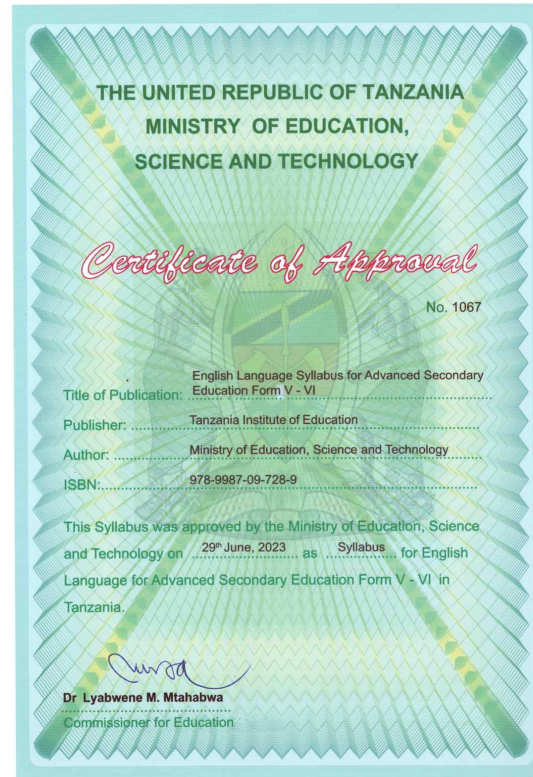


**THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



**ENGLISH LANGUAGE SYLLABUS FOR ADVANCED SECONDARY EDUCATION  
FORM V–VI  
2023**

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## Abbreviations and acronyms

CA	Continuous Assessment
CAT	Computer – Assisted Translation
TIE	Tanzania Institute of Education
TIPS	Think-Ink-Pair-Share
RIPS	Read-Ink-Pair-Share

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Dr Aneth A. Komba

Director General

**Tanzania Institute of Education**

## **1.0 Introduction**

English Language for Advanced Secondary Education is a compulsory subject for students who choose to join the Social Science or Religious Studies streams taking English language among the subjects in their combinations. The significance of learning English is to enable student to comprehend oral and written information with confidence and autonomy. Furthermore, the subject aims at enabling student to evaluate, appreciate, analyse and create various literary works. Generally, it promotes communication, reading, writing and research skills. It is expected that, learners will develop advanced skills for writing clearly, accurately, creatively and effectively for different purposes and audiences. In this regard, learning English at this level will enable student to provide advanced English language services including editing, proofreading, creating literary work, conducting authentic interpretations and translation.

This syllabus is designed to guide the teaching and learning of English language at Advanced Secondary Education, Form V-VI in the United Republic of Tanzania. The syllabus interprets the competences indicated in the 2023 Advanced Secondary Education Curriculum. It comprises valuable information that will enable teachers to effectively plan their teaching.

## **2.0 Main Objectives of Education in Tanzania**

The main objectives of providing education in Tanzania are to enable every Tanzanian to:

- (a) Develop and improve his or her personality so that he or she values himself or herself and is self-confident;
- (b) Respect the culture, traditions and customs of Tanzania, cultural differences, compassion, human rights, and inclusive attitudes and actions;
- (c) Increase knowledge and the use of science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and for sustainable development of the nation and the world at large;
- (d) Understand and protect the national values, including compassion, patriotism, morality, unity, transparency, honesty, accountability and the national language;
- (e) Build life and work-related skills in order to increase efficiency in everyday life;

- (f) Develop a habit of liking and valuing work in order to increase productivity and efficiency in production and service provision;
- (g) Identify and consider cross-cutting social issues, including the health and well-being of other people (society), gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice in accordance with the Constitution of the United Republic of Tanzania and international conventions.

### **3.0 Objectives of Advanced Secondary Education**

The objectives of Advanced Secondary Education are to enable the student to:

- (a) Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the lower level of Secondary Education;
- (b) Safeguard customs and traditions, national unity, national virtues, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;
- (c) Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge;
- (d) Improve the use of language in academic communication;
- (e) Strengthen accountability for cross-cutting issues, including health, security, gender equality and sustainable environmental conservation;
- (f) Develop competence and various skills which will enable the student to employ himself or herself, to be employed and to manage his or her life by exploiting his or her environment well; and
- (g) Develop readiness to continue to a college education.



