

FOREWORD

The Ministry of Education is pleased to authorise the publication of this senior secondary syllabus which marks a watershed in the development of the public education system in Botswana and signals another milestone of progress in fulfilment of the goals set by the Revised National Policy on Education, Government Paper No. 2 of 1994.

In this era of widespread and rapid technological change and an increasingly inter-dependent global economy, it is essential that all countries foster human resources by preparing children adequately for their future. Survival in the coming millennium will depend on

the ability to accommodate change and to adapt to environmental needs and emerging socio-economic trends. It is the wish of government to prepare Botswana for future growth and adaptation to ongoing change in the socio-economic context; specifically the transition from an agro-based economy to the more broadly based industrial economy which we are aiming at.

The senior secondary programme builds on the Ten Year Basic Education programme and seeks to provide quality learning experiences. It aims to prepare our students for the world of work, further education and lifelong learning. However, secondary education must also pay attention to the all round

development of the individual. It should provide not only for the acquisition of those skills needed for economic, scientific and technological advancement. It should also provide for the development of cultural and national identity and the inculcation of attitudes and values which nurture respect for one's self and for others.

Critical to the success of our secondary education programme is the recognition of individual talents, needs and learning styles. Hence, the role of the teacher in the classroom has changed. S/he must be a proficient manager and facilitator; a director of learning activities. S/he should

be conscious of students' needs to take on board a measure of accountability and responsibility for their own learning. S/he must also take into account the widening range of ability of the student body and the different levels of achievement which they aspire to. This means active participation for all and the creation of rich and diverse learning environments.

It is important then that we value the students' own experiences, build upon what they know and reward them for positive achievement. At the same time, we must be prepared to offer them guidance and counselling at all levels; assisting them to make the best decisions in keeping with their own interests, career prospects and preferences. In that

way we shall prevail in nurturing at the roots of our system, the national ideals of democracy, development, self-reliance, unity and social harmony.

This syllabus document is the outcome of a great deal of professional consultation and collaboration. On behalf of the Ministry, I wish to record my appreciation and thank sincerely those who contributed to and were involved in the production of this syllabus.



P. T. Ramatsui
Permanent Secretary
Ministry of Education

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Introduction

Senior Secondary Setswana is a two year first language course, designed to fit into the Senior Secondary Programme Aims which aim to link the Three Year Junior Secondary, from below and tertiary education to the top. It is a single subject course with content made up of seven domains in all.

The content has been divided into modules such that there is one module per term adding up to six modules for the whole course.

Each module contains all the seven domains thus emphasising the holistic approach advocated for the teaching of Setswana.

Each domain consists of topics that describe the content area; general objectives that describe desired outcomes in broad terms and specific objectives that focus expected performance; conditions, standard and criterion of performance.

The subject aims are directly drawn from the Senior Secondary Programme aims whereby those programme aims deemed to have a direct bearing on Setswana have been selected and translated into subject aims.

Aims of the Senior Secondary Programme

On completion of the two year senior secondary programme learners should have:-

- 1. acquired knowledge, developed confidence and ability to assess their personal strengths and weaknesses and be realistic in choosing appropriate career/employment opportunities and or further education and training.**
- 2. skills to assist them in solving technical and technological problems as they relate to day- to-day life situations.**
- 3. developed desirable attitudes and behavioural patterns in interacting with the environment in a manner that is protective, preserving and nurturing.**
- 4. acquired attitudes and values, developed basic skills and understanding to allow for execution of rights and responsibilities as good citizens of Botswana and the world**
- 5. developed information technology skills as well as an understanding and appreciation of their influence in the day-to-day activities.**
- 6. acquired knowledge, attitudes and practices that will ensure good family and health practices including awareness and management of epidemics (such as HIV/AIDS) that prepare them for productive life.**

- 7. developed pre-vocational knowledge and manipulative skills that will enable them to apply content learnt and attitudes and values developed to**
- 8. culture in an endeavour to emerge as good citizens of Botswana and the world.**
- 9. developed an understanding and acquired skills in business, everyday commercial transactions and entrepreneurship.**
- 10. developed foundation skills such as problem solving, critical, thinking, communication, inquiring, team work/interpersonal to help them to be productive and adaptive to survive in a changing environment.**

Aims of the Senior Secondary Setswana

The study of Setswana aims to:

- 1. equip students with writing, reading, listening, speaking skills which will develop confidence and ability to assess their personal strengths and weaknesses.**
- 2. develop in learners, self esteem, confidence, pride and appreciation of the national cultural heritage.**

