

INTRODUCTION

This upper primary Setswana Syllabus outlines the skills and competencies that the learners have to acquire during the course of instruction. The syllabus adopts the communication approach to language teaching/learning instead of the traditional structural approach. It aims at developing in learners skills necessary for effective communication through the four language skills of *listening, speaking, reading* and *writing*.

The ability to listen actively and discriminately in order to perform tasks as required, speaking clearly and confidently, reading for a purpose writing clearly, conforming to the set orthographic conventions are vital ingredients of this syllabus. A strong culture of reading is encouraged through developing in learners the desire to read widely and also for enjoyment. Reference and study skills are also encouraged to enable learners to cope with different learning situations.

In literature learners are exposed to different genres which help them to grow, both intellectually and morally as well as equipping them with the necessary language competencies which they can use in different situations. The literature component also affords them the opportunity to use their tools/skills of analysis to find answers to certain social issues and situations they come across in their books. These are the tools they are going to require in real life situations after leaving school. A component of traditional/oral literature is also included to enable learners to link the past with the present and thereby grow as complete social beings.

It is desired that learners are exposed to a significant amount of culture and traditions, and these are by design descriptive rather than prescriptive, aiming at enriching the learners personal and social growth and at the same time ensuring that the learners appreciate and respect the diverse nature of Setswana Culture. Content is largely drawn from across the curriculum as language has no natural content.

RATIONALE FOR UPPER PRIMARY SETSWANA

Setswana as a national and official language plays a vital and pivotal role in nation building. It is also viewed as a harmonising agent as it is a common factor among most nationals of Botswana. The Setswana programme for upper primary aims at providing the learners with skills to help them develop competence in language which will allow them to cope better with the requirements and challenges of life after they finish school. It provides learning experiences that aim at enhancing the learners' intellectual development and creativity. The desired outcome of this programme includes self-reliance and reasonably good measure of self-sufficiency, which is one of the four national principles: the others being democracy, development and unity.

The syllabus is learner-centred in its approach and adopts the communicative approach to language teaching/learning. Setswana being a language it has no natural content. As a result content is drawn from other subject areas across the curriculum including HIV/AIDS, Environmental issues, Population and Family Life Education and many more. In addition a large component of culture and traditions is included. Topics in this syllabus spiral as teaching/learning progresses.

The 1981 Standard Setswana Orthography is to be used throughout the syllabus in teaching the skills. It is important to use the standard orthography starting from early stages of learning as any omission may require learners to re-learn it as they progress to upper levels of education.

A significant amount of content is on Setswana culture which is by design descriptive rather than prescriptive, aiming at enriching the learners personal and social growth, and at the same time ensuring that the learners appreciate and respect the diverse nature of Setswana culture. This in turn will enhance and sustain the concept of Botho.

AIMS OF UPPER PRIMARY SETSWANA

On completion of three years of Upper Primary Setswana programme pupils should have:

1. acquired language skills to be able to express themselves appropriately in Setswana as a tool of communication and also for learning.
2. developed desirable attributes such as curiosity, creativity, assertiveness, self-esteem, open-mindedness, respect for the environment and for one's own life.
3. acquired knowledge and understanding of their society through appreciation of their culture and tradition including languages, songs, ceremonies, customs, social norms and a sense of citizenship.
4. acquired critical thinking, problem solving and inquiry skills.
5. developed awareness of their rights and responsibilities related to health, including HIV/AIDS, gender, law, violence, identity, civic and other social and moral issues.
6. developed their own special interests, talents and skills whether these be dexterity, physical strength, intellectual ability and/or gifts.

ATTAINMENT TARGETS

At the end of upper primary, learners should have developed language skills of : **listening, speaking, reading** and **writing**, including **study skills and cultural awareness** to be able to:

1. Understand and carry out instructions, directions and explanations correctly.
2. Follow standard pronunciation of words.
3. Understand stories and texts.
4. Answer comprehension questions.

