**FORM I - KCSE ENGLISH STUDENT RESOURCES**

\* Listening and Speaking for form one

\* Grammar for form one

\* Reading for form one

\* Writing for form one

* 1. Specific Objectives:
  2. Listening and speaking.

By the end of Form I, the learner should be able to:

a) demonstrate awareness that spelling in English may or may not be related to pronunciation;

b) pronounce correctly sounds they find problematic;

c) respond correctly to oral information on a variety of subjects;

d) communicate correctly, confidently and appropriately in different contexts;

e)Demonstrate acceptable communication skills;

f) identify the features of ogre and trickster stories, and riddles.

**FORM I - LISTENING & SPEAKING (INTRODUCTION)**

Since English is a second language, most learners are likely to have problems in listening and speaking. Although the learners will have been taught in English at primary school level most of them will still have problems in listening and speaking. There is also quite a lot that they will need to learn to enhance their mastery of the skills. The teacher should therefore design appropriate diagnostic exercises to identify the unique problems of the learners.

The teacher should then ensure that appropriate opportunities are provided for the learner to develop these skills. Reciting poems, telling stories, discussing contemporary issues, debating, dramatizing, role-playing and speech drills can facilitate the acquisition of these skills.

Oral narratives (trickster and ogre stories) and riddles should primarily be used during speaking and listening lessons because they provide a natural context for practising these skills. The teacher should also teach the features of these narratives and riddles.

**PRONUNCIATION**

i) English sounds: vowel and consonant sounds.

ii) Distinction between English sounds and mother tongue and Kiswahili.

iii) Identification of problematic sounds.

iv) Mastery of problematic sounds in meaningful contexts e.g. through use of tongue twisters, songs and poems.

**FORM I - LISTENING, COMPREHENSION & NOTE-TAKING**

i) Listening and responding to oral narratives (trickster and ogre stories) and riddles.

ii) Features of trickster and ogre stories, and riddles.

iii) Listening and responding to information/articles on children’s rights, child labour, environment, HIV/AIDS and on moral values.

c) Mastery of Content

Debate

d) Etiquette

Use of courteous language e.g. thank you, excuse me, sorry, please.

Non-verbal cues that enhance listening and speaking

Importance of respecting personal space

**2.0 GRAMMAR**

2.1.0 Specific Objectives

By the end of Form 1, the learner should be able to:

a) use parts of speech correctly;

b) identify the constituents and the functions of the noun phrase;

c) construct different types of simple sentences.

**2.0 INTRODUCTION TO ENGLISH GRAMMAR**

The study of grammar should help the learner communicate clearly and understand accurately and adequately what is heard and read. Literary and non-literary materials should be used for the purpose of teaching grammar in context. At this level, emphasis should be placed on the parts of speech, before the teacher progresses to the noun phrase and then simple sentences. Language games may be used to make learning interesting.

Clarification of concepts taught, through explanation by the teacher is of paramount importance. To assess the student’s competence in grammar the teacher may use rewriting exercises, completion exercises, objective questions, gap-filling exercises and composition writing.

2.3.1 Parts of speech

a) Nouns

1) Common nouns

ii) Proper nouns

iii) Concrete nouns

count

non-count

iv) Abstract nouns

v) Number

regular and irregular nouns

vi) Articles

definite and indefinite articles

functions of articles

b) Pronouns

i) Personal pronouns

ii) Possessive pronouns

iii) Reflexive pronouns

iv) Functions of pronouns

c) Verbs

i) Lexical

regular

irregular verbs

ii) Tenses

simple present tense

simple past tense

d) Adjectives

i) Comparative and superlative forms

ii) Regular and irregular adjectives

iii) Gradable and non-gradable adjectives

e) Adverbs

Adverbs of manner, time and frequency

f) Prepositions

Simple prepositions e.g. in, of, at

g) Conjunctions

Co-ordinating conjunctions (and, but, or)

**2.0 ENGLISH GRAMMAR-PHRASES**

Constituents and examples of the noun phrase

2.3.3 Simple sentences

i) Sentence structure (subject, predicate)

ii) Types of sentences

interrogative

imperative

exclamatory

declarative/affirmative negative

**3.0 READING**

3.1 Specific Objectives

By the end of Form 1, the learner should be able to:

i) read efficiently and fluently

i use the dictionary effectively

iii use the library effectively

iv) enjoy reading literary and non-literary materials

v trace the sequence of events in selected plays and short stones

vi demonstrate appropriate comprehension skills

vii) build a wide range of vocabulary

viii) demonstrate awareness of contemporary issues

3.2 Introduction

A good foundation of reading should be laid in Form One. This is because reading is a very important component of language learning. It will also help in the study of other subjects.