- 3. provide learners with a range of experiences through the study of literature, including the moral justification for appropriate choices in life.**
- 4. provide knowledge of communication and study skills including skills to generate technical terminology appropriate for different technological situations.**
- 5. equip learners with knowledge of cultural practices including those that promote conservation of the environment and implications for the future.**
- 6. instil in learners, positive attitudes towards their cultural heritage in order that they may adopt the virtues and strengths inherent in their**
- 7. equip learners with the following foundation skills:**
 - problem solving**
 - critical thinking**
 - communication**
- 8. encourage learners to acquire knowledge, attitudes, values and practices that will ensure good family and health practices that are conducive to a productive life.**
- 9. encourage learners to embrace a culture of learning.**

Rationale

Setswana encourages students to investigate their cultural heritage for values and virtues that are necessary for survival within the modern world. The strengths and virtues inherited from culture are relevant in preparing students for the world of work as well as providing solutions to day to day problems with regard to preservation of self, environment and citizenry.

Setswana creates opportunity for appreciation and respect for the wealth of culture maintaining in Botswana.

It provides solid background knowledge and skills needed by students in the acquisition and mastery of other languages.

The programme follows the communicative approach whereby the learner's abilities are developed not so much by the time they spend rehearsing grammatical patterns but on the opportunities they are given to interpret, to express and to negotiate meaning in real life situations.

Culture

Culture is found in the physical materials used for different purposes. It is also found in ideas, knowledge and beliefs held by Batswana. Patterns of behaviour (customs, tradition and crafts) also portray culture. Botswana has a variety of cultures all of which change with time.

The cultural section of Senior Secondary School level will provide learners with an opportunity to investigate further into their cultural heritage. This will provide learners with insight into the past practices which they can evaluate and compare with the present in order to judge

Domains

The study of Setswana has the following components: Communication skills: listening, speaking, reading and writing; Study Skills, Literature and Culture.

Communication Skills:

The bias of the syllabus is on communicative competence such that language structure is taught in conjunction with communication skills that enforce appropriate use of language to meet communicative purposes. The communication skills: listening, speaking, reading and writing are taught through linguistics competence; socio-linguistic competence, discourse competence and strategic competence.

Study Skills

Included in the syllabus are study skills, entailing reference and research skills. The approach to teaching these is a practical and basic one whereby acquired skills are immediately put to use, especially in conjunction with the cultural section below. It is obvious that there are not many books written on culture yet, hence the students need the skills to collect their own information from relevant sources in order to process and present it for term papers/projects. Details of these are fully given in the teacher's guide.

Literature:

Literature provides learners with an opportunity to explore literary aspects in order to acquaint themselves with the philosophy and values of Batswana. Instructional materials used for this section are by design chosen for their illustrative purposes i.e. prose, drama and poetry which emphasise the concepts of self-reliance, democracy, self-sufficiency, development, tolerance and therefore social harmony. Instructional materials will be prescribed from both traditional and modern literature.

Assessment Procedures

The Setswana Senior Secondary Syllabus assessment is skill oriented as is the content. The text books used in schools are mainly for practice as by the end of the course any course relevant material may be used to test the students' skills.

There will be two papers written at the end of the course Some objectives that are emphasised do not lend themselves to pen an paper testing; in particular listening skills and cultural heritage content. These objectives have to be assessed during the course.

Guidance on appropriate procedures and moderation will be provided by the national examining body.

The teachers guide will also provide guidance on how to assess projects and term papers for course work. The students profiles for projects, term papers and other course work will be prepared in conjunction with the relevant examining body.

Content Layout

All the seven Senior Secondary Setswana domains occur in each and every module. A module in this case represents the amount of related content in a space of time, which is one term. Each module is numbered according to the position of the term it stands for, thus module one will be for term 1 etc. Each domain is also coded such that it retains its number throughout the document. For example Listening is always .1, speaking .2, reading .3 writing .4, study skills, .5, literature .6, and culture .7. The third unit represents the *general objective* and the last one the *specific objective*. Thus 1.1.1.1 means that you are looking at the first specific objective of the first general objective under listening in term 1.

Language content being made up of skills and other processes that stretch throughout the course means that some objectives will appear in part in one module while the other part is in a different module further down the course. For example, 1.4.4.3 a) on page 14 and 3.4.2.2 on page 23 under essay writing. This

FORM 4 TERM 1

LISTENING		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
<p>Discourse (Speech, talk, dialogue, political/kgotl a address)</p>	<p>Adjust listening strategies to different kinds of learner purposes</p>	<ul style="list-style-type: none"> - identify theme of speech, talk, address or play. - determine relationships among units within discourse e.g. major ideas, supporting points of research reports, commentaries, verbal documentaries. - listen and react appropriately to: <ul style="list-style-type: none"> i) verbal accounts in a justifiable manner i.e. showing emotion, enjoyment, shock, amusement etc. or; taking relevant

