

# The New Senior Secondary Curriculum for Sierra Leone

**Subject syllabus for English Language**  
Subject stream: Languages and Literatures



This subject syllabus is based on the National Curriculum Framework for Senior Secondary Education. It was prepared by national curriculum specialists and subject experts.



## Syllabus for English Language - a core subject

### Subject description

English Language for SSS level builds upon the language skills taught at the Basic Education level. It focuses on strengthening competencies in the skills of reading with comprehension, writing, speaking and listening. The subject is designed to help students gain knowledge and understanding of those aspects of English that are relevant for success in their academic tasks and communicating effectively in other situations.

### General Learning Outcomes

Pupils are expected to be able to:

- Demonstrate in-depth understanding of the conventions of grammar, and effectively apply them in their writing and dialogue.
- Produce writing that is clear and accurate for different purposes or audiences, using appropriate language and style.
- Use appropriate vocabulary in their writing and conversation.
- Interpret and analyze oral and written information.
- Summarize the main points of a passage in a concise and accurate manner.
- Read fluently, confidently and with understanding.
- Speak fluently, clearly, and confidently in the English language.

### Subject Content Outline by Themes and Topics

*Grammar and Language Use:*

- Noun types and functions
- Pronouns
- Verb types and usage: Regular and irregular forms, Voice of verbs, Modals, Subject-verb agreement rules, Verb tenses
- Adjectives and adverbs
- Prepositions and standard use of prepositions
- Conjunctions
- Punctuation/Capitalization rules
- Sentence forms/structure
- Phrases and clauses.



*Vocabulary:*

Understanding meaning of words in context:

- the etymology of words, syllables, root words, prefixes and suffixes, synonyms and antonyms of words
- Confusing words and homonyms
- Understanding idioms
- Interpreting and using figurative language – simile, metaphor, personification, irony
- Building on vocabulary with prefixes and suffixes
- Understanding and using vocabulary associated with the following fields: government and politics, sports and entertainment, finance, religion, photography, construction, science and technology, education, fishing, media and communication, transportation, electricity.

*Writing practice and summary:*

- Writing sentences and paragraphs (ordering information in a logical manner: writing topic sentences and thesis statements, introduction and conclusion etc.)
- writing non-fiction – text types, form and structure, presentational features and their effects (the writing triplets – writing to imagine, entertain and explore; writing to inform, explain, describe; writing to argue, persuade, advise)
- Writing letters (formal and informal) d) Writing speeches e) Summary writing

*Reading comprehension:*

- Skills for effective reading (skimming, scanning etc.),
- Reading fiction & non-fiction – structuring a reading response; make a point and back it up with a quotation (evidence from the text); explain the evidence in your own words to show understanding; explore different ideas to show an appreciation of the whole text.

*Speaking and Listening:*

- Characteristics of English sounds
- Review of English letter sounds - vowels, consonant and consonant clusters, diphthongs
- Stress and intonation patterns
- Syllable structure
- Listening comprehension



## Teaching Syllabus

### Senior Secondary Level 1

Topic/Theme/Unit	Expected learning outcomes	Recommended teaching methods	Assessment of learning outcomes
<b>Grammar and Language Use</b> <ul style="list-style-type: none"> <li>Noun types and functions</li> <li>Pronouns</li> <li>Types of Verbs and their use: Regular and irregular forms, Voice of verbs, Modals, Subject-verb agreement rules, Tenses</li> <li>Adjectives and adverbs</li> <li>Prepositions and their standard use</li> <li>Conjunctions</li> <li>Punctuation/capitalization rules</li> <li>Sentence forms/structure</li> <li>Phrases and clauses</li> </ul>	Pupils will be expected to: <ul style="list-style-type: none"> <li>Identify types of nouns, state their functions, and use them effectively in writing.</li> <li>Identify pronouns and effectively use them in writing and speaking.</li> <li>Identify different types of verbs and explain their functions.</li> <li>Explain subject-verb agreement rules.</li> <li>Explain the functions of the different verb tenses and use them effectively in writing and speaking.</li> <li>Tell the difference between adjectives and adverbs and identify them in context.</li> <li>Identify prepositions and use them appropriately.</li> <li>Identify and use conjunctions.</li> <li>Use punctuation correctly (e.g. comma, full stop, question mark, colon, semi-colon, dash/hyphen, exclamation mark, parenthesis).</li> </ul>	Direct and pupil centered instruction Group activities Question and answer Class work/ Assignments	Pupils will be assessed both formally and informally upon completing tasks relating to the learning outcomes as follows: <ul style="list-style-type: none"> <li>Read a short paragraph and afterwards identify all nouns and state their functions (e.g. subject, object, object of a preposition, predicate nominative). Then, write sentences that illustrate use of each noun correctly. (Marks will be awarded for each task performed correctly)</li> <li>Respond to short answer questions that would require appropriate identification and use of pronoun forms, such as nominative (subject) case pronouns (e.g. I, we, he, she, they, you), object case pronouns (e.g. me, us, him, her), possessive case (his, hers, its, my, mine), reflexive pronouns (e.g. who, whom) etc.</li> <li>Answer short questions that require identification of action</li> </ul>