Intensive reading should help form a foundation for the study of literary texts. However, the learner should also be encouraged to read for pleasure.

**3.0 READING SKILLS**

3.2 Introduction

a) Reading Skills

i) Identification of the learner’s reading problems in silent reading e.g. moving lips, verbalizing words, use of fingers and moving the head.

ii) Development of good reading habits in:

\* Silent reading

\* Reading aloud

\* Speed reading

iii) Using a dictionary

iv) Using the library

b) Intensive Reading

i) Study of poems, plays and short stories.

ii) Focus on plot and literary language.

c) Extensive Reading

i) Literary and non-literary materials on contemporary issues such as:

- children’s rights

- child labour

- environment

- HI V/AIDs

- moral values

ii) Adventure stories

iii) Fairy tales

iv) Poems

v) Plays

vi) Novels

vii) Short stories

viii) Newspapers/Magazines! Periodicals.

**3.0 READING - COMPREHENSION SKILLS**

i) Recall, comprehension and application

ii) Summary and note-making

4.0 WRITING

4.1 Specific Objectives

By the end of Form 1, the learner should be able to:

a) write legibly and neatly;

b) apply spelling rules correctly;

c) use punctuation marks correctly;

d) write clear and correct sentences, and organize ideas in a logical sequence;

e) use appropriate register and format for a variety of writing tasks; and

f) take and make intelligible notes.

4.2 Introduction

The skill of writing should be introduced through diagnostic tasks. This will help in the identification of the learner’s problems and weaknesses. Using these results the learner should be facilitated to develop the skill of writing.

Use of pictures and group discussion could be used as pre writing activities. This would enhance the learner’s listening and speaking skills and at the same time help them generate ideas for writing. Class readers should also be used to enhance writing skills. For example a class reader may be used to teach literary appreciation and at the same time to generate writing tasks.

Focus should be on providing the learner with immediate, meaningful and supportive feedback.

**4.0 HANDWRITING**

Legibility and tidiness

Spelling rules

c) Building sentence skills and paragraphing

i) Writing clear and correct sentences.

ii) Structure of the paragraph.

topic sentences

supporting sentences

clincher sentences

sequencing of ideas

unity in paragraphs

**4.0 BUILDING SENTENCES & PARAGRAPHING**

i) Writing clear and correct sentences.

ii) Structure of the paragraph.

topic sentences

supporting sentences

clincher sentences

sequencing of ideas

unity in paragraphs

**4.0 WRITING PUNCTUATION**

\* Capitalization

\* Final punctuation marks

\* Commas

e) Personal writing

i) Diaries

ii) Addresses

iii) Packing lists

**4.0 SOCIAL WRITING**

Informal letters

g) Study Writing

i) Making notes

ii) Taking notes

h) Creative Writing

i) Imaginative compositions

ii) Poems

**4.0 CREATIVE WRITING**

i) Imaginative compositions

ii) Poems

i) Institutional Writing

i) Public notices

ii) Inventories

**FORM TWO SYLLABUS.**

**FORM II - KCSE ENGLISH STUDENT RESOURCES**

\* Listening and Speaking for Form Two

\* Grammar for Form Two

\* Reading for Form Two

\* Writing for Form Two

**5.0 LISTENING & SPEAKING**

5.1 Specific Objectives

By the end of Form 2, the learner should be able to:

a) use correct stress and intonation;

b) respond to oral information on a variety of subjects;

c) communicate correctly, confidently and appropriately in different contexts;

d) demonstrate acceptable communication skills; and

e) identify features of myths, legends and songs.

5.2 Introduction

In Form 2, the use of correct stress and intonation, in addition correct pronunciation should be emphasized. The use of audio and video tapes would be quite useful. Literary and non-literary material on issues such as drug and substance abuse, equality among men and women, social responsibility, integrity, human rights and information technology can be used to facilitate the acquisition of these skills.

a) Pronunciation

i) Further practice on problematic sounds

ii) Stress and intonation

iii) Rhyme in poetry

iv) Word play (puns)

b) Listening Comprehension and Note-taking

i) Listening and responding to myths, legends and songs.

ii) Features of myths, legends and songs.

iii) Listening and responding to information on:

\* issues of social responsibility,

\* drug and substance abuse

\* equal role of men and women

\* Integrity/anti-corruption education

\* information technology

iv) Skills of attention and turn taking through use of dialogues.

c) Mastery of Content

Interviews

**5.0 ETIQUETTE**

Telephone etiquette

Telephone Etiquette Guide, California University Fullerton - An example of institutional guide to telephone etiquette.