#### 4.0 General Competences for Advanced Secondary Education

The general competences for Advanced Secondary Education are to:

- (a) Apply the knowledge and skills acquired in ordinary secondary education to strengthen and broaden academic understanding;
- (b) Demonstrate an appreciation of citizenship, national virtues, human rights and civil rights;
- (c) Demonstrate confidence in learning various fields, including Science and Technology, theoretical knowledge and practical education;
- (d) Use language skills in academic communication;
- (e) Apply knowledge of cross-cutting issues to master the surrounding environment;
- (f) Use knowledge and skills to enable a student to employ oneself, be employed as well as manage life and his/her environment; and
- (g) Demonstrate readiness to proceed to the next level of education.

#### 5.0 Main and Specific Competences

The main and specific competences to be developed are presented in Table 1.

**Table 1:** *Main and Specific Competences for Form V – VI*

Main Competences	Specific Competences
1.0 Demonstrate mastery of the advanced English language skills	1.1 Automate the production of oral descriptions and conversations using standard pronunciation 1.2. Develop vocabulary from conversations and written texts 1.3 Use correct grammar and vocabulary in oral and written language tasks

Main Competences	Specific Competences
2.0 Comprehend oral and written information	2.1. Comprehend oral messages with confidence and autonomy 2.2. Construct complex and stylistic meanings from diverse and multiple texts 2.3. Demonstrate advanced oral and written proficiency in a variety of communicative contexts 2.4. Read texts critically to recognise potential implications beyond the author's explicit meaning
3.0. Communicate effectively in different contexts	3.1. Manage conversations with good command of pronunciation 3.2. Create a variety of complex oral and written texts for different communicative purposes 3.3. Develop advanced socio-cultural analysis of functional texts
4.0. Provide advanced English language services to the community	4.1. Apply principles of interpretation to provide complex and authentic interpretations 4.2 Apply principles of translation to produce complex authentic translation 4.3 Apply principles of editing and proofreading variety of texts 4.4 Manage complex translation and editing projects using Computer-Assisted Translation tools
5.0 Appreciate and create literary works	5.1 Appreciate the aesthetic and value of literature 5.2 Analyse the genres of literature and appreciate their conventions 5.3 Evaluate the context in which literary texts are written, read and understood 5.4 Create complex literary works

## **6.0 Roles of Teachers, Students and Parents in Teaching and Learning**

A good relationship between a teacher, student and parent or guardian is fundamental in ensuring successful learning. This section outlines roles of each participant in facilitating effective teaching and learning process of History.

### **6.1 The teacher**

The teacher is expected to:

- (a) Help the student to learn and acquire the intended competencies in English Language;
- (b) Use teaching and learning approaches that will allow student with different needs and abilities to:
  - (i) develop the competencies needed in the 21<sup>st</sup> century; and
  - (ii) actively participate in the teaching and learning process.
- (c) Use student centred instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources;
- (d) Create a friendly teaching and learning environment;
- (e) Prepare and improvise teaching and learning resources;
- (f) Conduct formative assessment regularly by using tools and methods which assess theory and practice;
- (g) Treat all students equally irrespective of their differences;
- (h) Protect the student while at school;

- (i) Keep track of the student's daily progress;
- (j) Identify individual student's needs and provide the right intervention;
- (k) Involve parents/guardians and the society at large in the student's learning process; and
- (l) Integrate cross-cutting issues and ICT in the teaching and learning process.

