poems/song lyrics/paragraphs/ texts/sketches, etc. on environmental issues. - Writes simple texts/stories/poems/ paragraphs to provide information about weather conditions. - Completes dialogues/paragraphs/stories, etc. about climate change and global warming. - Writes short stories/dialogues/texts/ brochures about garbage collection and recycling services. 			



Citizenship/Human rights

MODULE 4

Using language to talk about the quest for excellence, gender issues, and democracy.

Presentation of the module

This module addresses real-life situations challenging second language learners to communicate at the basic level in areas of excellence, gender issues, and democracy.

Contribution to the curriculum goals

This module enables every learner to develop their personality, collaborative competences, and become conscientious, and to adopt a responsible behaviour with regard to a gender sensitive and democratic world. He/she will become a responsible individual who can fully exercise his/her social roles as an advocate for excellence, gender equality and democracy.

Contribution of the module to the broad area of language learning

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

Contribution of the module to the domains of life

In the treatment of the family of situations that belongs to the domain of citizenship/human rights, the teacher is expected to accompany the learner in the process of adopting a responsible behaviour with regard to excellence, gender issues and democracy.

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. He/she shall make sure the lessons are learner-centred, and that proper evaluation (formative/summative) is planned and executed. Within the 15 teaching hours, three hours are set aside every sequence for testing the learners' competence to listen, speak, read, and/or write and use grammar and vocabulary appropriately.

SERVICES DU PREMIER MINISTRE	
VISA	
002687	06 JUN 2023
PRIME MINISTER'S OFFICE	

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes	Other Resources
Using language to talk about the quest for excellence, gender issues, and democracy.	Volunteering in gender equality promotion activities	Listening to informative descriptive and expressive texts about the quest for excellence, gender issues and democracy	<ul style="list-style-type: none"> Listens to short, simple texts/dialogues/radio and television news reports/presentations on volunteering in gender equality promotion activities. Listens to presentations/excerpts of UN Charter/radio and television news reports/commentaries on participating in training activities/courses on democracy. Listens to simple radio and television news reports/commentaries/interviews/sketches /speeches related to taking part in polls/surveys. Listens to interviews/conversations/role plays/dialogues/campaign speeches on campaigning and voting for school prefects. 	Notions A. Speech work: <ul style="list-style-type: none"> Make thorough discrimination and identification of all the sounds. B. Grammar: <ul style="list-style-type: none"> Recycle active and passive voice. Question tags Identifying word order Use of phrasal verbs. C. Vocabulary <ul style="list-style-type: none"> Words and expressions related to: volunteering in gender equality promotion 	Sociability Companionability Cordiality Acceptability Respect for others Self esteem Dignity	A: Human <ul style="list-style-type: none"> Peers Teachers Parents Other stakeholders B: Material <ul style="list-style-type: none"> Pictures Cartoons The dictionary UN Charter Globe TV C: Methods and Techniques <ul style="list-style-type: none"> Learner-centred Learner-to-learner Cooperative learning (pair/group work)
	Participating in training activities/ courses on democracy Taking part in polls/surveys Campaigning and voting for school prefects.	Interacting orally about the quest for excellence, gender issues and democracy	<ul style="list-style-type: none"> Exchanges/requests information through dialogues/interviews/conversations/role plays related to volunteering in gender promotion activities. Asks for/obtains/gives information related to participating in training activities/courses on democracy. Expresses thoughts/feelings/preferences/likes/dislikes related to taking part in polls/surveys. Requests assistance/makes campaign speeches/sings songs/gives talks/stages sketches/role plays/engages in debates related to campaigning and voting for school prefects. 			



