



For Performance Measurement

ZIMBABWE

SCHOOL EXAMINATIONS COUNCIL

(ZIMSEC)

ZIMBABWE GENERAL CERTIFICATE OF EDUCATION

(ZGCE)

For Examination in June/November 2013 – 2017

O-Level Syllabus

ENGLISH LANGUAGE (1122)

Subject 1122. ENGLISH LANGUAGE

Subject 1122 ENGLISH LANGUAGE**1.0 RATIONALE****1.1 The changes in O-Level syllabus are intended to make the teaching and learning of English Language conforms to the changes taking place in the educational system of Zimbabwe and to:**

- 1.1.1 Streamline the O-Level language syllabus such that it reflects, and is consistent with, educational objectives from primary to lower secondary;
- 1.1.2 Provide Zimbabwean pupils with functional communication skills which they will need in their working situations;
- 1.1.3 Stimulate pupils to read, appreciate and enjoy a wide range of books, so as to develop their language abilities, increase their general knowledge and form a lifelong reading habit.

2.0 APPROACH

- 2.1 This syllabus is intended to provide pupils with communication skills necessary for the different roles and situations in which they are likely to find themselves after leaving school. It is hoped to make the learning of the English Language more functional and purposeful by drawing language structures and examples from, and relating them to, such roles and situations. It is also intended that Language learning should incorporate Zimbabwean and similar social, economic, political, scientific and technological experiences and reflect national needs in these areas.

3.0 AIMS

The aims of the syllabus are to:

3.1 promote in pupils an awareness of

- 3.1.1 The usefulness of the English Language as a medium of national and international communication;
- 3.1.2 The value of effective language command and use for personal and national development.

3.2 develop reading abilities and skills that

- 3.2.1 are useful for everyday life such as reading instructions, newspapers, reports;
- 3.2.2 are essential for reading books on various subjects across the curriculum, including appropriate techniques for intensive and extensive reading such as skimming and scanning;
- 3.2.3 will motivate pupils to develop a lifelong reading habit for enjoyment and knowledge.

3.3 provide the opportunity for pupils to obtain sufficient understanding and knowledge of the English Language in order to

- 3.3.1 become effective users of English in a place of work;
- 3.3.2 communicate effectively in both spoken and written English in different situations and registers;
- 3.3.3 write different kinds of letters, notes and reports;
- 3.3.4 express themselves creatively in imaginative writing.

4.0 ASSESSMENT OBJECTIVES

NOTE: Assessment objectives outline the skills which may be assessed by public examinations. However, teachers should not limit themselves to these objectives. They should use the aims above to derive the language skills to be developed throughout the two – year course.

4.1 Appropriate use of Register

At the Ordinary Level examination, candidates should be able to:

- 4.1.1 identify degrees of formality ranging from informal to formal;
- 4.1.2 differentiate degrees of informality and formality;

- 4.1.3 interpret speech acts such as apologies and compliments in a variety of social situations;
- 4.1.4 respond appropriately to utterances in a variety of social situations;
- 4.1.5 initiate speech acts such as complaints and requests appropriately in a variety of social situations;
- 4.1.6 identify and use correct forms of address taking into account the addressee and the situation;
- 4.1.7 recognise appropriate use of register in a variety of social situations.
- 4.1.8 identify and use register appropriately depending on the topic, participants, settings, occasion and purpose;
- 4.1.9 recognise and identify appropriateness of meaning in an utterance in a given social situation in terms of manner, mood, attitude and atmosphere;
- 4.1.10 identify the intention of an utterance such as to persuade, ridicule, motivate, mock, cheer and discourage;
- 4.1.11 derive different meanings from an utterance according to the situation.

4.2 Writing skills

At the Ordinary Level examination, candidates should be able to:

- 4.2.1 write a continuous narrative, an argument and a piece of descriptive or informative writing such as that of a process, of a character, a scene or of an event;
- 4.2.2 write letters, both formal and informal, and a report from notes, diagrams, statistical data, pictures;
- 4.2.3 write in a style and register appropriate to the subject matter, displaying a range of vocabulary and idiom appropriate to that subject matter;

- 4.2.4 make general points and exemplify them;
- 4.2.5 organize their work satisfactorily into paragraphs and show a sense of cohesion /coherence within paragraphs;
- 4.2.6 show an awareness of discourse markers that include 'however', 'moreover', 'on the other hand', 'first', 'thus';
- 4.2.7 write with grammatical accuracy, spell accurately and punctuate their work correctly. In particular, in punctuation, they should be able to mark sentence boundaries and direct speech.