5. Write well-organised reports, speeches and messages.
6. Write well-organised and formatted compositions.
7. Write a variety of letters correctly.
8. Translate from English to Setswana and vice versa.
9. Use correct punctuation and capitalisation.
10. Use correct, standard orthography in writing.
11. Plan their activities properly.
12. Take notes and organise them in a proper sequence.
13. Write proper summaries of texts and stories.
14. Use a variety of parts and figures of speech for effective communication.
15. Interpret tables, diagrams and graphs.
16. Complete a variety of forms correctly.
17. Show courtesy.
18. State kinship terms, understand *meila*.
19. State *direto tsa merafe*.
20. Appreciate various crafts.

Organisation of the Syllabus

The syllabus is divided into modules which are also divided into topics, general and specific objectives. The general objectives are statements which state in general terms the behaviour that the learners are expected to exhibit after going through an instructional process. Specific objectives on the other hand state this behaviour in specific terms. They are a breakdown of the general objectives. Each general objective may produce several specific objectives. These are the objectives used in the development of instruction and instructional materials.

TIME ALLOCATION

It is recommended that Setswana should be allocated six (6) periods of 30 minutes duration, making it a total of three (3) hours per week.

ASSESSMENT

The Upper Primary Setswana Syllabus is skill based and therefore the assessment should aim at ascertaining the level of the acquisition of these skills. Inevitably, the bulk of the assessment will be largely summative occurring at the end of the programme. This will test the skills and competencies that easily lend themselves to pen and paper.

For those skills that do not easily lend themselves to pen and paper, continuous assessment will be used. Such skills include listening and speaking skills and, indeed culture. Tasks will be assigned to learners by the teacher and their performance recorded. At certain intervals tests will be set by the teacher and school. These tests will be largely diagnostic giving the teacher a reliable idea on the progress made by his/her pupils. The outcome of these tests will also contribute towards continuous assessment and teachers can use them for remedial purposes.

STANDARD FIVE

MODULE 1: LISTENING		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to</i>
1.1 Instructions and Directions	1.1.1 Understand oral instructions and directions.	1.1.1.1 Carry out oral instructions on how to do something. 1.1.1.2 Follow directions on where to find something.
1.2 Sounds	1.2.1 Discriminate different sounds in words	1.2.1.1 Identify similar sounds in words. 1.2.1.2 Identify the sound(s) that differentiate(s) a given set of words.
1.3 Stories and Talks	1.3.1 Understand stories and talks	1.3.1.1 Identify in an oral story/talk the following elements: a. introduction b. development c. conclusion 1.3.1.2 Say whether an oral story, talk or message on topics such as, for example: HIV/AIDS, Environment, is arranged in good order.
1.4 Messages and Reports	1.4.1 Respond to messages and reports	1.4.1.1 Respond appropriately to oral messages. 1.4.1.2 Respond appropriately to oral reports.
MODULE 2: SPEAKING		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to:</i>
2.1 Instructions and Directions	2.1.1 Understand of instructions and directions.	2.1.1.1 Give clear oral instructions on how to do something. 2.1.1.2 Give clear directions on where to find something.
2.2 Formal Speaking	2.2.1 Observe rules of formal speaking.	2.2.1.1 Pronounce words in a standard way in formal situations. 2.2.1.2 Express themselves fluently and confidently in class presentations. 2.2.1.3 Use appropriate gestures when speaking. 2.2.1.4 Conduct interviews among themselves, teachers and parents. 2.2.1.5 Respond to oral interviews appropriately. 2.2.1.6 Use the following parts of speech correctly in sentences: a. nouns. b. pronouns. c. verbs.

