

# KCSE English Syllabus

## 101 ENGLISH

### GENERAL OBJECTIVES

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

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

### 1.1.0 LISTENING AND SPEAKING

#### 1.1.1 Specific Objectives

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

- A) Demonstrate awareness that spelling in English may or may not be related pronunciation;
- b) Pronounce correctly sounds they find problematic;

- c) Communicate correctly, confidently and appropriately in different contexts;
- d) Respond correctly to oral information on a variety of subjects;
- e) Demonstrate acceptable communication skills;
- f) Use non-verbal devices effectively in speech;
- g) use correct stress and intonation to bring out rhythm and meaning;
- h) demonstrate the ability to use correct register in different contexts;
- i) identify features of ogre, trickster stories, myths, legends riddles and songs;
- j) identify the features of dilemma and etiological stories;
- k) use tone to express and interpret attitude;
- l) use stress to distinguish grammatical meaning in words;
- m) maintain acceptable communication skills;
- n) present oral reports on literary and non-literary topics;
- o) identify the features of oral poetry and proverbs;
- p) ability to apply the features of the oral genres.

### **1.1.2 Content**

#### **a) Pronunciation**

- i) English sounds; vowel and consonant sounds
- ii) Distinction between English sounds and mother tongue and Kiswahili
- iii) Identification of problematic sounds
- iv) Mastery of problematic sounds in meaningful contexts e.g. through use of tongue twisters, songs and poems.
- v) Further practice on problematic sounds
- vi) Stress and intonation
- vii) Rhyme in poetry

- viii) Word play (puns)
- ix) Stress and intonation in sentences
- x) Rhythm in poetry
- xi) Alliteration and assonance in poetry
- xii) Distinguish word class on the basis of stress
- xiii) Use of tone to reveal attitude

**b) Listening Comprehension and note-taking**

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

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

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

**d) Etiquette**

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

**2.1.0 GRAMMAR**

**2.1.1 Specific Objectives**

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

- a) use parts of speech correctly and appropriately;

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

## **2.1.2 Content**

### **a) Parts of speech**

#### **1. Nouns**

- i) Common nouns
- ii) Proper nouns
- iii) Concrete nouns - (a) count and (b) non-count
- iv) Abstract nouns
- v) Number - regular and irregular nouns
- vi) Articles - (a) definite and indefinite articles (b) functions of articles
- vii) Use of phrasal quantifiers e.g. a piece of advice
- viii) Possessives
- ix) Collective nouns
- x) Compound nouns
- xi) Functions of nouns in sentences e.g. subject, object, complement

xii) ♦ typical noun derivations

a) er - e.g. teach-teacher

b) ee

c) ness

d) ship

e) ism

Xiii) gender-sensitive language

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

### **3. Verbs**

i) Lexical - regular and irregular verbs

ii) Tenses - simple present tense and simple past tense

iii) Auxiliary verbs - primary and modal

iv) Aspect - perfect and progressive

v) Future time

vi) Transitive and intransitive verbs

vii) Infinitives

viii) Phrasal verbs and idiomatic expressions

ix) Participles: Participle phrases and Gerunds

### **4. Adjectives**

i. Comparative and superlative forms

ii. Regular and irregular adjectives

iii. Gradable and non-gradable adjectives

iv. Order of adjectives

v. Quantifiers - few, a few, little, a little

vi. Predicative and attributive adjectives i.e. position of adjectives

vii. Typical endings of adjectives (e.g. - ful, - less, - ous)

viii. Functions of adjectives

**f) Adverbs**

- i) Adverbs of manner, time, frequency, place and degree
- ii) Comparative and superlative forms of adverbs
- iii) Formation of adverbs
- iv) Functions of adverbs (modifiers)
- v) Position of adverbs in sentences
- vi) Typical endings of adverbs (e.g. - ly, - wards, - wise).

**g) Prepositions**

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

**h) Conjunctions**

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

**i) Phrases**

- i. Constituents and examples of the noun phrase

- ii. Prepositional and adjectival phrases
- iii. Constituents of verb and adverb phrases and examples

#### **j) Simple sentences**

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

#### **k) Clauses**

- i) Noun clauses
- ii) Compound sentences
- iii) Complex sentences
- iv) Independent and subordinate clauses (relative and adverbial clauses)
- v) Conditional and adjectival clauses
- vi) Active and passive voice
- vii) Inversions
- viii) Sentence connectors
- ix) Substitution and ellipsis
- l) Direct and Indirect Speech - Form and usage of direct and indirect speech

### **3.1.0 READING**

#### **3.1.1 Specific Objectives**

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

- a) read efficiently and fluently;
- b) use the dictionary effectively;
- c) use the library effectively;
- d) enjoy reading literary and non-literary materials;



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

### **3.1.2 Content**

#### **a) Reading Skills**

- i) Identification of the learner's reading problems in silent reading e.g. moving lips, verbalizing words, use of fingers and moving the head
- ii) Development of good reading habits in Silent reading and reading aloud
- iii) Using a dictionary
- iv) Using the library
- v) Scanning and skimming
- vi) Using reference materials (library, encyclopedia and the internet
- vii) Interpretive reading

- viii) Study reading
- ix) Note-making
- x) Critical reading
- xi) Recognizing attitude and tone
- xii) Distinguishing facts from opinions
- xiii) Interpretive reading
- xiv) Responsive reading

#### **b) Intensive Reading**

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

#### **c) Extensive Reading**

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

#### **d) Comprehension Skills**

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

#### **4.1.0 WRITING**

#### **4.1.1 Specific Objectives**

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

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

#### **4.1.2 Content**

**a) Handwriting - legibility and tidiness**

**b) Commonly misspelt words - spelling and spelling rules**

**c) Sentence building skills and paragraphing**

i) Writing clear and correct sentences

ii) Structure of the paragraph: topic sentences, supporting sentences, clincher sentences, sequencing of ideas, unity in paragraphs.

iii) Sentence variety; using simple, compound and complex sentences

iv) Devices of developing paragraphs: giving reasons/examples, comparing and contrasting, using idiomatic expressions, using facts/statistics and using rhetorical questions.

v) Cohesion in paragraphs

vi) Using transitional words and phrases

vii) Choice of words

viii) recurrent words (different words that refer to the same idea in the paragraph) to create emphasis

ix) Paraphrasing.

**d) Punctuation:** Capitalization, final/terminal punctuation marks, commas, quotation marks, apostrophe, hyphen, colon, Semi-colon, dash, parenthesis, devices for presenting titles of publications, quotations and headings.

**e) Personal writing:** Addresses, Packing lists, Personal journals/diaries, Shopping lists, Reminders, Recipes.

**f) Social Writing:** Informal letters, Invitations, Notes of thanks, congratulations and condolences, Telegrams, E-mails, Fax, Instructions to family and friends.

**g) Public writing:** Telephone messages, Filling forms, Letters of Application, Letters of inquiry, Letters of request, Letters of apology.

**h) Study Writing:** Taking notes, Making notes, Summaries, Descriptive essays, Synopsis, Reports, Argumentative essays, Reviews, Expository writing, Questionnaires

**i) Creative Writing:** Imaginative compositions, Poems, Dialogues, Plays, Short stories, Autobiographies, Biographies.

**j) Institutional Writing:** Public notices, Inventories, Business letters, Posters, Advertisements, Notification of meetings, Agenda and minute Writing, Memoranda, Curriculum vitae, Speeches.