4.3 English Comprehension and Communication

Comprehension materials

- 4.3.1 At the Ordinary Level examination, candidates should be able to read and respond appropriately to various authentic texts that may be;
- extracts from novels and essays
 - extracts from newspapers and magazines
 - advertising material
- 4.3.2 Candidates should also be able to interpret information displayed in graphs and charts.

Comprehension skills

Candidates should be able to:

- 4.3.3 Follow the sequence of events in a text and recognise how language is used to indicate these;
- 4.3.4 Follow the development of an argument;
- 4.3.5 Recognise main propositions and exemplifying or qualifying details;
- 4.3.6 Identify the writer's attitude(s) towards his or her subject;

- 4.3.7 Understand explicitly stated information;
- 4.3.8 Infer information that is indirectly stated;
- 4.3.9 Summarise aspects of the text relevant to answering specific questions;
- 4.3.10 Understand or work out meanings of words and phrases.

5.0 SCHEME OF ASSESSMENT

The ability of candidates to express themselves clearly and to present their answers neatly and accurately will be taken into account in the assessment of their work.

Two compulsory papers:

Paper 1: (One and half hours) (50 marks)

Candidates will be required to express themselves in English and to demonstrate their ability to write English in a variety of ways:

a) a composition (30 marks), for which topics considered suitable for Zimbabwe will be set. They will be on different subjects, including scientific ones, and will try to cater for as wide a range of writing styles, registers and interests as possible. The topics set may be descriptive, informative, argumentative or narrative;

b) communication in writing which may be situational (20 marks) such as reporting for a newspaper, a letter, or memorandum, or information transfer involving interpretation of such materials as diagrams, statistical data, pictures and graphs.

There will be a choice of topics in part (a) and one question in part (b) as described above. Marks will be allocated according to the desired length of each answer. Candidates will be awarded marks for appropriateness and clarity of expression and accuracy of idiom, grammar, vocabulary, spelling and punctuation.

Paper 2: (Two hours) (50 marks)

a) (40 marks) A passage or passages of prose will be set upon which candidates will be expected to answer questions;

- (i) to test their ability to understand the content and argument of the given text and to infer meaning from it and the writer's attitude(s) towards his or her subject;
- (ii) on vocabulary derived from the passage;
- (iii) to test their ability to summarise.

b) (10 marks) A test of the candidates' ability to recognise appropriate use of variety and register in a range of situations.

TEACHING OBJECTIVES FOR ENGLISH LANGUAGE – APPENDIX

INTRODUCTION

The following supplement to the English Language O-Level Syllabus has been prepared by the Curriculum Development Unit. The assessment objectives (Section 4) in the syllabus sum up those objectives of the syllabus which can and will be tested. However, these are necessarily just a partial selection of the wider range of skills pupils are expected to acquire during the two-year course. The supplement supplies the teacher with a fuller list of skills which must be taught over the two-year period. This is intended to help the teacher plan a fuller, broader, and more effective course which will better achieve the broader aims of the syllabus.

NOTE ON APPROACH

The teaching of English Language, particularly at the upper secondary level, often has more testing than teaching. The teachers assign a complete comprehension or composition exercise, mark the answers right or wrong, then assign another similar exercise, threatening the pupils that they must do better or else! The teachers do not explain the reasons for the answers, nor teach pupils strategies to use to try to do better in the future. How difficult it must be for pupils to learn and improve when they only spend their time in making yet more mistakes!

One alternative to constant testing is the skills approach; this is the approach recommended by the Zimbabwe School Examinations Council. The skills approach tries to give pupils practice in doing small, simple things correctly before they attempt more difficult things. Pupils learn step by step, progressing from the simple to the complex, mastering each step along the way.

The skills approach is of course the natural way to learn. Think of the following example: before a child can run, he or she must first learn to sit, crawl, stand and then walk. In the same way, before a pupil can write a coherent, competent and persuasive argumentative essay, he or she must be able to write grammatically correct sentences, form cohesive paragraphs, use discourse markers (see 4.2 (c), and all other skills enumerated in points 3.1 (a) to (i) and 3.2(b) of the teaching objectives below. These skills must be taught consciously and separately, which involves a lot of thought and planning.