Helpful Telephone Etiquette Tips, Salisbury University Career Services -

Officer Etiquette (Office Manners), Salisbury University Career Services - An Example of office manners in organizations.

Telephone Etiquette for Home

Telephone Etiquette for Office

Internet Etiquette

E-mail Etiquette

**5.0 LISTENING & SPEAKING**

e) Non-verbal skills in listening and speaking

i) Facial expressions, gestures and eye contact.

ii) Bowing/curtsying.

**6.0 GRAMMAR**

6.1 Specific Objectives

By the end of Form 2, the learner should be able to:

a) use parts of speech correctly and appropriately

b) identify the constituents and the functions of the verb phrase

c) identify the constituents and functions of the adverb phrase

d) construct correct compound and complex sentences.

6.2 Introduction

Emphasis at this level is on the constituents of the verb and adverb phrases. Language games and re writing exercises can be designed to help the learner construct compound and complex sentences. Use of group work will encourage learners to enact a real-life language situation (e.g. writing letters of complaint and possible replies). Although the emphasis is on usage, it is imperative for the learner to master the grammatical terms.

6.3.1 Parts of speech

a) Nouns

i) Collective nouns

ii) Compound nouns

iii)Use of phrasal quantifiers e.g. a piece of advice

iv)Possessives

b) Pronouns

i) Number and person in pronouns.

ii) Indefinite pronouns.

c) Verbs

i) Auxiliary verbs - primary and modal

ii)Aspect - perfective and progressive

iii) Future time

d) Adjectives

Order of adjectives

e) Adverbs

i) Adverbs of place and degree

ii) Comparative and superlative forms of adverbs

f) Prepositions

Complex prepositions e.g. in spite of

g) Conjunctions

Subordinating conjunctions e.g. because, when, that, which

h) Interjections

Identification and usage in sentences

6.3.2 Phrases

6.3.2 Phrases

Constituents of verb and adverb phrases and examples

6.3.3 Clauses

a) Independent and subordinate clauses (relative and adverbial clauses).

b) Compound sentences.

c) Complex sentences.

d) Active and passive voice.

**7.0 READING**

7.1 Specific Objectives

By the end of Form 2, the learner should be able to:

(a) scan and skim effectively

(b) make effective use of the available reference materials

(c) enjoy reading literary and non-literary materials

(d) analyse characters and themes from selected novels and plays

(e) analyse simple aspects of style

(f) demonstrate appropriate comprehension skills

(g) build a wide range of vocabulary

(h) demonstrate awareness of contemporary issues

7.2 Introduction

At this level the skill of interpretive reading should be introduced. This involves reading aloud in a manner that brings out the tone, rhythm, intonation and the meaning of a given passage. A wider variety of reading texts of different registers and styles of writing should be introduced to broaden the learner’s awareness of language use.

Some of the methods that may be used are:

a) reading a passage or a poem silently.

b) focus on characterisation and themes.

c) focus on aspects of style such as narrative voice and poetic persona.

d) reading aloud to bring out tone, rhythm, intonation and meaning.

a) Reading Skills

i) Scanning and skimming..

ii)Using reference materials (library, encyclopaedia and the internet).

iii) Interpretive reading.

b) Intensive Reading

i) Study of novels, plays and poems.

ii) Focus on characterization and themes.

iii) Aspects of style.

c) Extensive Reading

i) Literary and non literary materials on contemporary issues such as:

social responsibility

gender responsiveness

drug and substance abuse

human rights

ii) Biographies

iii) Novels

iv) Plays

v) Poems

d) Comprehension Skills

i) Recall, comprehension, application and analysis.

ii) Summary and note- making.

**8.0 WRITING**

8.1 Specific Objectives

By the end of Form 2, the learner should be able to:

a) spell words correctly and use punctuation marks appropriately.

b) communicate effectively in writing, using a variety of sentence structures.

c) develop paragraphs using different devices.

d) use figurative language correctly and appropriately.

e) use appropriate register and format for a variety of writing tasks.