		<p>action.</p> <ul style="list-style-type: none"> - listen to radio, audio/video programmes and analyse main messages.
Overall Impression	Evaluate what has been listened to	<ul style="list-style-type: none"> - determine the significance of paralinguistic devices meant to emphasise meaning. - accurately deduce meaning from paralinguistic devices.
SPEAKING		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
Debate/Argument	Present a coherent argument.	<ul style="list-style-type: none"> - find relevant supporting details for a given topic sentence. - speak audibly and intelligibly with excellent control of language alternatives coming naturally in the

		<p>flow of talk.</p> <ul style="list-style-type: none"> - accurately determine relevant parts of speech most likely to bring about desired significance and impact in a talk. - give ordered and focused verbal accounts of events and processes.
Public Speaking Techniques	1.2.2 Use facial, paralinguistic and other clues to emphasise meaning	<ul style="list-style-type: none"> - show originality and flair in the use of vocabulary, facial expression and gestures. - use a flexible range of vocabulary and grammatical structures to convey meaning including inferential aspects.

READING		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
Syntax and Semantics	Use syntactic and semantic devices to unravel meaning.	<ul style="list-style-type: none"> - determine meaning of words , phrases and sentences from context. - determine the form and function of the following parts of speech found in given text: <ul style="list-style-type: none"> A. substantive B. qualificative C. demonstrative D. predicative E. descriptive F. conjunctive

G. interjective

- deduce the following functions of nouns/pronouns from given text: Subject, object, markers of coherence.
- use context to determine category of specified nouns.
- given text containing examples of qualificatives, explain giving examples, function and form of those qualificatives.
- use context to determine the type and significance of qualificative found in text.

Reading Between the Lines	Evaluate information read.	- determine content of reading by searching for main ideas / central themes, topic sentences and introductory paragraphs in given text.
Culture of Reading	Make a habit of reading for pleasure as well as interest and knowledge.	- volunteer to share information about what they have read.
WRITING		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
Orthography, Register and Punctuation	use semantic and syntactic devices to produce meaningful text.	- write composite text using coherent markers e.g. <i>makopanyi, tumalano ya magokedi le maina etc.</i> appropriately.

		<ul style="list-style-type: none"> - choose vocabulary that is relevant to subject matter and target audience when writing. - use appropriate punctuation, orthography, spelling to communicate clearly and present work neatly, appropriate for their level. - write complex and compound - complex sentences using appropriate punctuation, spelling and orthography. - use punctuation skilfully to achieve precision and clarity in conveying meaning.
Structure	Use linguistic/structural and presentational	- construct grammatically correct structures in Standard Setswana in order to achieve clarity and

	<p>devices to achieve desired effects</p>	<p>precision in their writing. Grammatical structures to include: qualificatives demonstrative</p>
<p>Speech Writing</p>	<p>Write convincing speeches.</p>	<ul style="list-style-type: none"> - given a subject, generate and present a balanced talk showing concrete and coherent argument. - find relevant supporting details for a given topic sentence.
<p>Essay/Creative Writing</p>	<p>Invent, Plan and structure their writing as specified..</p>	<ul style="list-style-type: none"> - create original pieces of writing demonstrating their control of vocabulary, syntax and grammar by varying their sentence patterns. - write accurate simple or complex sentences to suit the readership. - given a stimulus, write the following types of essay:

		a) descriptive / narrative (Essays could be developed by process, reasons, logical division, comparison/contrast, analysis etc.)
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STUDY SKILLS		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
Reference Skills	Use a wide range of reference skills.	<ul style="list-style-type: none"> - detect key words that identify topics and propositions - apply skimming and scanning techniques to find information in a text.
LITERATURE		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
Literary Appreciation	Examine individual features of literary texts in depth and detail.	<ul style="list-style-type: none"> - analyse the development of plot including; (motivation, conflict, climax, falling action and denouement)

		<ul style="list-style-type: none"> - interpret theme(s) found in literary texts - comment on the writer's handling of a) character development
Author's style	Critically appraise the author's style in order to derive meaning.	- explain significance of figurative language used in a given text.
CULTURE		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
Cultural Heritage	Trace the development of cultural practices in their community.	<ul style="list-style-type: none"> - investigate cultural practices in their communities associated with societal values. (bogosi, tirisano mmogo, boipelego etc.) - discuss elements in their culture

		that make them proud of their personal origins as individuals, ethnic groups and citizens of Botswana.
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FORM 4 TERM 2

LISTENING		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
Discourse (speech, talk, dialogue, political/kgotl a address)	Adjust listening strategies to different listener purposes.	<ul style="list-style-type: none"> - listen and react appropriately to: ii) Radio programmes, in a justifiable manner i.e. showing emotion, enjoyment, shock, amusement etc. or; taking relevant action.
Overall Impression	Evaluate what has been listened to.	<ul style="list-style-type: none"> - embrace or reject a point of view in a talk. - distinguish view points from a deliberation. - detect motivation from a