It is important when following the skills approach to keep in mind the difference between general knowledge or 'content' and actual English Language 'skills'. An English Language lesson must be based on an English Language skill such as those listed in this document. The objective of a lesson is never only to have pupils understand a particular bit of content, such as 'the importance of trees' or methods of irrigation'. While many lessons may even contain in-depth discussions of aspects of general knowledge, those are just a medium through which the actual English Language skills being taught in the lesson are presented and practised.

Here are some tips on how to plan for the skills approach.

1. As a department, make a school syllabus (scope and sequence chart) using the official syllabus and these teaching objectives. Do not make your school syllabus using only a textbook or textbooks. The school syllabus should cover the two years of the Ordinary Level course, and should develop from a similar school syllabus your department makes for the Zimbabwe Junior Certificate course.
2. To make a school syllabus you must:
 - a) make a list of all the topics to be taught (such as summary writing, guided composition) and the skills which need to be developed for each topic;

You will find the topics and the lists of skills in these teaching objectives, but you and your department may decide that additional skills need to be covered, and that some are much more important than others. You may also want to break down some of the skills into smaller and more specific parts.

b) decide roughly in which order and when, during the two year course, each skill is to be taught. (Remember, skills are not taught once only but must be frequently revised and extended).

Make your individual scheme of work from the school syllabus.

Here is an example of one small section of a school syllabus. Remember, it is just an example to give you an idea of what a school syllabus might look like. A school syllabus will vary from school to school, and also possibly from year to year. This section is based on the topic 'ORAL COMMUNICATION', and the sub-topic 'Speaking'(1.1, page 11 of this document). The teachers who prepared this school syllabus looked at that sub-topic and the skills listed under it and rewrote them in greater detail, to make it easier to plan individual lessons. They based their list of specific skills associated with 'conversation skills' on the abilities and needs of the particular pupils in their school.

Conversation skills and use of appropriate register

Conversing in English and using the appropriate register comprises all the following skills. Pupils should be able to:

1. pronounce words in a way that is acceptable;
2. use correct intonation and stress patterns;
3. use contractions and shortened forms such as "isn't" and "wouldn't";
4. exchange greetings in formal and informal situations;
5. make and respond to formal and informal introductions;
6. engage in a conversation after formal and informal introductions;
7. keep a conversation going, speaking freely but courteously;
8. have a telephone conversation;
9. describe people and scenes;
10. describe and explain simple processes, events and activities;
11. give messages;
12. give directions and instructions;
13. make announcements;
14. respond to make requests;
15. give, accept and refuse invitation politely;
16. make and accept excuses;
17. make and accept apologies;
18. express appreciation, dislike and disapproval;
19. express opinions clearly on topical issues;
20. discuss controversial issues and be able to see other people's point of view.

Although an effort has been made to arrange these skills in order of increasing difficulty, they have not been divided into skills to be covered in Form Three and those to be covered in Form Four. All of these skills will be practised at both levels, but with the emphasis in Form Three on the slightly simpler skills and in Form Four on the slightly more difficult ones. Each skill can have easier and more difficult activities and exercises associated with it. For example, when teaching objectives 4-8 and 14-18 in Form Three, the teacher would do more activities which stress the informal register, whereas in Form Four, he/she would stress the more difficult formal register. For objectives 19 and 20, the emphasis in Form Three would be on local issues, whereas in Form Four they could tackle more international issues. In this way, the same skills are strengthened and extended at the higher level. In other topic areas, there might be some skills which are not introduced until Form Four.

3. When you come to plan individual lessons, make sure each lesson is centred on a skills-based objective. This means you know what particular skills you are teaching and what new thing the pupils ought to know and be able to do at the end of the lesson. This will mean finding or designing exercises to teach and strengthen that particular skill (as opposed to a general exercise). For example, if you are teaching the skill of making general points and exemplifying them (3.1) (f), you might design a group exercise where pupils think of examples for general points given by the teacher and then an individual exercise where pupils practise making points and giving examples.

Each lesson ought to have three stages: presentation of the new idea by the teacher, practice of the new skill by the pupils in pairs or groups in a classroom activity and finally production, when pupils try out the new skill by producing something on their own.

(Presentation, practice and production can be remembered as 'the 3Ps').

4. When it comes to marking, make sure you give the most points to the particular skill you were teaching in the lesson. Each marking scheme should be tailor-made for each lesson and its goals. For example, with the exercise on making general points and exemplifying them, probably eight out of ten points should be devoted to how well pupils have made the general points and given examples. It would not be appropriate, in this case, to give a lot of marks for vocabulary, usage, sentence structure, punctuation, spelling etc.