	<ul style="list-style-type: none"> <li>• Apply capitalization rules correctly.</li> <li>• Identify simple, complex and compound sentences.</li> <li>• Identify phrase and clause types and their functions.</li> </ul>		<p>verbs (kick, jump, run), linking verbs (is, are, was, were, seem, taste), modals (may, can, must), regular and irregular verbs etc.</p> <ul style="list-style-type: none"> <li>• Respond to questions that require explaining subject-verb agreement rules (e.g. singular verb takes a singular subject; plural verb takes a plural subject etc.)</li> <li>• Carry out exercises that illustrate use of present, past and future tense forms (simple, continuous, perfect and perfect continuous).</li> <li>• Respond to short written questions demanding identification and standard use of prepositions, conjunctions, and capitalization rules.</li> <li>• Read short paragraphs to identify simple, complex and compound sentences as well as prepositional, verbal and noun phrases</li> </ul>
<p><b>Vocabulary</b></p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate ability to use prefixes and suffixes to build words.</li> <li>• Identify the synonyms and antonyms of different words.</li> </ul>	<p>As above</p>	<ul style="list-style-type: none"> <li>• Carry out exercises on the use of prefixes and suffixes to derive new words (e.g. undo, redo, useless, useful).</li> <li>• Read short passages to identify and explain the use of figurative language (e.g. simile, metaphor, personification, irony).</li> </ul>



	<ul style="list-style-type: none"> <li>• Identify and interpret figurative language.</li> <li>• Recognize and use vocabulary associated with specialized fields (e.g. government and politics, sports and entertainment, finance, religion etc.)</li> </ul>		<ul style="list-style-type: none"> <li>• Respond to multiple choice questions to identify and use vocabulary associated with specialized fields such as finance, sports, politics etc.</li> </ul>
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## Senior Secondary Level 2

<p><b>Writing practice and summary</b></p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Create short and simple sentences about an activity or routine.</li> <li>• Identify topic sentences in body paragraphs.</li> <li>• Identify supporting sentences in body paragraphs.</li> <li>• Construct body paragraphs containing a topic sentence, supporting sentences and a concluding sentence.</li> <li>• Organize their writing by using suitable transitional words.</li> <li>• Construct an introductory paragraph and a concluding paragraph.</li> <li>• Identify thesis statements in introductory paragraphs.</li> <li>• Compose a piece of non-fictional writing that aims to entertain, inform, explain, describe, argue, persuade or advise.</li> </ul>	<p>Direct and pupil centered instruction Group activities Think-Write-Pair-Share Questioning Class work Assignments</p>	<ul style="list-style-type: none"> <li>• Respond to writing prompts by composing simple sentences about daily activities or routines.</li> <li>• Read body paragraphs and identify topic sentences and supporting sentences clearly.</li> <li>• Respond to a writing prompt and compose a body paragraph consisting of a topic sentence, supporting sentences and a concluding sentence.</li> <li>• Respond to essay questions demanding coherent writing aiming to inform, describe, argue, persuade, narrate, or advise.</li> <li>• Respond to a range of questions and write a letter or speech entailing appropriate form and conventions (e.g. address line, salutation, topic/subject, informal/formal language, complimentary close etc.).</li> </ul>
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	<ul style="list-style-type: none"> <li>• Identify the most relevant information in a paragraph/passage.</li> <li>• Rephrase/summarise the main points in a passage in their own words.</li> <li>• Use the form, structures and conventions appropriate to writing formal and informal letters.</li> <li>• Use the form, structures and conventions appropriate to writing a speech.</li> </ul>		<ul style="list-style-type: none"> <li>• Read a summary passage and respond to questions requiring identification of the most relevant information and restating of the main points.</li> </ul> <p>Marks will be awarded based on the following writing rubrics:</p> <ul style="list-style-type: none"> <li>• Organization</li> <li>• Orderly presentation of material</li> <li>• Form and structure</li> <li>• Mechanical accuracy</li> <li>• Expression</li> </ul>
<p><b>Reading comprehension</b></p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Interpret and identify ideas contained in passages.</li> <li>• Explain the meaning of key words/phrases as used in passages.</li> <li>• Identify phrases and their functions in passages.</li> <li>• Analyze ideas and information contained in passages.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct and pupil centered instruction</li> <li>• Group discussions</li> <li>• Think-Pair-Share</li> <li>• Questioning</li> <li>• Class work</li> </ul>	<ul style="list-style-type: none"> <li>• Read a passage on a familiar topic with speed and accuracy, identify the main ideas within it and discuss this with peers.</li> <li>• Clearly re-tell the main idea, message, or information after reading a passage.</li> <li>• Read a familiar passage and through answering questions, demonstrate understanding of key words and phrases as used in context.</li> <li>• Read a passage and identify the function of underlined phrases in the text.</li> </ul> <p>Marks will be awarded for correct answers and other tasks will be</p>



assessed through teacher observations.

### Senior Secondary Level 3

#### Speaking and Listening

Learners will be able to:

- Practice English words and their correct pronunciation.
- Express themselves in a fluent manner.
- Use vocabulary that is appropriate to context or topic.
- Discuss information presented in recorded audio.

- Direct and pupil centered instruction
- Role play
- Conversation
- Group activities

- Words read out orally are listened to and pronounced correctly.
- Questions in a simulated interview are responded to fluently.
- A presentation on a familiar topic is delivered in class using correct and fluent English.
- Recorded audio is listened to and discussed in groups using appropriate and clear language.

Pupils will be assessed on the rubrics below:

- Pronunciation, Fluency, Grammar, Vocabulary etc.

#### Suggested resources

Paul F. M. Al-Gbahan Lahai and Saidu Challay (2020). English Grammar and Writing Skills. Bloomington Publishers.

A.Y. Sheriff (2019). English Language Gate Way; New Edition for Senior Secondary Schools and Tertiary Institutions. Royal Park Publishing and Media.

The Farlex Grammar Book: Complete English Grammar Rules. Farlex International.

Word Smart (2017) 6<sup>th</sup> Edition. The Princeton Review. Penguin Random House, LLC, New York.

Paul F. Johnson and Carolyn LoGiudice (2007). Spotlight on Reading and Listening Comprehension