		<p>deliberation.</p> <ul style="list-style-type: none"> - determine the speaker's bias and attitude.
<p>Denotation and Connotation</p>	<p>Detect meaning expressed in differing grammatical forms</p>	<ul style="list-style-type: none"> - infer meaning of words/phrases from the context in which they occur. - Deduce meaning from varying dialects by applying relevant grammatical rules comparing the speakers dialect to standard Setswana.. (e.g. elision '<i>golo 'ba diane</i>'; for <i>bagolo ga ba diane</i>; <i>bo tsaya mpho</i> for <i>ba ya go tsaya mpho</i> (contraction / elision). - discriminate the significance of stress and intonation among distinctive sounds of the language in order to interpret meaning, e.g.

		tlha`ga`, tlhaga`, tlha`ga`..
Coherence, Cohesion, Main and Supporting Points, Fact and Opinion	Determine cohesion and coherence from ongoing discourse.	- determine function and purpose of markers of coherence used in discourse for effect.
SPEAKING		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
Debate/Argu ment	Present a coherent argument	- show a consistent style of delivery when presenting a speech verbally. - use language effectively to convey opinion or line of argument. - listen to information in order to summarise and translate it verbally using their own words.

Public Speaking Techniques	Use facial paralinguistic and other clues to emphasise meaning.	<ul style="list-style-type: none"> - show originality and flair in the use of vocabulary, facial expression and gestures. - use figurative language, pause, stress, tone and tempo to achieve desired effects when expressing a point of view - display attitude to the subject by the use of paralinguistic devices and other clues.
Verbal Presentations	Generate a speech to suit specified situations, settings and procedures.	<ul style="list-style-type: none"> - Make relevant and convincing comments to suit the occasion.
Translation	Interpret and translate information.	<ul style="list-style-type: none"> - interpret and translate information verbally. - repeat, using their own words, information heard, well

summarised from English to Setswana and vice versa.

READING

Topics	General Objectives	Specific Objectives
	The students should:	The students should
<p>Syntax and Semantics - basics of form and function of different parts of speech only.</p>	<p>Use syntactic and semantic devices to unravel and verify meaning.</p>	<p>- analyse given text to determine the authors usage of the following parts of speech and say how this affects the presentation or style of the author:</p> <p>noun, pronoun, adjective, enumerative, quantitative, possessive, relative, verb, copulative, adverb, ideophone, conjunctive, interjective</p> <p>- apply their knowledge of</p>

		<p>derivatives, inflexions, synonyms, homonyms, homographs, antonyms, puns etc. to determine meaning of given text.</p> <p>- explain implicit information found in text.</p>
<p>Coherence Indicators</p>	<p>Recognise significance/purpose of coherence indicators used in text.</p>	<p>- given text containing examples of conjunctives, explain giving examples, function of those conjunctives.</p> <p>- use context to determine the type and significance of conjunctive found in given text.</p> <p>- given text with fragmented sentences, suggest the best conjunctives that can be used to link it.</p> <p>- discuss the relationship between</p>

		conjunctions and words, clauses or sentences that they are used to link in given text
Reading Between the Lines	Evaluate information read.	- determine what is relevant, biased or unbiased in given text.
WRITING		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
Structure	Use linguistic/structural and presentational devices to achieve desired effects.	- construct grammatically correct structures in Standard Setswana in order to achieve clarity and precision in their writing. Grammatical structures to include: predicate conjunction descriptive

		<p>ideophone</p> <p>interjective</p> <p>- show order and precision in their use of vocabulary to communicate ideas and issues.</p>
Speech Writing	Write convincing speeches.	- prepare and write a speech using alternating variants / contractions appropriately.
Essay/Creative Writing	Invent, plan and structure their writing as specified.	<p>- edit and revise written work to verify accuracy in spelling, orthography and punctuation.</p> <p>- when writing, employ figurative language bearing relevant analogies in order to clarify and strengthen their argument.</p>
STUDY SKILLS		
Topics	General Objectives	Specific Objectives

	The students should:	The students should
Reference Skills	Use a wide range of reference skills.	<ul style="list-style-type: none"> - use the following reference materials; encyclopaedia, journals, dictionaries etc. to explain their ideas. - use memo cards to organise personal notes into an information bank. - use reference resources in libraries, museums, archives ad any learning resource centres to collect information needed.
LITERATURE		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
Literary Appreciation	Examine individual features of literary	- evaluate the applicability of the themes to real life situations

	texts in depth and detail.	- comment on the writer's handling of b) degeneration and realisation of characters
Pastiche	Recreate literary elements found in given text to evoke: purpose of writing, author's bias and style.	- discuss mood and attitude of the author in a given text.
CULTURE		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
Cultural Practices	Trace the development of cultural practices in their communities.	- discuss how some cultural practices in their communities(such as those associated with cutting of trees, hunting, veld

		burning, grass cutting etc.) relate to current environmental issues.
Cultural Values	Analyse and critically evaluate their cultural values.	- discuss relevance of certain old cultural practices in the modern society.