5. Use the work done by the pupils to diagnose whether or not the majority of pupils have successfully mastered the new skill. If most pupils have done poorly, there is not much point in going ahead with new material. You can be sure that later more complex skills will not be mastered if the underlying basic skills have not been learnt.

The skills approach advocated by the Zimbabwe School Examinations Council requires a lot of thought and effort on the part of the teacher. Teachers focusing on skills will not be able to follow a textbook from start to finish. They will be forced to skip around in the book looking for – and often adapting – lessons which focus on the skill they want to teach. They will also have to write exercises of their own when nothing in the textbooks they are using is suitable. But while the effort may be greater, the rewards will be greater still. The teachers will have the pleasure of seeing their pupils successfully mastering the work, with all the accompanying pride and confidence this implies.

TEACHING OBJECTIVES FOR ENGLISH LANGUAGE

1. ORAL COMMUNICATION

1.1 Speaking

Phrasing and stress: pupils should be aware that English has a system of grouping words in phrases, each with a stressed (louder) word. In all the following speaking skills, they should be able to identify pauses and stressed words in spoken English. N.B. this should not be taught in isolation but integrated with the skills below.

1.1.1. Expressing ideas orally

Pupils should be able to communicate ideas clearly, accurately and fluently through such activities as:

- a) describing processes, activities, scenes, events and people;
- b) presenting and expressing opinions on a variety of topics and holding discussions and debates;
- c) making pieces of announcement, giving messages, directions, explanations and instructions.

1.1.2 Conversation Skills

Pupils should be aware that spoken language differs from written languages. They should be able to:

- a) speak freely, courteously and appropriately in a variety of social interactions ranging from formal to informal, including introductions, greetings, invitations, requests, congratulations, apologies and expressions of appreciation and regret;
- b) speak in the correct register, according to the context as determined by:
 - i. the subject matter or area being discussed.
Many areas have a specific “jargon” (terminology) and way of speaking associated with them. Take, for example, religion, chemical engineering, ordinary gossip, or discussions about love. A job interview will be very different from a discussion on sports, just as talk of a death will differ from talk of a wedding or other celebration.

Notice also that the audience will affect the register: two chemical engineers discussing a complex technical issue together will speak in a different way than if one of them is trying to explain the same issue to someone who knows nothing about the same issue or subject.

- ii. the relationship between the people speaking to one another. For example, a pupil is likely to speak in an informal register to a friend but in a semi-formal register to a teacher.

- iii. the situation or occasion, including the time, place and atmosphere.
The same pupils in (ii) above will speak informally to the teacher when they are travelling together on a bus, and formally when in an interview in the headmaster’s office.

Note: Role-playing is an ideal way to teach appropriate register. Pupils must be given practice speaking in English in a variety of situations.

1.2 **Listening**

Speaking and listening go together and are often taught together. In addition to the speaking skills listed in 1.1 above, pupils should be able to:

- a) listen with concentration and patience;
- b) follow the plot of a story being read aloud, and a speaker's line of argument;
- c) understand and act on oral messages, pieces of announcement, explanation, instructions and directions;
- d) answer factual, interpretive and evaluative questions based on what they have listened to.

2. READING

2.1 Reading Materials and Skills

Pupils should be able to:

- a) understand and use the different types of reading materials they are likely to meet both inside and outside school, including fiction, poetry, drama, non-fiction, textbooks, reference books (especially dictionaries), magazines, newspapers, instruction manuals, pamphlets and reports;
- b) read at a speed appropriate to the text and to the purpose of the reading which includes the ability to skim, scan, and read closely;
- c) identify the places in written English where pauses occur, and the word which should be stressed, and read aloud with acceptable intonation and stress;
- d) use the various parts of a book (for example, the title, the blurb, table of contents, headings, photographs, diagrams and other illustrations, captions and indices) to find information quickly;
- e) Locate books in a library.

2.2 Intensive Reading

a) Pupils should be able to read and comprehend a text (including information presented in charts, graphs and diagrams) on various levels, and with the many comprehension skills associated with comprehension on these levels, as indicated in the chart below.