## **6.2 The student**

The student is expected to:

- (a) Develop the intended competences by participating actively in various learning activities inside and outside the classroom;
- (b) Actively engage in the teaching and learning process; and
- (c) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

## **6.3 The parent/guardian**

The parent/guardian is expected to:

- (a) Monitor the child's academic progress in school;
- (b) Where possible, provide the child with the needed academic support;
- (c) Provide the child with a safe and friendly home environment which is conducive for learning;
- (d) Keep track of the child's progress in behaviour;
- (e) Provide the child with any necessary materials required in the learning process; and
- (f) Instil in the child a sense of commitment and positive value towards education and work.

## **7.0 Teaching and Learning Methods**

The teaching and learning methods are instrumental in developing student's competences. This syllabus suggests teaching and learning methods for each activity which includes but not limited to discussions, presentations, field visits, practical work, research, scientific experiments, and project works. However, a teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods should be integrated with the everyday lives of students.

## **8.0 Teaching and Learning Resources**

The process of teaching and learning requires different resources. In that regard, both the teacher and students should work together to collect or improvise alternative resources available in the school and home environment when needed. The teacher and student are expected to constantly seek for information from various sources to effectively facilitate teaching and learning process. The list of the approved resources for reference shall be provided by the Tanzania Institute of Education.

## **9.0 Assessment**

Assessment is important in teaching and learning of English Language subject. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are, therefore, expected to apply a wide range of formative assessment methods which include but not limited to discussions, presentations, oral questions, brainstorming, experiments, observations, practical and projects.

Summative assessment, on the other hand, will focus on determining student's achievement of learning. Teachers are expected to use a variety of summative assessments including mid-term tests, terminal, mock examinations and projects. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 30% and the National Form VI Examination shall be 70% of the student's final achievement, as indicated in Table 2.

**Table 2:** *Contribution of Continuous Assessment and National Examination in the final score*

Type of Assessment	Form V	Form VI
First Term Examination	5%	6%
Second Term Examination	5%	-
Project	-	7%
Mock Examination	-	7%
National Examination	-	70%
<b>Total</b>	<b>100%</b>	

## 10.0 Number of Periods

The English language Syllabus for Advanced Secondary Education Form V–VI provides estimates of the time that will be spent in learning and teaching, in consideration of the complexity of the specific competences and the learning activities. Ten periods of 40 minutes each have been allocated for this subject per week.

## 11.0 Teaching and Learning Contents

The contents of this syllabus are presented in matrix form with seven columns which include main competence, specific competence, learning activities, suggested methodologies, assessment criteria, resources and number of periods as presented in

Tables 3 to 4.

### Form V

**Table 3:** *Detailed Contents for Form V*

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of the advanced English language skills	1.1 Automate the production of oral descriptions and conversations using standard pronunciation (e.g., <i>phonemes, syllables, stress and intonation</i> )	(a) Articulate sentences in connected speech with standard pronunciation (e.g., <i>phonemes, syllables, stress and intonation</i> )	<b>Role-Play, Dialogue and Demonstrations:</b> Guide students through role-playing, demonstrating and dialoguing to articulate words and sentences in connected speech with standard pronunciation	Words and sentences are articulated with appropriate pronunciation in connected speech	Recorded audio/video, PA chart and any relevant texts	30
		(b) Describe objects, events and situations with appropriate English expressions (e.g., <i>level of formality, pre-supposition, time, audience and topics</i> )	<b>Discussion, Think-Ink-Pair-Share (TIPS) and Dialogues:</b> Guide students through describing objects, events and situations with appropriate English expressions	Objects, events and situation are described in English with appropriate levels of formality, presupposition, time, audience and topics		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(c) Participate in discussions on various topical issues ( <i>e.g., entrepreneurship, corruption, taxation, child right and security, gender education, cyber security education, disaster management, health and productive education, drug abuse, life skills, financial management education and taxation</i> ) with a standard pronunciation	<b>Discussion, debates and dialogues:</b> Guide students through participate in discussions about various topical issues	Topical issues are logically discussed		



Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	1.2 Develop vocabulary from conversations and written texts	(a) Write unfamiliar vocabulary from given complex oral and written texts	<b>Engagement with a text:</b> Engage students through independent reading of a text to identify vocabulary as used in texts	Unfamiliar vocabulary from given texts are written correctly	Any relevant passage, dictionaries, encyclopaedia	20
		(b) Discover the meanings of vocabulary using context, technical dictionary, thesaurus and encyclopaedia	<b>Close reading and conversations:</b> Guide students through discerning meanings of vocabulary from a text or conversations using context, technical dictionary, thesaurus and encyclopaedia	Meanings of new vocabulary are discovered	Any relevant passage, dictionaries, encyclopaedia	
		(c) Form new words through word formation processes ( <i>e.g., compounding, blending, clipping</i> )	<b>Group discussion, TIPS:</b> Guide students individually or in manageable groups through forming new words using word formation processes	New words are formed correctly through different word formation process		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	1.3 Use correct grammar and vocabulary in oral and written language tasks	(a) Use the synonyms and antonyms of given words to compose a variety of texts	<b>Discussion</b> and <b>Role-play:</b> Guide students through using synonyms and antonyms of given words orally and in writing	Synonyms and antonyms of given words are used properly in oral and written tasks	Newspapers, articles related to environment, gender, drug abuse, HIV, road safety and human rights	30
		(b) Use advanced vocabulary and grammar ( <i>e.g., tenses and subject-verb agreement</i> ) to describe events, objects and situations	<b>Discussion, Group work</b> and <b>TIPS:</b> Guide students in manageable groups through describing events, objects and situations with appropriate grammar and vocabulary	Events, objects and situations are described clearly using advanced grammar and vocabulary		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(c) Prepare and deliver complex speeches on various topics including cross-cutting issues using appropriate vocabulary and grammar ( <i>e.g., tenses and cohesive devices</i> )	<b>TIPS, Group discussion and Library search:</b> Guide students through sharing experience of preparing and delivering speeches on various topics including cross-cutting issues using appropriate vocabulary and grammar	Complex speeches on various topics are well prepared and delivered using appropriate grammar and vocabulary		
		(d) Write articles ( <i>e.g., newspaper articles, magazine articles and journal articles</i> ) about events, objects and situations using advanced vocabulary and grammar	<b>Discussion and Project work:</b> Guide students through identifying articles from different sources and writing one about events, objects and situations using advanced vocabulary and grammar	Articles about events, objects and situations are written correctly using advanced vocabulary and grammar		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
2.0 Comprehend oral and written information	2.1 Comprehend oral messages with confidence and autonomy	(a) Explain different types of meanings from oral information ( <i>e.g., denotative, connotative and figurative</i> )	<b>Role-play, Group discussion and dialogue:</b> Guide students through discussing about different meanings from oral and written information	Different types of meanings are clearly explained from oral information	Recorded audio/video, Bluetooth speakers, IPA chart and any relevant text	28
		(b) Explain meanings of oral texts derived from different registers ( <i>e.g., journalism, law, medicine and religion</i> )	<b>Scenario, Group discussions and Project work:</b> Guide students in manageable groups through identifying and explaining meanings of oral texts derived from different registers	Meanings of texts from different registers are explained clearly		
		(c) Describe rhetorical and implied meanings derived from conversations	<b>Scenario, Group discussions and Dialogue:</b> Guide students in different scenario through recognising rhetorical and implied meanings from conversations	Rhetorical and implied meanings are correctly derived from conversations		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(d) Respond to oral messages with confidence and autonomy ( <i>e.g., seeking clarifications, adding comments, arguing and summarising</i> )	<b>Dialogue, Simulation and role-play:</b> Guide students through responding to oral messages in conversations or speech with confidence and autonomy	Oral messages are responded to with confidence and autonomy		
	2.2 Construct complex and stylistic meanings from diverse and multiple texts	(a) Use complex stylistic features ( <i>e.g., dialects, registers and figures of speech</i> ) obtained from written texts to convey meanings	<b>Discussion, TIPS and Project work:</b> Guide students through collecting texts from different registers, analysing the stylistic features used and composing own texts of different registers using stylistic features	Complex stylistic features obtained from written texts are used correctly to convey messages	Newspapers, articles about environment, gender, drug abuse, HIV, road safety and human rights and any other relevant texts	30