FORM 4 TERM 3

LISTENING		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
Overall Impression	Evaluate what has been listened to.	<ul style="list-style-type: none"> - listen and assess the relevance and quality of dialogue and oral interviews. - relate what they have heard to real life situations. - embrace or reject a point of view in a talk. - judge the roles of participants of an ongoing discourse and say how they affect the discourse.
Coherence, Cohesion,	Determine cohesion and coherence from	<ul style="list-style-type: none"> - reconstruct topics and coherent structures from on going discourse

Main and supporting Points, Fact and Opinion.	ongoing discourse.	involving two or more speakers.
Discourse (speech, talk, dialogue, political/kgotl a address)	Adjust listening strategies to different kinds of listening purposes.	- . listen and react appropriately to: iii) television / video tapes, by showing emotion, enjoyment, shock, amusement etc., or taking relevant action .
SPEAKING		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
Debate / Argument	Present a coherent argument.	- make provoking contributions structuring and organising points for impact on audience.
Verbal	generate a speech to suit specified	- assume different roles in role play activities to suit specified scenarios

Presentations	situations, purposes, settings and procedures.	<p>such as Kgotla proceedings, hospital etc.</p> <p>- organise and present a speech displaying a coherent relationship of hypotheses, major ideas and supporting ideas, examples and generalisations.</p>
Translation	Interpret and translate information.	<p>- translate from Setswana to English and vice versa:</p> <p>a) news items, dialogues, interviews,</p>

READING		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
Syntax and Semantics	Use syntactic and semantic devices to unravel and verify meaning.	<ul style="list-style-type: none"> - given specific text, determine author's purpose for writing it. - follow an argument by interpreting underlying implications. - given text bearing qualificatives, and explain giving examples, function and form of those qualificatives. - use context to distinguish the two types of predicate by form. - explain giving examples, the significance of the two types of predicate in specific given contexts:

		<p>a) verbal predicate</p> <ul style="list-style-type: none"> - apply their knowledge of: <p>b) homographs, antonyms and puns to determine meaning of given text.</p>
Coherence Indicators	Recognise significance/purpose of coherence indicators used in text.	<ul style="list-style-type: none"> - given text containing examples of interjectives, explain giving examples, characteristics of those interjectives. - use context to determine the significance of interjectives found in given text.
Reading Between the Lines	Evaluate information read.	<ul style="list-style-type: none"> - determine what is relevant, biased or unbiased in given text.
Culture of Reading	Make a habit of reading for pleasure	<ul style="list-style-type: none"> - read and extract information from a range of materials relevant to

	<p>as well as interest and information.</p>	<p>their needs during and after schooling.</p> <ul style="list-style-type: none">- choose reading against any other given forms of house entertainment.
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WRITING		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
Structure	Use linguistic/structural and presentational devices to achieve desired effects.	- use their knowledge of grammatical rules to revise and edit their work and any given selections.
Essay/Creative Writing	Invent, plan and structure their writing as specified.	- write paragraphs that are orderly and precise by employing vocabulary and conjunctives that will best communicate and link ideas and issues that are being discussed. - given a stimulus, write the following types of essay

b) argumentative

(Essays could be developed by process, reasons, logical division, comparison/contrast, analysis etc.)

- when writing, use coherent markers to evoke interest, inform or convince specific readers.

Coherent markers to include:

nouns

pronouns

conjunctives and

relevant clauses

- describe in writing, their experiences, thoughts, feelings, opinions, etc. and express what is felt and what is imagined in order to interest, inform or convince an

		audience..
Translation	Translate and interpret information.	- write summarised versions of information given in Setswana in English and vice versa.
STUDY SKILLS		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
Research Skills	Develop basic research skills.	- given a wide selection of subjects to study, choose a research topic - develop and present the research plan - formulate questionnaires related to the aims of research project.
LITERATURE		
Topics	General Objectives	Specific Objectives
	The students should:	The students should

Literary Appreciation	Examine individual features of literary texts in depth and detail.	<ul style="list-style-type: none">- explain the role played by individual characters in the development of a given text- decode cause and effect from events of a literary text.
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CULTURE		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
Cultural Values	Analyse and critically evaluate their culture.	<ul style="list-style-type: none"> - assess the influence of socio-economic, historical and political contexts on cultural practices found in the modern community. - express and justify their opinion about the merits and demerits of cultural practices in the community. - suggest ways of conserving useful cultural practices in the community.