LEVEL OF
UNDERSTANDING

SKILLS

Knowledge	<ul style="list-style-type: none"> - understand explicitly stated information - locate details and answer factual questions - identify and recall in chronological order a series of events - follow the sequence of events and recognise how language is used to indicate this sequence
Comprehension	<ul style="list-style-type: none"> - follow the development of an argument - recognise main propositions and exemplifying details - infer information that is not directly stated - deduce the meaning of unfamiliar words and phrases using context clues
Analysis	<ul style="list-style-type: none"> - make notes on a text - identify the main idea or ideas of a text - describe the feelings, qualities and motives of character in a text - discuss the language and style used - identify the writer's attitude towards his or her subject
Synthesis	<ul style="list-style-type: none"> - express the main idea of a text - summarise aspects of a text relevant to answering specific question - use knowledge and insight gained from a text to comment on related topics
Evaluation	<ul style="list-style-type: none"> - form and express an opinion about what they have read - evaluate the effectiveness of a text

b) Pupils should have skills specific to the writing of summaries, such as the ability to:

- i) identify the topic sentence of a paragraph;
- ii) identify the main idea(s) in a paragraph and a text;

- iii) synthesise information and ideas from a text;
- iv) select information and details from a text relevant to answering specific questions: this includes the ability to select events, actions, thoughts and feelings – as distinct from one another – of particular characters. They should be able to make this selection at places in the text, or at particular points in its time sequence or within given line references.

2.3 Extensive Reading

Pupils should read widely in all subject areas as well as fiction, poetry, drama and non-fiction of all types, for enjoyment and with the aims of improving their language proficiency, widening their general knowledge, and enhancing their skills of expression in creative and factual writing.

3. WRITING

3.1 General Writing Skills

Pupils should be able to:

- a) plan a composition logically and thoroughly with an introduction, body and conclusion;
- b) write with grammatical accuracy, including correct spelling, punctuation and use of vocabulary and idiom;
- c) construct a variety of sentence structures, including simple, compound and complex sentences;
- d) write coherent and cohesive paragraphs (paragraphs which are clear and well-structured);
- e) link paragraphs logically and skillfully, using discourse markers where appropriate;
- f) make general points and exemplify them;
- g) display a proper range of vocabulary and idiom, correctly and sensitively used and in a style and register appropriate to the subject matter;
- h) show imagination and originality in their writing to arouse the interest of the reader;
- i) write with attention to detail and relevance to the topic.

3.2 Free Compositions

Pupils should be able to write the types of compositions listed below using some of the specific skills associated with each type.

- a) Narrative: skills include originality, use of direct speech, good opening and closing paragraphs, wide vocabulary, powers of description and appropriate mood and pace.
- b) Argumentative: skills include paragraphing and use of discourse markers, balancing general points and examples, and using both sides of an argument.
- c) Descriptive: e.g. of a process, character, scene or event: skills include a vivid and lively style, varied vocabulary and an ability to sustain atmosphere and observation.
- d) Informative: skills include thoroughness, use of discourse markers, maintaining the reader's interest through both familiar and interesting examples and use of appropriate language.

3.3 Guided Compositions

Pupils should be able to write guided compositions based on notes, pictures, diagrams, graphs and a variety of source materials. This includes being able to:

- a) follow instructions carefully;
- b) use the appropriate register according to the context specified in the instructions, write in a number of specialized forms such as newspaper articles, business and personal letters and speeches;
- c) select, re-arrange, develop and expand upon the notes provided;
- d) assemble information and organise it in complete grammatical sentences and correct paragraphs.

4. LANGUAGE

The ability to communicate fully in oral and written English cannot be achieved without a thorough knowledge of language structures and an ability to make grammatically correct sentences. Throughout the two-year Ordinary level course, teachers will have to continue to help pupils improve their language skills. This means:

- a) identifying and rectifying problem areas;
- b) widening and deepening pupils' knowledge of how language is used.

In order to strengthen basic language skills, teachers should familiarize themselves with the language structure lists in the Grade Seven and Zimbabwe Junior Certificate syllabuses and review any areas of continuing difficulty with their pupils. Teachers must identify problem areas (whether in spelling, punctuation, verb tenses, vocabulary, use of pronouns etc) and help pupils learn the correct forms.

It is always useful to solve errors which are common to many pupils with the whole class. Of course, teachers should avoid “teaching” pupils common errors: they should not bring errors to the attention of the pupils which the pupils do not make or encounter. However, it is often possible and productive, after identifying a common class problem, to teach the correct way of using the language structure, thus showing how the errors can be avoided.

