

ENGLISH LANGUAGE SYLLABUS - GRADE 10

Competencies / Competency levels

1. Identifies the sound system of English language

1.6 Articulates English words and phrases confidently

Students should by this stage have mastered the basics of pronunciation, and be able to articulate intelligibly. The focus at this stage should be on fluency and confidence, which are related to language skills. However reading aloud may be practiced, particularly of poems that develop a sense of rhythm. Opportunities should be provided to listen to tapes and also audio-visual material of interest.

2. Uses mechanics of writing with understanding

2.6 Uses semi colon appropriately

These should be practised accurately and with confidence at this stage, but attention should be paid to ensuring this. Some attention should be paid at this stage to the use of commas so as to enhance the effectiveness of writing. Mastery of formalities, and consistency, in the writing of letters, reports etc, should be ensured, with understanding of the necessity of these for effective communication. (At this stage they should have mastered the basic punctuation such as commas, full stop, question mark and capitalization. In addition they should learn to use the semi colon appropriately.)

3. Engages in active listening and responds appropriately

3.5 Listens and transfers information to other forms

3.6 Listens and reports information

Students should engage in active listening and responding appropriately and should in particular

- take notes from oral presentations
- listen and transfer information to other forms (diagrams, maps, graphs, charts)
- select important parts of a message

They should be given practice in getting the gist of messages /announcements/ news/ instructions. In particular they should practise note taking to facilitate learning from oral presentations.

4.Builds up vocabulary using words appropriately and accurately to convey precise meaning

4.7 Identifies different word classes

4.8 Infers figurative and connotative meanings of words and phrases

4.9 Updates the vocabulary with the help of external resources

Vocabulary level should encompass about 4000 words at this stage (of which 1000 should be part of their *productive vocabulary and the rest-3000 should be their receptive vocabulary), with the ability to identify the different parts of a word as appropriate, and recognize / build up related words through understanding of prefixes and suffixes. Students should as appropriate be encouraged at this stage to enhance their vocabulary through the use of external resources such as dictionaries and encyclopaedias, and may be encouraged to create their own personal dictionaries. Cloze reading passages and word games should be used to develop skills as well as interest as to words. Some understanding of the distinction between the denotative and connotative meanings of words and phrases may be expected at this stage.

*** Productive vocabulary- they should know:**

- **Spelling**
- **Pronunciation**
- **How to use in proper context**
- **Collocation**
- **Different forms**

5.Extracts necessary information from various types of texts.

5.7 Identifies the speakers/writers intention

5.8 Processes directly stated information

5.9 Reads for pleasure as well as for information

Students should

- understanding and processing directly stated information
- understanding and assessing inferences
- thinking beyond a text, producing further ideas and suggesting different responses
- reading for pleasure as well as for information
- distinguishing between specific and general information
- identifying idiomatic expressions

A range of texts should be studied, of various lengths. Familiarity with advertisements and reports should be encouraged, and the ability to understand the gist of memos, messages, notices etc should be ensured. Scientific and technical writing related to other subjects studied should be used, as well as creative writing and interesting biographies and descriptive passages

6. Uses English grammar for the purpose of accurate and effective communication

6.10 Constructs meaningful and logical passages integrating suitable grammatical functions

6.11 Identifies the functions and the positions of different word classes in a sentence

Students should by this stage have mastered the basics of grammar, including the proper use of the different word classes, and appropriate tenses, with formation of negatives and interrogatives. They should have understood the use of simple, compound and complex sentences and be able to form these correctly.

At this stage it may be necessary to give them practice in the following in particular

- The Passive Voice
- Indirect Speech
- Abstract nouns
- Use of nouns in apposition
- Use of object complements, e.g. *They elected Nalin the president of the English club*

Grammar should be tested not through theory but through the ability to construct meaningful and logical passages integrating suitable grammatical structures. The ability to identify the functions and the places of different word classes in a sentence should be assessed through this, as well as the understanding of grammatical relations within a sentence.

7. Uses English creatively and innovatively written communication

7.10 Writes short poems /stories on their own

7.11 Reports experiences/information

7.12 Writes for personal purposes

Students should

- use a variety of vocabulary items in writing
- expand and combine given sentences
- produce imaginative, creative and interesting writing

Students should be directed to develop an independent style of writing and there should be a variety of innovative techniques and activities like essay writing, minutes, wall news papers, magazines, profiles, short stories, poems, personal and formal letters, notes, messages, notices, advertisements, e mails etc. to promote creative writing ability.

8. Communicates clearly, fluently and concisely

8.14 Participates in discussions

8.15 Presents arguments logically and coherently

8.16 Faces an interview with confidence

Students should communicate clearly, fluently and concisely and in particular

- present arguments logically and coherently
- assess and comment on experiences
- instruct, direct, advise, warn, promise, prohibit and respond to all the above language functions
- chair and participate in meetings
- make public announcements
- participate and contribute to discussions
- understand and use continuity and sequencing devices in speech and writing
- express orally and in writing information derived from maps and diagrams

Students should be motivated to communicate with confidence and they should be exposed to a variety of day-to-day language items. There should be opportunities for them to use English freely through discussions, debates and meetings, which they organize and run. They should also participate in simulations and prepare and present their own dramas, which deal with issues as well as personal relations