FORM 5 TERM 1

LISTENING		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
<p>Discourse (speech, talk, dialogue, political/kgotla address)</p>	<p>Adjust listening strategies to different kinds of learner purposes.</p>	<ul style="list-style-type: none"> - make generalisations, hypotheses from ongoing discourse in any of the following scenarios: kgotla debates panel discussions class presentations radio dramatisations etc. - decide on the merits and demerits of information heard from the following scenarios:

		<p>i) debates</p> <p>ii) class discussions</p> <p>iii) panel talks</p> <p>iv) kgotla</p> <p>vi) radio dramatisations etc.</p>
Overall Impression	Evaluate what has been listened to.	<ul style="list-style-type: none"> - relate what they have heard to real life situations. - when listening to on going discourse, weigh details, formulate opinions and draw own conclusions.
Denotation And Connotation	Detect meanings expressed in differing grammatical forms.	<ul style="list-style-type: none"> - determine the effectiveness of a speaker's style from the use of synonyms, homonyms, antonyms and /or a variety of other parts of speech.
SPEAKING		

Topics	General Objectives	Specific Objectives
	The students should:	The students should
Debate / Argument	Present a coherent argument	<ul style="list-style-type: none"> - make provoking contributions structuring and organising points for impact on audience. - given a subject, generate and present a balanced talk showing a concrete and coherent argument.
Verbal Presentations	Generate a speech to suit specified situations, purposes, settings and procedures.	<ul style="list-style-type: none"> - verbally present a structured and well organised speech to suit formal situations (sentence construction, vocabulary, contributions, figurative language etc.) - articulate experiences, thoughts, feelings, opinions, etc. and express what is felt and what is imagined in order to interest, inform or

		<p>convince an audience.</p> <ul style="list-style-type: none"> - use euphemisms to suit situations e.g. <i>tatolo, tebogo, tsereganyo</i> etc.
Translation	Interpret and translate information.	<ul style="list-style-type: none"> - interpret and organise information given in Setswana into English and vice versa. in order to present it verbally. - summarise a given speech in an appropriate manner.

READING

Topics	General Objectives	Specific Objectives
	The students should:	The students should
Syntax And Semantics - Forms And Functions Of different parts	Use syntactic and semantic devices to unravel and verify meaning.	<ul style="list-style-type: none"> - Given text bearing the following parts of speech, analyse it in order to explain their form and function: noun,

of speech		pronoun, adjective, enumerative, quantitative, possessive, demonstrative relative, verb, copulative, adverb, ideophone, conjunctive, interjective - deduce the following functions of nouns/pronouns from given text:
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		<p>a) subject, object..</p> <ul style="list-style-type: none">- hypothesis on outcome of given text.- use context to distinguish the two types of predicate by form. <p>b) non- verbal</p> <ul style="list-style-type: none">- explain giving examples, the significance of the two types of predicate in specific given contexts: <p>b) non-verbal predicate</p> <ul style="list-style-type: none">- when reading determine the cumulative meaning of text in order to grasp essential details of the content.- given implicit text, decode euphemisms and antagonistic language used in order to
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		<p>determine meaning.</p>
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- given text containing examples of descriptive, explain giving examples, function and type of those descriptive.

Coherence Indicators	Recognise significance/purpose of coherence indicators used in text	<ul style="list-style-type: none">- give details of inconsistencies found in text.- given text containing examples of conjunctives, explain giving examples, function of those conjunctives.- use context to determine the significance of conjunctive found in given text.- given text with fragmented sentences, suggest the best conjunctives that can be used to link it.- discuss the relationship between conjunctives and words, clauses or sentences that they are used to link in given text
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		- given text containing examples of descriptive, explain giving examples, function and type of those descriptive.
WRITING		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
Orthography, Register And Punctuation	Use semantic and syntactic devices to produce meaningful text.	- use special diction to communicate succinctly
Reports	Adapt style of writing to a range of purposes and audiences	- paraphrase and write summaries of texts including reports. - translate from Setswana to English and vice versa: b) discussions on differing topics necessary to the community such

		as Kgotla proceedings, medical consultations, specialists presentations on socially significant issues and speeches from all aspects of the community.
Essay/Creative Writing	Invent, plan and structure their writing as specified.	<ul style="list-style-type: none"> - compare and contrast two pieces of writing clearly demonstrating the way in which interjectives can be used to evoke emotion. - write original single paragraphs demonstrating their knowledge of significance of interjectives.
Translation	Interpret and translate information.	<ul style="list-style-type: none"> - write summarised versions of information given in Setswana in English and vice versa. - translate whole passages from Setswana to English and vice versa.
Structure	Use linguistic/	- present the conjugation of the

	structural and presentational devices to achieve desired effects.	verbal predicate in a table.
STUDY SKILLS		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
Reference Skills	use a wide range of reference skills.	<ul style="list-style-type: none"> - use memo cards to organise personal notes into an information bank. - select and collate material from different sources.
Research Skills	Develop Research Skills	- write the research project
LITERATURE		
Topics	General Objectives	Specific Objectives