8.2 Introduction

In Form 2, the learner should build on the writing skills already developed by:

i) using simple, compound and complex sentences

ii) enriching the paragraphs using supportive sentences

iii) using correct punctuation.

The teaching of writing at this level should aim at integrating writing with other skills of language. In addition, literary works could be used to generate writing activities such as summaries, letters and dialogues.

a) Spelling

Commonly misspelt words

b) Building sentence skills and paragraphing

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

ii) Devices of developing paragraphs

- giving reasons/examples

- comparing and contrasting

- using idiomatic expressions

- using facts/statistics

- using rhetorical questions

Building sentence skills and paragraphing

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

ii) Devices of developing paragraphs

- giving reasons/examples

- comparing and contrasting

- using idiomatic expressions

- using facts/statistics

- using rhetorical questions

c) Punctuation

i) Quotation marks

ii) Apostrophe

iii)Hyphen

d) Study Writing

i) Summaries

ii) Descriptive essays

e) Creative Writing

i) Poems

ii)Imaginative compositions

iii)Dialogues

f) Institutional Writing

i) Business letters

ii) Posters

iii) Advertisements

g) Personal Writing

i) Personal journals

ii) Shopping lists

h) Social Writing

i)Invitations

i) Public Writing

i)Telephone messages

ii)Filling forms

iii)Letters of apology

**FORM THREE SYLLABUS**

**FORM III - KCSE ENGLISH STUDENT RESOURCES**

\* Listening and Speaking for Form Three

\* Grammar for Form Three

\* Reading for Form Three

\* Writing for Form Three

**9.0 LISTENING & SPEAKING**

9.1 Specific Objectives

By the end of Form 3, the learner should be able to:

a) use stress and intonation to bring out rhythm and meaning

b) respond correctly to oral information on a variety of subjects

c) use non-verbal devices effectively in speech

d) demonstrate the ability to use correct register in different contexts

e) identify the features of dilemma and aetiological stories.

9.2 Introduction

The learner should use in their speech the wide range of vocabulary already acquired. The ability to use appropriate register should also be demonstrated. Opportunities to learn and practise listening and speaking skills can be provided through activities like reciting poems, listening to and telling oral narratives (dilemma and aetiological), listening to and making speeches, hot-seating, dramatizing and role-playing and discussing contemporary issues on the rights and responsibilities of citizens.

a) Pronunciation

i) Stress and intonation in sentences

ii) Rhythm in poetry

iii) Alliteration and assonance in poetry

b) Listening , Comprehension and Note-taking

i) Listening and responding to information on:

HIV/AIDS

Rights and responsibilities of citizens

ii) Listening and responding to dilemma and aetiological oral narratives

iii) Features of dilemma and aetiological stories

iv) Receiving and giving instructions

v) Giving directions

c) Mastery of Content

i) Discussion

ii) Speeches

d) Etiquette

Appropriate choice of register

e) Non-verbal cues that enhance listening and speaking

Appearance and grooming

**10.0 GRAMMAR**

10.1 Specific Objectives

By the end of Form 3, the learner should be able to:

a) use correct sentence structures creatively

b) appreciate The necessity and use of gender sensitive language

c) use knowledge of grammar to interpret information from various sources.

10.2 Introduction

Grammar at this level needs to focus on more complex structures. In addition, special attention should be given to gender sensitive language. The special way language is used in literary and non-literary works would facilitate such usage in context.

6.3.1 Parts of speech

a) Nouns

i) Collective nouns

ii) Compound nouns

iii)Use of phrasal quantifiers e.g. a piece of advice

iv)Possessives

b) Pronouns

i) Number and person in pronouns.

ii) Indefinite pronouns.

c) Verbs

i) Auxiliary verbs - primary and modal

ii)Aspect - perfective and progressive

iii) Future time

d) Adjectives

Order of adjectives

e) Adverbs

i) Adverbs of place and degree

ii) Comparative and superlative forms of adverbs

f) Prepositions

Complex prepositions e.g. in spite of

g) Conjunctions

Subordinating conjunctions e.g. because, when, that, which

h) Interjections

Identification and usage in sentences

6.3.2 Phrases

Constituents of verb and adverb phrases and examples

6.3.3 Clauses

a) Independent and subordinate clauses (relative and adverbial clauses).

b) Compound sentences.

c) Complex sentences.

d) Active and passive voice.