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Explain meaning of written texts derived from different registers ( <i>journalism, medicine and religion</i> )	<b>Scenario and Project work:</b> Guide students in manageable groups to explain meanings of written texts drawn from different registers			
3.0 Communicate effectively in different contexts	3.1 Manage conversations with a good command of pronunciation	(a) Interpret information from spontaneous and non-spontaneous conversations	<b>Discussion, dialogue, Role-play and Storytelling:</b> Guide students through interpreting information from spontaneous and non-spontaneous conversations	Information from spontaneous and non-spontaneous expressions are interpreted clearly	Recorded audio/video, Bluetooth speakers and any relevant text etc	30
		(b) Apply pronunciation techniques in spontaneous and non-spontaneous conversations	<b>Demonstration, Role-play and Follow-up interview:</b> Guide students through pronouncing words and sentences using standard pronunciation, stress and intonation	Words and sentences are pronounced correctly using standard pronunciation, stress and intonation		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(c) Participate in spontaneous and non-spontaneous conversations with people using different dialects of the English language	<b>Role-play:</b> Guide students through role-playing spontaneous and non-spontaneous conversations with people from different dialects of the English language	Different dialects of English language are used correctly in spontaneous and non-spontaneous conversations		
	3.2 Create a variety of complex oral and written texts for different communicative purposes	(a) Compare a variety of complex oral texts with appropriate prosodic features and correct grammar in different contexts.	<b>Project work:</b> Guide the students through recognising usage of prosodic features and grammar in complex oral texts	Various complex oral texts with appropriate prosodic features and correct grammar are compared well	Recorded audio/video and any relevant texts	30

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Compose a variety of complex texts ( <i>e.g., investigative reports, academic reports, contracts, wills and complex instructional manuals</i> ) with appropriate punctuation and style	<b>Scenario and Project work:</b> Guide students to compose texts with appropriate punctuation and style from different scenario	Variety of complex written texts are composed well with appropriate punctuations and style		
		(c) Use prosodic features, punctuation and correct register to create a variety of complex oral and written texts for different communicative purposes	<b>Scenarios, Role-play and TIPS:</b> Guide students through using stress, intonation, rhythm, punctuation and registers in complex oral and written texts	Prosodic features, punctuation and correct registers are correctly used to create complex oral and written texts		



Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
4.0 Provide advanced English language services to the community	4.1 Apply principles of interpretation to provide complex and authentic interpretations	(a) Differentiate intralingua, interlingua and sign language interpretations	<b>Videos, Demonstration and role-play:</b> Guide students through differentiating and interpreting sign language, intralingua and interlingua languages	Intralingua, interlingua and sign language interpretations are differentiated correctly.	Recorded audio/ video of interpretation and any other relevant materials	25
		(b) Analyse theories and principles of interpretation	<b>Read-Ink-Pair-Share (RIPS), Group discussion and Project work:</b> Guide students through analysing the theories and principles of interpretation	Theories and principles of interpretation are analysed clearly		
		(c) Discuss the ethics of interpretation	<b>Group discussion and TIPS:</b> Guide students through discussing and appreciating ethics of interpretation career	Ethics of interpretation are well discussed		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(d) Interpret conversations in a variety of settings	<b>Role-plays, Demonstration and TIPS:</b> Guide students through interpreting various conversations in different settings ( <i>e.g., hospital, meetings, schools, etc.</i> )	Conversations in a variety of settings are interpreted correctly		
	4.2 Apply principles of translation to produce complex authentic translation	(a) Analyse theories and principles of translation	<b>TIPS, Group discussion and project work:</b> Guide students through analysing theories and principles of translation	Theories and principles of translation are analysed clearly	Computer, various extracts and any relevant texts	20
		(b) Discuss the ethics of translation as a career	<b>Case studies and Group discussion:</b> Guide students through discussing and appreciating the ethics of translation career	Ethics of translation as a career are well discussed and appreciated		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(c) Translate a variety of general texts using Computer-Assisted Translation (CAT) tools	<b>Demonstration and Project work:</b> Guide students through translating variety of general texts using CAT tools	Variety of general texts are translated correctly using CAT tools		
	4.3 Apply principles of editing and proofreading a variety of texts	(a) Analyse the theories and principles of editing and proofreading	<b>TIPS, Group discussion and Project work:</b> Guide students through analysing theories and principles of editing and proofreading	The theories and principles of editing and proofreading are analysed clearly	Written texts and any other relevant materials	30
		(b) Edit and proofread a variety of complex texts	<b>TIPS, Project work and Demonstration:</b> Guide students through using editing and proofreading skills	A variety of complex texts are edited and proofread correctly		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
5.0 Appreciate and create literary works	5.1 Appreciate the aesthetic and value of literature	(a) Assess the contribution of elements of form ( <i>e.g., plot, language and style</i> ) in shaping meanings of any literary work	<b>TIPS, Group discussion, Debate and Demonstration:</b> Guide students through assessing the contribution of elements of form in shaping of literary works	Contribution of elements of form in shaping meaning of any literary work is clearly examined	Oral or recorded songs, riddles, drama, short stories and folklore	32
		(b) Relate the lesson from literary work to real life situations	<b>Songs, proverbs and story-telling:</b> Guide students through singing songs, say proverbs, and narrate stories that will guide them to relate the work of art in real life situations.	Work of art is related in real live situation accordingly		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(c) Assess the contribution of Tanzanian literature in moulding a civilized society	<b>Songs, Debate and Discussion:</b> Guide students through assessing the contribution of Tanzanian literature in moulding a civilised society	Contribution of Tanzanian literature in moulding a civilized society is assessed		
	5.2 Analyse the genres of literature and appreciate their conventions	(a) Explain the distinctive features of different genres of literature	<b>Observation:</b> Engage students in manageable groups to study selected literary texts, identify and write common features found in the selected texts	Distinctive features of different genres of literature are clearly explained	Selected novels/short stories, plays, and poetry	35
		(b) Apply the theories of literature in critiquing literary works	<b>RIPS, Project work and Group work:</b> Guide students individually, in pairs or groups to use theories in critiquing literary works	The theories of literature in critiquing literary works are correctly applied		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(c) Express a personal point of view after reading a literary work	<b>Discussion:</b> Guide students through expressing the personal point of view after discussing a text through group discussion; and present the ideas in plenary discussion	Personal point of view is expressed clearly		

## Form VI

**Table 4:** Detailed Syllabus Contents for Form VI

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of the advanced English language skills	1.1 Automate the production of oral descriptions and conversations using standard pronunciation	(a) Participate in oral conversations in advanced settings ( <i>e.g., airports, migration, diplomacy and diplomatic protocols etc</i> )	<b>Role-play and Demonstration:</b> Guide students through participating in oral conversations in different settings	Oral conversations are made in different settings accordingly	Recorded oral documentaries/ speech, IPA chat, speakers	30
		(b) Narrate documentaries of events, and situations with a standard pronunciation in different contexts ( <i>e.g., history, religion and, medicine</i> )	<b>Story-telling, songs and poems:</b> Guide the students through narrating, singing or reciting poems about documentaries of events and situations with standard pronunciation in different contexts	Documentaries of events and situations in different contexts are narrated appropriately with a standard pronunciation		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(c) Participate in dialogues, debates and meetings on topical and cross-cutting issues ( <i>e.g. debate, meeting, and presentations</i> ) with a standard pronunciation	<b>Debates, dialogues, demonstrations and Role-plays:</b> Guide students through role-play meetings on topical and cross-cutting issues to practise standard pronunciation in debates, dialogues and meeting	Dialogues, debates and meetings are conducted effectively on topical and cross-cutting issues with a standard pronunciation		
	1.2 Use correct grammar and vocabulary in oral and written language tasks	(a) Use advanced vocabulary and grammar ( <i>e.g., adverbs, prepositions and conjunctions</i> ) to describe field specific past, present and future events	<b>TIPS, Project work and Group discussions:</b> Guide students individually, in pairs and manageable groups to compose field specific texts in the past, present and future using advanced grammar and vocabulary	Documentaries of events and situations in different contexts are narrated appropriately with a standard pronunciation		