	The students should:	The students should
Literary Appreciation	Examine individual features of literary texts in depth and detail	<ul style="list-style-type: none"> - make informed decisions on opposing views arising from literary texts in order to apply it to real life situations, for instance, where tolerance and acceptance are deserving. - use appropriate terminology in critical analysis of literary works as specified.
Author's Style	Critically appraise the author's style in order to derive meaning.	<ul style="list-style-type: none"> - Explain ways in which structure/presentation contribute to the meaning of text as in: <ul style="list-style-type: none"> • the effect of foreshadowing
CULTURE		
Topics	General Objectives	Specific Objectives
	The students should:	The students should

Cultural Values	Analyse and critically evaluate their culture.	- discuss ways of adapting useful cultural practices to contemporary life situations.
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FORM 5 TERM 2

LISTENING		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
Discourse (speech, talk, dialogue, political/kgotl a address)	Adjust listening strategies to different kinds of learner purposes..	- follow verbal instructions relevant to this level e.g. procedures for: office work, traditional ceremonies, social club memberships etc.
Coherence, Cohesion, Main And Supporting Points, Fact And Opinion	Determine cohesion and coherence from ongoing discourse.	- determine purpose of markers of coherence used in discourse for effect.
SPEAKING		

Topics	General Objectives	Specific Objectives
	The students should:	The students should
Debate / Argument	Present a coherent argument.	<ul style="list-style-type: none"> - generate and present a persuasive and convincing verbal advertisement. - prepare and present a speech verbally, using alternating variants / contractions appropriately.
Public Speaking Technique	Use facial, paralinguistic and other clues o emphasise meaning.	- use figurative language, pause, stress, tone and tempo to achieve desired effects when expressing a point of view
Verbal Presentations	Generate a speech to suit specified situations, purposes, settings and procedures.	<ul style="list-style-type: none"> - use euphemisms to suit situations e.g. tatolo, tebogo, tserganyo etc. - use speech devices that would best add to the coherence of the discourse,

		<p>e.g. effective use of transitional phrases: <i>sa pele/ntlha; kgabagare; fa e ka bo, ka jalo; etc.</i>;</p> <p>rhetoical styles: comparison, simple analysis, contrast, simple listing, persuasion or chronological order etc.</p>
Translation	5.2.4 Interpret and translate information	<ul style="list-style-type: none"> - articulate and analyse complex ideas and information for verbal presentation. - translate from Setswana to English and vice versa: <p>discussions on differing topics necessary to the community such as kgotla proceedings, medical consultations, specialist presentations on socially significant issues.</p>

READING		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
Syntax And Semantics - forms and functions of different parts of speech	Use syntactic and semantic devices to unravel and verify meaning.	- explain giving examples, the significance of the two types of predicate in specific given contexts.
Coherence Indicators	Recognise significance/purpose of coherence indicators used in text.	- give details of inconsistencies found in text. - determine how writers use presentational styles to achieve effect.
Reading Between	Evaluate Information read.	- analyse information read in order to recognise propaganda

The Lines		techniques used. - judge appropriateness, degree of formality of text from author's style and diction
WRITING		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
Structure	Use linguistic/ structural and presentational devices to achieve desired effects.	- present the conjugation of the verbal predicate in a table. - given a topic/event/situation to report on, select and organise relevant material into a biased or unbiased report as specified. - write accurate simple or complex sentences to suit the readership.
	Write convincing speeches.	- given a subject, generate and present a balanced talk showing a

		<p>concrete and coherent argument.</p> <ul style="list-style-type: none"> - write a structured and well organised speech to suit formal situations as specified. (sentence construction, vocabulary, contributions, figurative language etc.
Essay/ Creative Writing	Invent, plan and structure their writing as specified	<ul style="list-style-type: none"> - write accurate simple or complex sentences to suit the readership. - given a stimulus, write the following types of essay: c) dialogue. <p>(Essays could be developed by process, reasons, logical division, comparison/contrast, analysis etc.)</p> <ul style="list-style-type: none"> - when writing, explain their point of view in a coherent and interesting