In addition to getting rid of common errors and strengthening basic language skills, the teacher will also have to help pupils widen and deepen their understanding of how to use language creatively and with variety. This means encouraging wide reading, and helping pupils identify and master language structures they come across in the comprehension passages and books they read.

Some teachers think that using the communicative approach means that they should not teach language structure and should never use the words, ‘noun’, ‘verb’ and ‘adjective’. This is not true! The communicative approach tries to discourage teachers from having pupils learn structures in isolation, for instance, memorizing adjectives without using them, conjugating verbs without putting them in sentences or learning grammatical terms such as ‘relative clauses’ and ‘predicate phrases’ out of context.

Helping pupils learn and use language structures is perfectly consistent with the communicative approach. As long as the pupils are practising the structures for themselves and looking at how language is used in writing and in speech, then they are learning to communicate.

4.1 Review and Continuing Topics (including areas of common difficulty)

- a) Countable and uncountable nouns
 Example of tricky uncountable nouns: luggage, furniture, advice, bread, behaviour, permission, weather, property.
 Examples of verb agreement: Most of the furniture is undamaged, but three pieces are broken.
- b) Comparative and superlatives
 She is taller than Sifiso.
 She is the tallest of them all.
- c) So, too, very, much
 She is so tall that she can touch the ceiling.
 She is too tall to stand in this hut.
 She is very tall.
 She is much taller than Sifiso.
- d) Use of pronouns
 Possessives, reflexives and the avoidance of unnecessarily repeated pronouns, the correct use of “we” etc.
 I poured myself a glass of water.
John and I went to the shops. We went ... (not “we, with John....”)
 He gave the message to John and me.
 My aunt from Mhondoro took the bus home (no extra pronoun)
- e) Some, other, one another
 Some wear trousers while others wear shorts.
 I saw one on Wednesday and another on Thursday.
- f) Otherwise, perhaps, maybe, sometimes (commonly misused)
 Leave me alone, otherwise I'll scream!
 We must water the flowers, otherwise they will die.
Perhaps it will rain tomorrow.
Maybe it will rain tomorrow.
Sometimes I walk and sometimes I go by bicycle.

- g) Time phrases, reasons and purpose, contrast and comparison
The last time I went there, there was nobody home (the first time, the next time, when, etc).
 I arrived in time for assembly.
 I got there on time at exactly 7pm.
 I got there late because the bus broke down.
 The black cow is bigger but the brown one gives more milk.
 He spoke up in order for everyone to hear him.
- h) Frequency, quantity, degree
 Words such as: sometimes, every now and then (same as occasionally), often, rarely; many, most; quite, rather, very, fairly.
- i) Verb tenses
 Tenses including perfect and continuous tenses, passives, verb agreement and progression.
 We had just entered the house when it started raining.
 We were just entering the house when it started raining.
 Itai's bag was stolen last night.
 I had thought it was over, but then I realised there was more.
- j) Giving suggestions and advice, modal verbs
 I think you should
 In my opinion, you ought to ...
 One possibility is that you could
 He won't be able to see you today.
 I should be able to finish by 9p.m.
- k) Prepositions
 Sit on, listen to, on the way, in my opinion, in the shade, on the radio, etc.
- l) Phrasal verbs (and verbs incorrectly used with prepositions)
 Knock down, operate on, pick up, look after, put out, etc; return (no back), discuss (not about), cope (no up), dress (normally no up) etc.

- m) Conjunctions, ways of joining sentences
 Only one conjunction joins two clauses; two conjunctions join three clauses. Difficult conjunctions include: every time (often incorrectly used as an adjective); otherwise; because and so. 'He went up to the door.'
 Plus "He did not knock.' Become 'He went up to the door but did not knock.'
- n) Direct and indirect speech
 Correct punctuation in direct speech; use of 'that' in indirect speech; the ability to switch from direct to indirect, particularly with negative statements, exclamations, imperatives and all kinds of questions. 'Don't be late!' she said. /She told me not to be late. 'Why haven't you finished?' /She asked me why I hadn't finished.
 'Be quiet!' she shouted. /The teacher told us to be quiet.
 'Sh-h-h!' /The teacher told us to be quiet.

4.2 New and Continuing Topics

Please note

What follows is a sample of some of the structures which ought to be reviewed and taught during the two year course. It has been included mostly just to give teachers ideas and examples. Most of the new language structures you teach will arise from the comprehension material the pupils are studying. Teachers should not feel they must teach these structures and no others. This is neither a complete list nor an obligatory one.