2.3 Speeches, talks and stories	2.3.1 Organise their oral speech or talk properly	2.3.1.1 Organise their oral speech or talk properly such that it has the following elements: introduction, development, conclusion. 2.3.1.2 Reorganise a poorly organised text or story. 2.3.1.3 Tell a variety of stories in a well-organised manner.
2.4 Messages and Reports	2.4.1 Give accurate oral messages and reports.	2.4.1.1 Give accurate and coherent oral messages. 2.4.1.2 Give accurate and coherent oral reports.
2.5 Translation	2.5.1 Translate simple oral messages.	2.5.1.1 Translate simple messages from English to Setswana. 2.5.1.2 Translate simple messages from Setswana to English.

MODULE 3: READING

<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to:</i>
3.1 Instructions and Directions	3.1.1 Understand written instructions and directions.	3.1.1.1 Follow written instructions on how to do something. 3.1.1.2 Follow written directions on where to find something.
3.2 Orthography	3.2.1 Recognise correct orthography.	3.2.1.1 Identify the correct use of f/h/g/le/lo/tl/t/th. 3.2.1.2 Identify in sentences the correct use of conjunctive writing.
3.3 Capitalisation and punctuation	3.3.1 Observe correct use of capitalisation and punctuation.	3.3.1.1 Identify in a text correct use of capitalisation. 3.3.1.2 Identify in context correct use of the following punctuation marks: a. full stops b. commas c. question marks.
3.4 Dictionaries and encyclopaedias	3.4.1 Understand correct use of reference materials	3.4.1.1 Find meanings of words. 3.4.1.2 Find correct spellings of words. 3.4.1.3 Find specific information from an encyclopaedia.
3.5 Parts of speech	3.5.1 Understand correct use of parts of speech.	3.5.1.1 Identify correct use of the following parts of speech : nouns, pronouns and verbs.
3.6 Graphical information	3.6.1 Interpret tables	3.6.1.1 Obtain specific information from tables. 3.6.1.2 Interpret tables.
3.7 Texts and passages	3.7.1 Demonstrate Skimming and Scanning skills.	3.7.1.1 Demonstrate speed in reading for a general idea of the material. 3.7.1.2 Demonstrate speed in reading for specific idea of the material.

	3.7.2 Understand text and passages read.	3.7.2.1 Extract specific information from a variety of sources. 3.7.2.2 Discuss general details of a text/passage. 3.7.2.3 Identify correct sequence of events in a text/passage. 3.7.2.4 Deduce the meaning of unfamiliar proverbs and idioms from context. 3.7.2.5 Determine the gist of a text/passage. 3.7.2.6 Recognise correct organisation of a text/passage.
3.8 Literature	3.8.1 Understand and analyse novel, drama and poetry.	3.8.1.1 Understand and discuss the following aspects of a novel/drama: a. characters, main characters, minor characters b. the character/characters they like best and say why c. the character/characters they do not like and say why 3.8.1.2 Relate the events of a novel/ drama. 3.8.1.3 Relate events in a manner in which they follow each other. 3.8.1.4 Determine the setting of a novel/drama. 3.8.1.4 Determine the following elements of poetry: a. subject (who or what the poem is about) b. theme c. mood 3.8.1.5 Identify the following figures of speech in a poem: a. simile b. metaphor.
3.9 Traditional Literature	3.9.1 Demonstrate understanding of traditional literature.	3.9.1.1 Relate traditional stories (<i>mainane</i>). 3.9.1.2 Classify traditional stories as <i>mainane</i> . 3.9.1.3 State the moral lesson learnt from a particular traditional story (<i>leinane</i>). 3.9.1.4 Interpret riddles (<i>dithamalakane</i>) by stating what is referred to.