**11.0 READING**

11.1 Specific Objectives

By the end of Form 3, the learner should be able to:

a) read a range of texts selecting essential points and applying inference and deduction where appropriate.

b) demonstrate an understanding of common and distinctive features of literary genres.

c) analyse critically prescribed novels, plays and short stories drawn from Kenya, East Africa, Africa and the rest of the world.

d) enjoy reading literary and non-literary materials.

e) build a wide range of vocabulary and knowledge of language use through reading.

f) demonstrate awareness of contemporary issues.

11.2 Introduction

Close and critical reading should be practised to enable the learner recognise attitude and tone, and distinguish between facts and opinions. The learner should also read widely on such issues as governance, moral integrity, the dangers of HIV/AIDS and technological advancement. This calls for reading beyond the prescribed set books. The learner should therefore be encouraged and facilitated to read literary and non-literary works besides the set- books.

Focus on a critical analysis of the prescribed literary texts is essential. In addition, the passages, poems and extracts used should be more advanced.

To ensure the learners read extensively the following methods can be used:

a) book reviews.

b) reports on newspaper articles, journals and magazines dealing with contemporary issues.

c) reports on library books read.

d) group discussions.

11.3 Content

a) Reading Skills

i) Study reading

ii) Note-making

iii) Critical reading

iv) Recognising attitude and tone

v) Distinguishing facts from opinions

vi) Interpretive reading

vii) Close reading

b) Intensive Reading

i) Study of novels, plays, poems and short stories

ii) Focus on critical analysis of three prescribed texts:

1 novel

1 play

1 play/novel/anthology of short stories

iii) Focus on oral literature

c) Extensive Reading

i) Literary and non- literary materials on contemporary issues such as:

good governance

integrity

HIV/AIDS

Technological advancement

ii) Newspapers, Journals and magazines on a variety of subjects

iii) Reports

iv) Novels

v) Plays

vi) Poems

vii) Short stories

d) Comprehension Skills

i) Recall, comprehension, application, analysis, synthesis and evaluation

ii) Summary and note- making

**12.0 WRITING**

12.1 Specific Objectives

By the end of Form 3, the learner should be able to:

a) use cohesive devices in developing paragraphs

b) use punctuation marks competently and creatively

c) use appropriate register and format for a variety of writing tasks

d) demonstrate competence in writing different types of essays.

12.2 Introduction

In Form 3, the learner should be helped to consolidate the wide range of vocabulary and sentence structures as well as writing skills to write good, imaginative and argumentative essays as well as various types of functional writing. In addition, the literary texts being studied should be used to generate writing activities.

12.3 Building Sentence Skills and Paragraphing

i) Cohesion in paragraphs

ii) Using transitional words and phrases

iii) Choice of words

iv) Recurrent words (different words that refer to the same idea in the paragraph).

12.3 Punctuation

i) Colon

ii) Semi-colon

iii) Dash

iv) Parenthesis

12.3 Personal Writing

i) Reminders

ii)Personal journals

12.3 Social Writing

i) Notes of thanks, congratulations and condolences

ii) Telegrams

12.3 Public Writing

Letters of application

12.3 Study Writing

i) Synopsis

ii) Reports

iii) Argumentative essays

12.3 Creative Writing

i) Imaginative compositions

ii) Plays

iii) Short stories

12.3 Institutional Writing

i) Notification of meetings

ii) Agenda and minute writing

iii) Memoranda

**FORM FOUR SYLLABUS.**

**FORM IV - KCSE ENGLISH STUDENT RESOURCES**

\* Listening and Speaking for Form Four

\* Grammar for Form Four

\* Reading for Form Four

\* Writing for Form Four

**13.0 LISTENING & SPEAKING**

13.1 Specific Objectives

By the end of Form 4, the learner should be able to:

a) use tone to express and interpret attitude.

b) use stress to distinguish grammatical meaning in words.

c) respond appropriately to oral information on a variety of subjects.

d) maintain acceptable communication skills.

e) present oral reports on literary and non-literary topics.

f) identify the features of oral poetry and proverbs.

**13.0 LISTENING & SPEAKING**

13.2 Introduction

The learner will need to develop the ability to present oral reports, learn negotiation skills, exhibit acceptable speech habits, show empathy and adhere to other language conventions. The teacher could use oral poetry, proverbs, recorded speeches, impromptu speeches, role-play, hot-seating, dramatization and discussions on issues like poverty eradication for the purpose of development and refinement of these skills.