		manner, balancing humour with facts.
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STUDY SKILLS		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
Reference Skills	Use a wide range of reference skills.	<ul style="list-style-type: none"> - make cross references to validate information. - use reference skills to indicate their source of information in: <ul style="list-style-type: none"> • foot-notes
Research Skills	Develop research skills.	- write the research project
LITERATURE		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
	Examine individual features of literary	- comment on the writer's handling of:

	texts in depth and detail.	b) degeneration and realisation of characters - determine correlation between the actions of characters and setting.
Author's Style	Critically appraise the author's style in order to derive meaning	- Explain ways in which presentation contributes to the meaning of text as in the effect of: foreshadowing (where applicable)
CULTURE		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
Cultural Diversity	Trace the development of cultural practices in their communities.	- discuss how some cultural practices in their communities(such as those associated with cutting of trees, hunting, veld burning, grass cutting etc.) relate to current environmental issues.

		<p>- discuss cultural elements that are common to all societies of Botswana and distinguish them as a people.</p>
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FORM 5 TERM 3

LISTENING		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
Denotation and Connotation	Detect meanings expressed in differing grammatical forms.	- determine the effectiveness of a speakers style from the use of synonyms, homonyms, antonyms and /or a variety of other parts of speech.
Coherence, Cohesion, Main And Supporting Points, Fact And Opinion	Determine cohesion and coherence from ongoing discourse.	- determine function and purpose of markers of coherence used in discourse for effect.
SPEAKING		

Topics	General Objectives	Specific Objectives
	The students should:	The students should
Translation	Interpret and translate information.	<ul style="list-style-type: none"> - translate an ongoing presentation by extracting, specific information and organising it into a coherent summary whilst retaining the original meaning. - translate from Setswana to English and vice versa: discussions on differing topics necessary to the community such as c) speeches from all aspects of the community.
READING		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
Syntax And	Use syntactic and	- deduce the following functions of

Semantics - forms and functions of different parts of speech	semantic devices to unravel and verify meaning.	nouns/pronouns from given text: b) markers of coherence.
Coherence Indicators	Recognise significance/ purpose of coherence indicators used in text.	- analyse from text read, the effect achieved by the use of linguistic devices (such as clauses and how they work, descriptive and how they work, figurative language etc.) used.
Reading Between The Lines	Evaluate Information read.	- determine method of organisation and purpose of what is read. - explain ways in which writers use language to achieve effect.
Culture of reading	Make a habit of reading for pleasure as well as interest	- volunteer to share information making relevant comments on what is read.

	and knowledge.	<ul style="list-style-type: none"> - articulate and discuss their own assumptions, feelings about, and attitudes towards what has been read. - communicate a sensitive and informed personal response to what is read. - choose reading against any number of given forms of house entertainment.
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WRITING

Topics	General Objectives	Specific Objectives
	The students should:	The students should
Speech Writing	Write convincing speeches.	- write a persuasive and convincing advertisement.
Reports	Adapt style of writing to a range of	- write original well organised, comparative and analytical reports

	<p>purposes and audiences.</p>	<p>for specific situations and purposes observing relevant register and style..</p> <p>- given a topic, generate information using a variety of strategies such as reading, interviewing and brainstorming in order to produce a report as specified.</p>
<p>Essay / Creative Writing</p>	<p>Invent, plan and structure their writing as specified.</p>	<p>- write articles for newspapers / magazines using real life knowledge and experience to express thoughts, feelings and opinions.</p>
<p>Translation</p>	<p>Translate and interpret information read.</p>	<p>- translate from Setswana to English and vice versa:-</p> <p>news items</p> <p>dialogues,</p>

		<p>interviews, discussions on differing topics necessary to the community such as:-</p> <p>Kgotla proceedings, medical consultations, specialists presentations on socially significant issues and speeches from all aspects of the community.</p>
STUDY SKILLS		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
Reference Skills	Use a wide variety of reference skills	- use reference resources in libraries, museums, archives ad any learning resource centres to collect

		<p>information needed.</p> <ul style="list-style-type: none">- use reference skills to indicate their source of information: <p>b) bibliography, oral sources etc.</p>
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LITERATURE		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
Literary Appreciation	Examine individual features of literary texts in depth and detail	<ul style="list-style-type: none"> - given a literary text analyse the social, historical and cultural contexts and influences in its development
Pastiche	Recreate literary elements found in given text to evoke; purpose of writing, author's bias and style.	<ul style="list-style-type: none"> - given a literary text, synthesise the social, historical and cultural influences used by the author to create their own work achieving the same effect as the author (pastiche - setting). - discuss mood and attitude of the author in a given text. - write a speech for a character as

		they perceive her/him/it from given text
CULTURE		
Topics	General Objectives	Specific Objectives
	The students should:	The students should
Cultural Heritage	recognise major points, opinions and facts and the author's intention stated in text.	- compare and contrast at least two different cultures of Botswana.