MODULE 4: WRITING		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to</i>
4.1 Instructions and Directions	4.1.1 Write instructions and directions.	4.1.1.1 Write clear instructions on how to do something. 4.1.1.2 Write clear directions on how to get to a specified place.
4.2 Formal Language and Orthography	4.2.1 Use formal language and standard orthography.	4.2.1.1 Use formal language in formal situations. 4.2.1.2 Write sentences correctly using the following: <ul style="list-style-type: none"> • f/h/g • le/lo • tl/t • tlh/th 4.2.1.3 Use conjunctive and disjunctive writing correctly in sentences.
4.3 Capitalisation and Punctuation	4.3.1 Observe correct use of capitalisation and punctuation.	4.3.1.1 Write sentences using capital letters correctly. 4.3.1.2 Use the following punctuation marks correctly: <ol style="list-style-type: none"> a. full stops b. commas c. question marks.
4.4 Composition and Report	4.4.1 Understand formats and organisation of compositions and reports.	4.4.1.1 Write well organised and formatted narrative account on a given topic. 4.4.1.2 Give a factual account of events and incidents, including HIV/AIDS. 4.4.1.3 Describe vividly events, objects and scenes, including the environment. 4.4.1.4 Write news about activities in schools, village and the surrounding. 4.4.1.5 Contribute news items to the school magazine. 4.4.1.6 Write a simple report which will help improve the way things are done in the class or school in general.
4.5 Letter Writing	4.5.1 Write a variety of letters	4.5.1.1 Write a well organised friendly letter. 4.5.1.2 Write a formal letter which has good introduction, development and conclusion.
4.7 Translation	4.7.1 Translate from English to Setswana and vice versa.	4.7.1.1 Translate simple messages from English to Setswana. 4.7.1.2 Translate simple messages from Setswana to English.

4.8 Form Filling	4.8.1 Complete a variety of forms.	4.8.1.1 Fill in different forms correctly
4.9 Parts of Speech	4.9.1 Use various parts of speech.	4.9.1.1 Use the following parts of speech correctly in sentences: a. nouns b. pronouns c. verbs
4.10 Tenses	4.10.1 Demonstrate correct use of tenses.	4.10.1.1 Use in original sentences the following tenses: a. present tense b. future tense

MODULE 5: CULTURE

<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to</i>
5.1 Courtesy	5.1.1 Show courtesy and gratitude.	5.1.1.1 Help members of their families. 5.1.1.2 Participate in school and village activities. 5.1.1.3 Thank family and community members for what they did. 5.1.1.4 Greet elders at home and in public. 5.1.1.5 Care for one another in the family. 5.1.1.6 Exercise due caution when caring for one another.
5.2 Kinship Terms	5.2.1 Understand relationship among families.	5.2.1.1 Explain relationship among members of the family. 5.2.1.2 State the different Kinship terms for members of the family.
5.3 Dikgotla	5.3.1 Understand operational relationships among dikgotla.	5.3.1.1 Explain the relationship between <i>malwapa</i> and a <i>kgotla</i> . 5.3.1.2 Explain the relationship between <i>dikgotla</i> and the main <i>kgotla ya motse</i> .
5.4 Taboos	5.4.1 Understand different taboos (<i>Meila</i>).	5.4.1.1 State different taboos (<i>meila</i>) including taboos on hunting and cutting of trees. 5.4.1.2 Explain the purpose served by taboos. 5.4.1.3 Explain how taboos can help curb the spread of HIV/AIDS.
5.5 Crafts	5.5.1 Appreciate various crafts.	5.5.1.1 Explain tanning of leather (<i>go suga</i>) and the purpose for which it is used. 5.5.1.2 Explain sewing (<i>go roka</i>) and the purpose for which it is used.