		<p>Reading informative, descriptive and expressive texts about the quest for excellence, gender issues, and democracy</p>	<ul style="list-style-type: none">- Reads short, simple texts (with pictures) such as dialogues/sketches/stories/conversations, etc. related to volunteering in gender equality promotion activities.- Reads simple texts such as charters/descriptive/narrative/expressive paragraphs related to participating in training activities/courses on democracy.- Reads short, basic forms/maps/reports/guides, etc. related to taking part in polls/surveys.- Reads notices/campaign speeches/talks/song lyrics/poems, etc. related to campaigning and voting for school prefects.	<ul style="list-style-type: none">- activities.- participating in training.- activities/courses on democracy.- taking part in polls/surveys.- campaigning and voting for school prefects.			<ul style="list-style-type: none">- Hands on
		<p>Writing informative, descriptive and expressive texts related to the quest for excellence, gender issues, and democracy</p>	<ul style="list-style-type: none">- Writes simple texts such as descriptive/narrative/expository paragraphs/conversations/letters, etc. on volunteering in gender equality promotion activities.- Fills out forms with personal data and other information/Writes questions and answers/notes/commentaries related to participating in training activities/courses on democracy.- Writes friendly letters/short reports/short stories/questions and answers/fills in tables, etc. related to taking part in polls/surveys.- Writes song lyrics/short speeches/short talks/short presentations/short dialogues, etc. related to campaigning and voting for school prefects.		<div><div>SERVICES DU PREMIER MINISTRE VISA</div><div>00268706 JUN 2023</div><div>PRIME MINISTER'S OFFICE</div></div>		

Media and Communication

MODULE 5

Using language to explore utilities of modern technology.

SERVICES DU PREMIER MINISTRE VISA	
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Presentation of the module

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

Contribution to the curriculum goals

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

Contribution of the module to the broad area of language learning

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

Contribution of the module to the domains of life

In the treatment of the family of situations that belongs to the domain of ICTs and scientific development, the teacher is expected to accompany the learner in the process of adopting responsible behaviour with regard to modern technology.

Coverage of the module

The teacher will endeavour to cover at least 90% of the module within the prescribed 15 teaching hours, with emphasis on spoken language. He/she shall make sure the lessons are learner-centred, and that proper evaluation (formative/summative) is planned and executed. Within the 15 teaching hours, three hours are set aside every sequence for testing the learners' competence to listen, speak, read, and/or write and use grammar and vocabulary appropriately.

CONTEXTUAL FRAMEWORK		COMPETENCE INDICATORS		RESOURCES		
Family of Situations	Examples of Real-life Situations	Categories of Actions	Examples of Actions	Essential Knowledge	Attitudes	Other Resources
Using language to explore utilities of modern technology	<ul style="list-style-type: none"> - Subscribing to service packages (Telephone/ internet services) - Complaining about service quality - Facing difficulties with Android phones/iPhone/ iPad and latest gadgets 	Listening to descriptive, expressive and informative texts about exploring utilities of modern technology	<ul style="list-style-type: none"> - Listens to short, simple texts such as dialogues/ descriptions/narratives/expository paragraphs/ instructions, etc. related to subscribing to service packages. - Listens to presentations/letters of complaints/ interviews/dialogues/role plays, etc. on complaining about service quality. - Listens to simple radio and television news reports/interviews/talks/sketches about facing difficulties with Android phones/iPhone/iPad and latest gadgets. - Listens to commentaries/reports/interviews/ news briefs/short stories, etc. related to relaxing with video games/computer, etc. 	Notions A. Speech work: General revision B. Grammar: Use phrasal verbs related to ICTs. General Revision C. Vocabulary Words and expressions related to:	<ul style="list-style-type: none"> - Creativity - Resourcefulness - Critical thinking - Attentiveness - Purposefulness - Responsibility - Consciousness 	A: Human <ul style="list-style-type: none"> - Peers - Teachers - Parents - Other stakeholders B: Material <ul style="list-style-type: none"> - Pictures - Cartoons - Phones - TV - USB key/flash - Computers - Recorder - Web pages C: Methods and Techniques <ul style="list-style-type: none"> - Learner-centred - Learner-to-
		Interacting orally about exploring utilities of modern technology	<ul style="list-style-type: none"> - Expresses preferences/likes/dislikes/requests assistance/shares personal views about subscribing to service packages. - Exchanges information/makes complaints/gives reports/conducts interviews/role plays about service quality. - Asks for/obtains/gives information/makes commentaries/gives talks, etc. related to facing difficulties with Android phones/iPhone/iPad and latest gadgets. - Shares thoughts/feelings and personal views/ likes/dislikes about relaxing with video games/ 	<ul style="list-style-type: none"> - subscribing to service packages - service quality - difficulties with Android phones/iPhone/ iPad/latest gadgets - video games/computers, etc. 		