- a) Compound verb tenses and constructions
 Future perfect, future continuous and other compound tenses.
 Constructions such as the past infinitive.
 By this time next month I will have finished building my house.
I will be boarding the train at 7a.m.
I would like to have met her.
 I'm pleased to have been able to help.
- b) The subjunctive in 'if' clauses
I wish I were/was taller.
If I were/was taller, I could be a policeman.
If I were/was you, I would think twice before bringing up the issue again.

c) Use of discourse markersEmphasis words:

Above all; It is important to note; most of all; a significant factor; remember that; the point is; it should be noted, etc.

Addition words:

First; for one thing; another point is; secondly/thirdly; the third issue/ reason/ point /item; also; in addition, finally; moreover; likewise; next, etc.

Change of direction words:

But, however, in contrast; yet; instead; still; on the contrary; on the other hand; conversely; nevertheless; while, etc.

Illustration words:

For example; specifically; once; for instance; such as; to illustrate, etc.

d) Ways to begin sentences (some examples)Participial phrases:

Searching round for evidence, they found two footprints.

With her husband living in the city, she ran the farm herself.

Clauses beginning with conjunctions:

As long as you are there, I don't mind what happens.

Provided that it rains within two weeks, this will be an excellent crop.

Sentence modifiers and connectors:

Unfortunately, the news is bad.

Reluctantly, I carried out her orders.

To be frank, I wish I'd never come.

What's more, he didn't tell me he was leaving.

e) Preposition and gerund constructions

I came straight here without going home first.

On hearing the news, she decided to go home.

- f) Indefinite constructions
Wherever you go, I will always think of you.
Whatever I do, it seems I'm doing the wrong thing.
 However, whoever, whenever etc.
- g) Comment clauses
As you know, I detest smoking.
 The problem – as far as I understand it – has to do with the method of drying the leaves.
 What we need, I suppose, is a new valve.
- h) Relative clauses
 With prepositions: That's the man to whom I sold my cow.
 With contact clauses: That's the man I sold my cow to.
 With "which": Here's the bus which goes to Shurugwi.
 (Not 'of which', often incorrectly used as in the incorrect sentence 'The teacher told Mary to go home, of which she refused.')
- i) 'What' clauses as subjects
What I do at home is my own business.
What annoys me is that he denies it.
- j) The infinitive of result
 I returned home to find the place in total disorder.
 I arrived early, only to discover he hadn't got out of bed.
- k) Impersonal 'it' + 'that' clauses
It is strange that she should want to leave so suddenly.
It is important that we finish before it rains.
- l) Adverbs and 'enough'
 I couldn't run fast enough to catch him.
 I didn't stand up quickly enough.
- m) Construction with 'such'
 It fell with such force that it shattered into tiny pieces.
 It was such a long way that we decided to leave early.

- n) 'So as to', so that'
 She climbed the tree so as to have a better view.
 She climbed the tree so that she would have a better view.
- o) 'Except'
 It was a wonderful idea, except that there wasn't enough money.
 Everyone was cheerful except Susan.
- p) Whether or not
Whether or not it rains, we will go out.
Whether it rains or not, we will go out.
- q) Progressive tenses and 'always' to denote disapproval
 You're always breaking things.
 He's always telling lies.
- r) 'So' + 'do' to replace a verb group
 Themba drives a lorry. So does Taurai.
 He promised to finish spreading the manure, but he didn't do so.
- s) Negatives
 Double negatives: His statement cannot go unchallenged.
 Negative questions: Don't you know where the bursar is?

Neither / Nor: Neither Jenny nor Tapiwa was paying attention.

Quasi-negatives: We rarely/seldom visit our aunt. Scarcely any were left. I can hardly / barely / scarcely hear him.
Only in times of severe drought does the river dry up.
Few people succeed without hard work.
Little rain means a small harvest.

Negative constructions: Why don't you ask the teacher?
Don't you want to have some supper?
 I think so, not that I'm an expert!

- t) Precise references to day and times
Phrases and expressions such as: every other Monday; the first Tuesday of every month; the day before yesterday; the day after tomorrow, etc; the 24-hour clock, seventeen hundred hours, etc.

- u) Directions
Expressions such as: on the left/right, to the left/right; the second turning; by the; when you come to the; right at the end of the, etc.