STANDARD SIX

MODULE 1: LISTENING		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to:</i>
1.1 Pronunciation	1.1.1 Recognise standard way of pronouncing words.	1.1.1.1 Identify in oral speech correct use of the following sounds: <ul style="list-style-type: none"> • f/h/g • le/lo • tl/t • tlh/th 1.1.1.2 Differentiate between formal and informal language.
1.2 Sounds	1.2.1 Identify different sounds	1.2.1.1 Identify similar sounds in a given set of words. 1.2.1.2 Identify the sounds that differentiate a given set of words.
1.3 Reports and Speeches	1.3.1 Respond to oral reports and speeches	1.3.1.1 Respond appropriately to oral reports. 1.3.1.2 Respond appropriately to oral speeches.
1.5 Translation	1.4.1 Understand translation	1.5.1.2 Identify well translated oral messages and speeches from English to Setswana. 1.5.1.3 Identify well translated messages and speeches from Setswana to English.
MODULE 2: SPEAKING		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to:</i>
2.1 Organisation	2.1.1 Organise Oral Talks	2.1.1.1 Organise their oral talk such that it has: introduction, development and conclusion. 2.1.1.2 Demonstrate the ability to speak logically and coherently.
2.2 Reports and Speeches	2.2.1 Give oral Reports and Speeches	2.2.1.1 Give coherent oral reports and speeches. 2.2.1.2 Respond orally to reports. 2.2.1.3 Give a brief talk about HIV/AIDS. 2.2.1.4 Give a brief talk about conservation.

2.3 Parts and Figures of Speech	2.3.1 Use parts and figures of speech correctly.	2.3.1.1 Use the following parts of speech in short paragraphs: nouns, pronouns, verbs, prepositions, qualificatives. 2.3.1.2 Use the following figures of speech for effective communication: a. simile b. metaphor c. personification
2.4 Translation	2.4.1 Represent information in another form	2.4.1.1 Translate orally messages from English to Setswana. 2.4.1.2 Translate orally messages from Setswana to English.

MODULE 3: READING

<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to:</i>
3.1 Orthography	3.1.1 Recognise correct Orthography	3.1.1.1 Recognise the correct use of the following sounds: <ul style="list-style-type: none"> • f/h/g • le/lo • tl/t • tlh/th. 3.1.1.2 Identify the correct use of disjunctive writing.
3.2 Reports and Speeches	3.2.1 Understand reports and speeches	3.2.1.1 Determine the purpose of a report/speech. 3.2.1.2 Determine the main point of a report/speech. 3.2.1.3 Determine supporting points of a report/speech.
3.3 Graphical Information	3.3.1 Understand graphical information	3.3.1.1 Interpret tables, diagrams and graphs.
3.4 Parts and Figures of Speech	3.4.1 Understand correct use of parts and figures of speech.	3.4.1.1 Identify the correct use of the following parts of speech: prepositions and qualificatives. 3.4.1.2 Examine the use of the following figures of speech in sentences and short paragraphs: a. simile b. metaphor c. personification

3.5 Texts and passages	3.5.1 Analyse texts/passages read.	3.5.1.1 Identify the topic sentence in a text. 3.5.1.2 Identify the supporting points in a text. 3.5.1.3 Determine the main idea of a paragraph. 3.5.1.4 Determine the relevant ending for a story. 3.5.1.5 Determine the message or lesson learnt from a passage.
3.6 Translation	3.6.1 Recognise well translated texts.	3.6.1.1 Identify well translated short texts from English to Setswana. 3.6.1.2 Identify well translated short texts from Setswana to English.
3.7 Punctuation and Capitalisation	3.7.1 Identify in texts correct use of capitalisation and punctuation.	3.7.1.1 Identify in a texts correct use of capital letters. 3.7.1.2 Identify correct use of the following punctuation marks: a. exclamation marks b. quotation marks
3.8 Literature	3.8.1 Comprehend novels, drama and poetry	3.8.1.1 Discuss major disagreements in a novel/drama. 3.8.1.2 Determine the turning point of events in a novel/drama. 3.8.1.3 Identify personification in a poem.
3.9 Traditional Literature	3.9.1 Understand Traditional Literature	3.9.1.1 Predict the end of a particular traditional story. 3.9.1.2 Relate traditional stories to real life situations. 3.9.1.3 State the themes of various traditional stories.