13.3 Pronunciation

i) Distinguish word class on basis of stress

ii) Use of tone to reveal attitude

13.3 Listening Comprehension and Note-taking

Listen and respond to:

i) Oral poetry

ii) Proverbs

iii) Features of oral poetry and proverbs

iv) Information on poverty eradication

13.3 Mastery of content

Oral reports

13.3 Etiquette

i) Interrupting and disagreeing politely

ii) Negotiation skills

iii) Turn-taking

iv) Paying attention (listening)

**14.0 GRAMMAR**

14.1 Specific Objectives

By the end of Form 4, the learner should be able to:

a) demonstrate linguistic competence by writing sentences in a variety of ways.

b) use language structures creatively and competently.

c) use knowledge of grammar to interpret information from various sources.

14.1 Introduction

Grammar work should consolidate and reinforce what has already been taught. The teacher should guide the learner on further practice of acquired knowledge of grammatical structures.

14.2.1 Content

14.2.1 Parts of Speech

a) Nouns

Functions of nouns in sentences e.g. subject, object, complement

b) Pronouns

i) Interrogative pronouns

ii) Relative pronouns

c) Verbs

i) Participle phrases

ii) Gerunds

d) Adjectives

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

ii) Functions of adjectives

e) Adverbs

i) Position of adverbs in sentences

ii) Typical endings of adverbs e.g. -ly, -wards, -wise)

g) Prepositions

Functions of prepositions in sentences

g) Conjunctions

Functions of conjunctions in sentences

14.2.2 Clauses

i) inversions

ii) sentence connectors

iii) substitution and ellipsis

**READING:**

15.3 Specific Objectives

By the end of Form 4, the learner should be able to:

a) read and understand a range of texts, select essential points and apply inference and deduction where appropriate

b) demonstrate an understanding of the common and distinctive features of the literary genres

c) analyse critically prescribed novels, plays and short stories, drawn from Kenya, East Africa, Africa and the rest of the world

d) enjoy reading literary and non-literary materials

e) enhance vocabulary and knowledge of language use through reading.

f) demonstrate awareness of contemporary issues

g) acquire life-long interest in reading.

15.3 Introduction

The ability for close and responsive reading should be demonstrated in relating what the learner reads to their experiences. The ability to recognize attitude, tone and mood, and to distinguish facts from opinions should be developed further. The learner should read broadly on issues of moral values, environmental concerns, global health problems such as HIV/AIDS and drug abuse and technological advancement.

15.3 Reading Skills

a) Note-making

i) Study reading

ii) Critical reading

iii) Interpretive reading

iv) Responsive reading

v) Recognising attitude and tone

vi) Distinguishing facts from opinions

15.3 Intensive Reading

a) Study of novels, plays, poems and short stories

i) Focus on critical analysis of prescribed texts:

1 novel

1 play

I play/novel/anthology of short stories

ii) Focus on oral literature

15.3 Extensive Reading

i) Literary and non literary materials on contemporary issues such as:

poverty-eradication

drug and substance abuse

ii) Journals and magazines on different subjects

iii) Novels

iv) Plays

v) Poems

vi) Short stories

vii) Reports

15.3 Comprehension Skills

i) Recall, comprehension, application, analysis, synthesis and evaluation.

ii) Summarising and note- making

**16.0 WRITING**

16.1 Specific Objectives

By the end of Form 4, the learner should be able to:

a) present information in a variety of ways.

b) use proper forms of documentation.

c) use appropriate register and format for a variety of writing tasks.

d) demonstrate competence in using a wide range of sentence structures and vocabulary to create the desired effect.

16.2 Introduction

The learner should by now have achieved competence in writing various sentence structures and using them in cohesive prose. The learner should be able to read passages, identify key points, make notes, and write coherent summaries. They should also now be conversant with various types of functional writing. Literary and non-literary texts should be used to generate writing activities.

16.3 Building Sentence Skills and Paragraphing

Paraphrasing

16.3 Punctuation

Devices for presenting titles of publications, quotations and headings

16.3 Personal Writing

Recipes

16.3 Social Writing

i) E-mails

ii) Fax

iii) Instructions to family and friends

16.3 Public Writing

i) Letters of inquiry

ii) Letters of request

16.3 Study Writing

i) Reviews

ii) Expository writing

iv) Questionnaires

16.3 Creative Writing

i) Imaginative compositions

ii) Autobiographies

iii) Biographies

16.3 Institutional Writing

i) Curriculum vitae

ii)Speeches