Main competences	Specific competences	Learning activities	Suggested teaching and learning Methods	Assessment criteria	Suggested resources	Number of periods
		(b) Compose field specific texts using advanced vocabulary and grammar ( <i>e.g., therein, thereof, besides, in addition, although, and however</i> ) in different contexts	<b>Scenario, TIPS and Project work:</b> Guide students through composing field specific texts using selected forms ( <i>e.g., therein, thereof, besides, in addition, although, and however</i> ) in different contexts with advanced vocabulary and grammar	Field specific texts are composed using appropriate grammar and vocabulary		
		(c) Evaluate the appropriateness of grammar and vocabulary used in speech and written texts in field specific contexts	<b>Group discussions and TIPS:</b> Guide students through evaluating the appropriateness of grammar and vocabulary used in speech and written texts in field specific contexts	Usage of grammar and vocabulary in speech and written the texts of field specific context is evaluated accordingly		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
2.0 Comprehend oral and written information	2.1 Demonstrate advanced oral and written proficiency in a variety of communicative contexts	(a) Participate in complex conversations ( <i>e.g., death, violence, discrimination, accidents and poor results</i> )	<b>Role-play, Debates and Dialogues:</b> Guide students to participate in complex conversations ( <i>e.g., death, violence, discrimination, accidents, poor results</i> ) through debates, dialogues and role-plays	Formal conversations in more complex settings are made accordingly	Dictionary, newspaper, articles, any relevant texts	25
		(b) Respond to conversations using rhetorical devices	<b>Debate, dialogues, Role-plays and Story-telling:</b> Guide students through participating in conversations of different settings using rhetorical devices	Rhetorical devices are used in conversations of different settings correctly to convey meanings	Technical dictionary, audio/video, extracts and any relevant materials	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(c) Employ paralinguistic features to communicate information in a variety of settings	<b>Demonstration, Debate, Role-play and Dialogue:</b> Guide students through employing paralinguistic features ( <i>pitch, tempo, loudness, resonance, timber, intonation range, syllabic duration and rhythm</i> ) to communicate information in a variety of settings	Paralinguistic features are employed in communicating information in a variety of settings		
	2.2 Read texts critically to recognise potential implications beyond the author's explicit meaning	(a) Read a variety of texts and identifying the contextual clues ( <i>e.g., general context, co-text, punctuations</i> ) for understanding implied meanings	<b>Project work:</b> Guide students through reading various texts and identify the contextual clues ( <i>general context, co-text, punctuations</i> ) for understanding implied meanings, in small groups; and sharing them to the whole class	Contextual clues are recognised and used to understanding implied meanings of texts	Newspapers, magazine, pictures and any other relevant materials	25

Main competences	Specific competences	Learning activities	Suggested teaching and learning Methods	Assessment Criteria	Suggested resources	Number of periods
		(b) Read a variety of texts ( <i>e.g., letters, articles and newspapers</i> ) to obtain implied meanings	<b>Close reading, TIPS and Group works:</b> Guide students individually and in groups through reading and recognise implied meanings from various texts	Various texts are read and implied meanings are recognised		
		(c) Read a variety of texts and comment on the implied meanings from the author's point of view	<b>Close reading, TIPS and Group works:</b> Guide students through reading various texts and comment on implied meanings from the author's point of view	Various texts are read and appropriate comments on the implied meanings are given		
3.0 Communicate effectively in different contexts	3.1 Develop advanced socio-cultural analysis of functional texts	(a) Assess the appropriateness of the language and style used in functional texts	<b>Group discussions, TIPS and Dialogues:</b> Guide students to analyse and assess the appropriateness of the language and style used in functional texts	Language usage and style in the functional texts are analysed and evaluated	Instructional manuals, announcements, menu, prescriptions and any other relevant texts	35