MODULE 4: WRITING		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to</i>
4.1 Formal Language and Orthography	4.1.1 Observe formal language in writing	4.1.1.1 Use formal language when writing. 4.1.1.2 Use the following sounds correctly in original sentences and paragraphs: <ul style="list-style-type: none"> • f/g/h • lo/le • tl/t, • tlh/th. 4.1.1.3 Use conjunctive and disjunctive writing correctly.
4.2 Organisation	4.2.1 Organise different types of written work	4.2.1.1 Organise their work such that it has: <ol style="list-style-type: none"> a. introduction. b. development. c. conclusion. 4.2.1.2 Organise their work such that it has main points, supporting points, concluding points.
4.3 Capitalisation and Punctuation	4.3.1 Observe correct capitalisation and punctuation.	4.3.1.1 Use capital letters correctly in writing. 4.3.1.2 Use the following punctuation correctly in writing: <ul style="list-style-type: none"> • full stops • commas • question marks • exclamation marks • quotation marks
4.4 Composition	4.4.1 Write on a number of topics.	4.4.1.1 Write vivid descriptions of scenes, objects and events. 4.4.1.2 Write a factual account on a given topic. 4.4.1.3 Write persuasively on a given topic.
4.5 Letter writing	4.5.1 Write a variety of letters.	4.5.1.1 Write a well formatted and organised personal letter. 4.5.1.2 Write well formatted and organised formal letter.
4.6 Reports and Speeches	4.6.1 Write organised Reports and Speeches.	4.6.1.1 Write a variety of reports. 4.6.1.2 Write speeches for different purposes and occasions. 4.6.1.3 Respond to various reports and speeches.

4.7 Summary	4.7.1 Summarise texts speeches and reports.	4.7.1.1 Select the key words in a text, speech or report. 4.7.1.2 Identify supporting points from a text, speech or report. 4.7.1.3 Use the main points to summarise a text, speech or report.
4.8 Graphical Information	4.8.1 Interpret graphical information.	4.8.1.1 Write out information presented in tables, charts and graphs. 4.8.1.2 Present information in tables, charts and graphs.
4.9 Translation	4.9.1 Translate Messages	4.9.1.1 Translate sentences from English to Setswana. 4.9.1.2 Translate sentences from Setswana to English. 4.9.1.3 Translate paragraphs from English to Setswana. 4.9.1.4 Translate paragraphs from Setswana to English.
4.10 Parts and Figures of Speech	4.10.1 Use parts and figures of speech creatively.	4.10.1.1 Use creatively the following parts of speech in writing short paragraphs and texts: a. nouns b. pronouns c. verbs, adverbs d. prepositions e. qualificatives 4.10.1.2 Use creatively in writing the following figures of speech: simile, metaphor, and personification.
4.10 Tenses	4.10.2 Use tenses correctly in sentences.	4.10.2.1 Identify the following tenses used in sentences and texts: 21. present tense 22. future tense 23. past tense 4.10.2.2 Use in original sentences the following tenses: present tense, future tense, past tense.
Form Filling	4.9.2 Design a variety of forms.	4.9.2.1 Fill different forms appropriately. 4.9.2.2 Design forms for various purposes.

MODULE 5: CULTURE		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to:</i>
5.1 Music and Dance	5.1.1 Understand music and dance	5.1.1.1 Participate actively in traditional music and dance. 5.1.1.2 Participate in different traditional festivals.
5.2 Taboos (<i>Meila</i>)	5.2.2 Understand various taboos	5.2.2.1 Explain orally and in writing various Setswana taboos. 5.2.2.2 Explain the purpose of Setswana meila.
5.3 Crafts	5.3.1 Explain various crafts	5.3.1.1 Explain wood carving (<i>go betla</i>) and the purpose for which it is used. 5.3.1.2 Explain weaving (<i>go loga</i>) and the purpose for which it is used.