			computer, etc.			learner
		Reading descriptive, expressive and informative texts about exploring utilities of modern technology	<ul style="list-style-type: none"> - Reads short, simple texts/dialogues/interviews/conversations, descriptive/narrative/expository paragraphs, instructions related to subscribing to service packages. - Reads interviews/dialogues/letters of complaints/short stories/talks about service quality. - Reads short, basic descriptions with symbols/charts/diagrams/pictures with illustrations/ brochures related to difficulties with Android phones/iPhone/iPad and latest gadgets. - Reads simple instructions/stories/sketches/reports/interviews/conversations, etc. related to relaxing with video games/computer, etc. 			- Cooperative learning (pair/group work)
		Writing descriptive, expressive and informative texts related to exploring utilities of modern technology	<ul style="list-style-type: none"> - Fills out forms with personal data and other information/Writes texts such as emails/letters/commentaries/instructions, etc. related to subscribing to service packages. - Writes emails/letters/SMS/tweets/commentaries/interviews/conversations related to complaining about services quality. - Writes tips/instructions/brochures/descriptive/narrative/process paragraphs related to difficulties with Android phones/iPhone/iPad/latest gadgets. - Writes short stories/rules and regulations/instructions/descriptive/narrative/process paragraphs about relaxing with video games/computer, etc. 			- Hands on



IX. ASSESSMENT

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

On-going or formative assessment has the following objectives:

- To monitor learners' progress in specific areas/skills
- To identify their strengths and weaknesses
- To provide meaningful and immediate feedback on what the learners are doing to achieve specific learning outcomes.
- To help teachers modify their teaching methods and material to suit the needs and abilities of their classes or the individual students.

On the other hand, summative assessment is intended to:

- i) Provide a comprehensive (or summative) indicator of learners' achievement at the end of a specific period of study - module/term/year.
- ii) To help teachers make decisions on placement, streaming or promotion of learners.
- iii) To carry out a review of the programme of study for the purpose of improving learning.

English departments in schools should adopt a departmental policy on school testing and examination, in order to ensure that the criteria adopted for assessment are consistent throughout the school. Such criteria should be clear and communicated to learners; as learners do not feel in control of their academic outcomes when the criteria for evaluation are unknown or vague. Expose learners to different test types to demonstrate their competencies and give appropriate feedback by clearly pointing out what is good, or inaccurate, or what demands improvement. Avoid global, uninformative comments, and focus on the language and not the individual.

Give learners multiple opportunities to achieve a high grade. For example, learners can also be given opportunities to rewrite papers or redo assignments to achieve a higher grade or demonstrate a higher level of competence. Finally, from time to time, teach learners to evaluate their own work.

WHAT IS ASSESSED AND HOW?

Even though testing a competence generally involves many skills, a competence is assessed with a focus on one specific skill: listening or speaking or reading or writing. Sub-skills such as grammar and vocabulary shall be tested through real-life situations in meaningful utterances. Assessment, whether formative or summative, should be broad-based and multidimensional. Apart from pen-and-paper tasks such as written tests and worksheets, oral presentations and portfolios should be included in the assessment of learners.

HANDY INFORMATION ABOUT TESTING

A. TEST TECHNIQUES TO REMEMBER				
1. Passage-based questions and answers using your words as far as you can	3. Matching	9. Cloze passages and order gap-filling tasks	13. Transformation (of grammar structures)	18. Copying
2. Multiple choice questions	4. True/false questions	10. Re-writing	14. Composition (Essay)	19. Breaking a sentence into meaningful chunks
	5. Yes/no questions	11. Summarising	15. Re-arranging	20. Underlining/circling (identification exercise)
	6. Interpretation/description	12. Debating	16. Dictation	21. Labelling
	7. Building dialogues		17. Completing sentences	
	8. Practicing a dialogue			
B. WHAT TEST TECHNIQUES ARE TYPICAL FOR WHICH SKILLS? (NB: A competency involves different skills)				
1. Vocabulary: <ul style="list-style-type: none"> - Multiple choice (MCQ) - Matching - Filling in blanks - Modified cloze - Labelling - Underlining/circling - Word building 		5. Reading <ul style="list-style-type: none"> - Multiple choice (MCQ) - Questions for answering (factual, inferential, yes/no, True/false, life experience, etc.) - Filling in blanks - Matching - Summary - Open-ended sentences 		
2. Grammar		6. Speaking		



- Multiple choice
- Modified cloze
- Filling in blanks
- Transformation
 - Building dialogues

3 Pronunciation

- Multiple choice
- Dictation

4. Listening

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



- Repetition
- Reading aloud
- Picture talks
- Role-play
- Responding orally
- Debates
- Exposés
 - Questions answers

7. Writing

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

Remember:

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