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Differentiate the structure and style of different functional texts	<b>RIPS, Project work, TIPS and Group discussions:</b> Guide students through explaining the differences in structure and style of functional texts	Evidence based on structure and style of functional texts are used to support the differentiation		
4.0 Provide advanced English language services to the community	4.1 Apply principles of interpretation to provide complex and authentic interpretations	(a) Interpret conversations in field specific settings ( <i>e.g., legal, medicine, religion, science and technology</i> )	<b>Role-play, Demonstration and Dialogue:</b> Guide students through interpreting conversations in field specific settings	Conversations in field specific settings are interpreted	Computer, computer software and any other relevant materials	35
		(b) Solve the challenges that may arise when interpreting field specific conversations	<b>Role-play, Demonstration and Dialogue:</b> Guide students through solving interpretation challenges in field specific conversations	Challenges of interpretations in field specific conversations are solved		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	4.2 Apply principles of translation to produce complex authentic translation	(a) Translate a variety of complex technical texts using Computer – Assisted Translation (CAT) tools	<b>Project work:</b> Guide students through translating a variety of complex technical texts using CAT tools	Complex technical texts are translated using computer assisted translation tools	Recoded audio, speakers, computer, any relevant extracts	35
		(b) Address challenges that may arise during translation of technical texts	<b>Scenario, Role-play and Demonstrations:</b> Guide students through addressing challenges arise from translation of technical texts	Challenges that arise during translation of technical texts are solved		
	4.3 Apply principles of editing and proofreading a variety of texts	(a) Edit and proofread complex field specific texts	<b>Project work, TIPS and Group discussion:</b> Guide students through editing and proofreading complex field specific texts	Complex field specific texts are edited and proofread	Field specific texts e.g., Legal texts, professional reports and dissertations	30

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Evaluate edited field specific texts with an editorial perspective	<b>Close reading</b> and <b>RIPS:</b> Guide students through evaluating edited field specific texts with an editorial perspective	Edited field specific texts are evaluated with an editorial perspective		
	4.4 Manage complex translation and edit projects using Computer-Assisted tools	(a) Explain the qualities of a translation project manager	<b>TIPS and Group discussions:</b> Guide students in pairs and manageable groups through identifying and explaining the qualities of a translation project manager	The qualities of a translation project manager are explained correctly	Computer, computer software and any other relevant materials	30
		(b) Use Computer-Assisted Translation (CAT) tools to manage translation projects ( <i>e.g., writing quotations, invoices and contracts</i> )	<b>Project work:</b> Guide students through managing translation projects using CAT tools	Translation projects are correctly managed using CAT tools		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
5.0 Appreciate and createliterary works	5.1 Evaluate the context in which literary texts are written, read and understood	(a) Analyse the settings of literary texts to show their contributions to the content	<b>RIPS, TIPS and Discussions:</b> Guide students through analysing settings of literary texts to show their contributions to the content	Settings of literary texts are analysed to show their contributions to the content	Selected novels, plays and poetry	35
		(b) Relate the content of literary works to real life situations	<b>Discussion, TIPS and Dialogues:</b> Guide students in manageable groups and pair works through assessing the content of literary works in relation to the real-life situation	Content of literary works is related appropriately to the real-life situations		
		(c) Infer moral lessons from a variety of literary works	<b>RIPS:</b> Guide students in pairs through inferring moral lessons from variety of literary works	Moral lessons from a variety of literary works are appropriately inferred		



Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	5.2 Create complex literary works	(a) Formulate an idea for composing literary work of literature	<b>Scenario and TIPS:</b> Guide students through formulating ideas for composing literary works	Ideas for composing literary works are well formulated	Selected novels, plays and poetry	35
		(b) Develop plans of writing literary works ( <i>e.g., characters, themes, setting and plot</i> )	<b>TIPS and Discussion:</b> Guide students through developing plans of writing literary works	Plans of writing literary works are developed correctly		
		(c) Apply literary skills in developing literary works	<b>Project work:</b> Guide students through developing literary works	Literary skills are used to develop literary works		

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