STANDARD 7

MODULE 1: LISTENING		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to:</i>
1.1 Stories	1.1.1 Understand talks, speeches and stories.	1.1.1.1 Get the gist of talks, speeches and stories. 1.1.1.2 Identify introduction, development and conclusion in talks, speeches and stories.
1.2 Reports and Speeches	1.2.1 Understand reports and speeches.	1.2.1.1 Respond accordingly to a variety of reports. 1.2.1.2 Respond to speeches appropriately.
1.3 Translation	1.3.1 Follow oral translation	1.3.1.1 Classify messages as well translated from English to Setswana. 1.3.1.2 Classify messages as well translated from Setswana to English.
MODULE 2: SPEAKING		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to</i>
2.1 Formal Language and Orthography	2.1.1 Distinguish between formal and informal language.	2.1.1.1 Use formal language in formal situations. 2.1.1.2 Determine proper use of the following: <ul style="list-style-type: none"> • f/h/g • le/lo • tl/t • tlh/th 2.1.1.3 Use appropriate gestures when speaking.
2.2 Organisation	2.2.1 Organise oral talks	2.1.1.1 Organise an oral talk in such a way that it has: <ol style="list-style-type: none"> a. Introduction. b. Development c. Conclusion. 2.1.1.2 Relate events in a proper sequence.

2.3 Reports and Speeches	2.3.1 Produce a variety of oral reports	2.3.1.1 Give a variety of oral reports. 2.3.1.2 Respond appropriately to a variety of reports. 2.3.1.3 Give appropriate and relevant oral speeches. 2.3.1.4 Respond to a speech by either asking questions or making comments. 2.3.1.5 Give a vote of thanks which is relevant to the speech.
2.4 Translation	2.4.1 Translate messages orally	2.4.1.1 Translate orally paragraphs and short texts from English to Setswana. 2.4.1.2 Translate orally paragraphs and short texts from Setswana to English.
2.5 Parts and Figures of Speech	2.5.1 Use parts and figures of speech to enhance meaning.	2.5.1.1 Use the following parts of speech for effective communication: a. nouns b. pronouns c. verbs d. prepositions e. conjunctives f. qualificatives 2.5.1.2 Use the following figures of speech for effective communication: a. Simile b. Metaphor c. Personification.

MODULE 3: READING

<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to:</i>
3.1 Parts of Speech	3.1.1 Understand correct use of parts of speech.	3.1.1.1 Identify the correct use of the following parts of speech: a. adverbs b. conjunctives c. ideophones d. interjectives
3.2 Reports and Speeches	3.2.1 Recognise correct organisation.	3.2.1.1 Identify the following elements: a. introduction b. development c. conclusion 3.2.1.2 Classify a variety of reports and speeches as well organised or unorganised.

3.3 Texts and Passages	3.3.1 Draw appropriate conclusions from texts/passages read.	3.3.1.1 Use evidence from the text/passage to support a point of view. 3.3.1.2 Make inferences from the text/passage read. 3.3.1.3 Evaluate a point of view/actions found in a text/passage. 3.3.1.4 Suggest how a given text /passage could influence the actions or perceptions of individuals.
3.5 Literature	3.4.1 Understand aspects of a novel or drama	3.4.1.1 Determine the following aspects of a novel/ drama: <ul style="list-style-type: none"> • plot. • theme. 3.4.1.2 Relate the events in a manner in which they follow each other. 3.4.1.3 Identify the main character or main characters. 3.4.1.4 Say why they like or dislike a certain character or certain characters. 3.4.1.5 Identify the theme. 3.4.1.6 Identify the climax. 3.4.1.7 Discuss conflict. 3.4.1.8 Discuss setting. 3.4.1.9 Identify in a poem the following elements: <ol style="list-style-type: none"> a. mood b. simile c. metaphor d. personification
3.5 Traditional Literature	3.5.1 Understand Traditional Literature.	3.5.1.1 State the themes of various traditional stories (<i>mainane</i>). 3.5.1.2 State why they like or dislike certain characters in traditional stories. 3.5.1.3 Evaluate actions of characters in traditional stories.

MODULE 4: WRITING		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to</i>
4.1 Orthography	4.1.1 Understand orthography	4.1.1.1 Use the following sounds correctly in paragraphs and passages: <ul style="list-style-type: none"> • f/h/g; • le/lo; • s/sh; • tsh/ch; • tl/t; • tlh/th 4.1.1.2 Use conjunctive and disjunctive writing correctly in all writing situations.
4.2 Reports and Speeches	4.2.1 Demonstrate understanding of summary.	4.2.1.1 Write a variety of well organised reports. 4.2.1.2 Write good reports and speeches. 4.2.1.3 Write well structured speeches. 4.2.1.4 Write a vote of thanks which is relevant to the speech. 4.2.1.5 Write the main points of a report, speech or text. 4.2.1.6 Use the main points to develop a new report, speech or text. 4.2.1.7 Summarise a given paragraph, report or speech correctly.
4.3 Composition	4.3.1 Write well organised compositions	4.3.1.1 Write a variety of compositions on given topics. 4.3.1.2 Give factual details on a given topic including HIV/AIDS, Environmental Education, Population and Family Life Education. 4.3.1.3 Write vivid descriptions of objects, events and scenes. 4.3.1.4 Give own point of view on a given topic.
4.4 Letter writing	4.4.1 Write well formatted letters	4.4.1.1 Follow accepted format in letter writing. 4.4.1.2 Write detailed personal letters. 4.4.1.3 Write detailed formal letters. 4.4.1.4 Respond to personal and formal letters appropriately.
4.5 Translation	4.5.1 Understand proper translation	4.5.1.1 Translate paragraphs and short texts from English to Setswana. 4.5.1.2 Translate paragraphs and short texts from Setswana to English.
4.6 Graphical Information	4.6.1 Interpret graphical information	4.6.1.1 Interpret tables, charts and graphs in writing. 4.6.1.2 Present information graphically using tables, charts and graphs.

4.7 Parts and Figures of Speech	4.7.1 Use parts and figures of speech creatively.	<p>4.7.1.1 Use the following parts of speech for effective communication:</p> <ol style="list-style-type: none"> a. Nouns. b. Pronouns. c. Verbs. d. Adverbs. e. Qualificatives f. Prepositions g. Conjunctives <p>4.7.1.2 Use in original sentences and paragraphs the following figures of speech:</p> <ol style="list-style-type: none"> a. Simile b. Metaphor c. Personification
4.8 Tenses	4.8.1 Use tenses correctly.	<p>4.7.1.3 Use in original sentences and paragraphs the following tenses:</p> <ol style="list-style-type: none"> a. Present tense. b. Future tense. c. Past tense. d. Past perfect tense

MODULE 5: CULTURE		
<i>Topics</i>	<i>General Objectives</i>	<i>Specific Objectives</i>
	<i>Students should be able to:</i>	<i>Students should be able to:</i>
5.1 Mafisa	5.1.1 Demonstrate understanding of <i>mafisa</i>	5.1.1.1 Explain the process of <i>mafisa</i> . 5.1.1.2 State the advantages and disadvantages of <i>mafisa</i> .
5.2 Tribal totems (<i>Direto tsa merafe</i>) and counsinship	5.2.1 State tribal totems and traditional counsinship	5.2.1.1 State tribal totems(<i>direto tsa merafe</i>) and say who uses what as their totem. 5.2.1.2 Explain traditional counsinship (<i>bontsala jwa merafe</i>) and say who is cousin to who and what that means.
5.3 Crafts	5.3.1 Explain production of various crafts	5.3.1.1 Explain the process of wood carving (<i>go betla</i>). 5.3.1.2 State the uses of the different finished products. 5.3.1.3 Explain the process of weaving (<i>go loga</i>). 5.3.1.4 State the use and purpose of the different finished products. 5.3.1.5 Produce an artifact of their choice.