



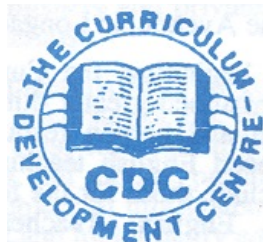
Republic of Zambia

MINISTRY OF EDUCATION, SCIENCE AND VOCATIONAL TRAINING

JUNIOR SECONDARY SCHOOL SYLLABUS

ZAMBIAN LANGUAGES

GRADES 8-9



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PREFACE

The Zambian Languages syllabus for Grades 8 and 9 was last revised in 1977 based on the structure of the new school curriculum. The second revised syllabus covers the Junior Secondary Education and is cumulative as it develops from grade to grade.

This 2012 revised syllabus is a unique contribution to the Zambian Curriculum needs in that it integrates cross-cutting issues and themes such as Good Governance, Entrepreneurship, Climate Change, HIV and AIDS, Gender, Health and Nutrition, Environmental Education and many others. The integration of these cross-cutting issues is to ensure a holistic development of the learner through practical oriented activities which will in part contribute to political, social, cultural and economic development.

In addition, the Ministry of Education, Science and Vocational Training in consultation with stakeholders has adopted an Outcomes Based Education approach to learning. This approach seeks to link education more closely to the real world, giving learners skills to access, criticize, analyse and practically apply knowledge rather than simply absorb and repeat it. Learners are given practical experience that will actually help them in life.

Nkosha C.
Permanent Secretary
Ministry of Education, Science, Vocational Training and Early Education

ACKNOWLEDGEMENT

The 2012 revised Junior Secondary School Zambian Languages syllabus is a result of broad-based consultations involving several stakeholders within and outside the education system.

The Ministry of Education, Science and Vocational Training wishes to express heart-felt gratitude to all those who participated in the review process for their valuable contributions, which resulted in the development of this syllabus.

The Curriculum Development Centre worked closely with other stakeholders to come up with this document. We sincerely thank the Directorate of Standards and Curriculum, the Directorate of Teacher Education and Specialised Services, the Examinations Council of Zambia, the University of Zambia, Colleges of Education and Schools for their active participation.

We pay special tribute to cooperating partners for rendering financial support in the production of this syllabus.

Special appreciation also goes to the Curriculum Development Centre Support Staff and all those who were involved in the development of this syllabus in one way or another.

INTRODUCTION

Quality in education is closely tied to the ability to read and write. This is very important because the intellectual capacity of a learner largely depends on the ability to express oneself intelligently and clearly.

It is for this reason that the Ministry of Education, Science and Vocational Training attaches great importance to literacy and language so as to equip learners with the necessary linguistic knowledge and skills to face the challenges of life.

The 2012 syllabus reflects the major components in the teaching and learning situation within the school system. These components are, Listening and Speaking, Reading, Writing and Language structure.

In addition, the literature, summary and translation outcomes have been included. These changes have consequently greatly improved the status of the teaching and learning of Zambian languages. Other changes include the shift from the behavioural approach to the outcomes based syllabus and integration of specific skills, knowledge and values. A teacher, before going to teach, should be aware of the kind of knowledge she/he wants to impart to the learners, the skill and of what value are the knowledge and skills to the learners. It must be clearly understood that the given skills and values may not be the only ones. This is to say that the teacher is free to include or rather impart any other skills and values they deem fit. When teachers plan to teach, they should focus on helping learners acquire necessary knowledge, skills and values that will enable them achieve the desired outcomes. The format outlines what the learners need to know, understand and be able to do successfully.

An Outcome Based Education to learning has the following needs:

- Caring for the environment
- Ways of learning
- Valuing the learner
- Active learning (co-operation, inquiry, cross-cutting and entrepreneur integration, problem-solving etc) and clear criteria for assessing.

Note that most of the outcomes are loaded with more than one learning outcome to be achieved. For example.

- Identify concrete, countable and abstract nouns
- Create praises, songs, poems.

In such a case, these should be separated as follows:

- Identify concrete nouns
- Identify countable nouns
- Identify abstract nouns etc.

THE TEACHING OF ORTHOGRAPHY

This is a cross-cutting issue that must be integrated in writing different pieces of work. The lack of implementing a commonly accepted spelling convention for the given language reflects itself not only in the way the same word is spelt differently by two or more different learners but in the way the same word is spelt in several different ways by the same learner in the same pieces of work. The following are some key issues to look at:

- Correct spellings
- Short and long vowels
- Punctuations
- Fusion of vowels (vowel fusion rules)
- Soft and hard sounds, e.g. bala (read) and bbala (strap) Chitonga, bbola (ball) bola (rot) in Chitonga
- Relationship prefixes, e.g. in Luvale nya-Musole (the mother of), muka-Mulenga (wife of /husband of) in Kiikaonde.
- Long sounds in copula sentences, e.g. in Silozi: niitumezi (Thank you); Muuntu (it's a person) in Icibemba etc.
- Enclitics (post word affixes), e.g. in Chitonga: waliko (he/she has been there).
- Noun compounds, e.g. in Kiikaonde kyanda-mali.

KEY COMPETENCES

The focus at Junior Secondary School level is to produce a learner with high levels of competences in communication skills and life skills. These competences are to:

1. Communicate effectively in both speech and training
2. Apply the knowledge, skills, positive attitudes and value systems of vocational skills in real life.
3. Apply knowledge, skills, positive attitudes and value systems of life skills and entrepreneurship in real life situations.

Zambian Languages play a key role in the attainment of adequate levels of these skills.

TIME ALLOCATION

Due the importance of each language aspect to be covered, more time has been allocated to the teaching of Zambian Languages by way of increasing the number of periods from 3 to 5 periods per week.

GENERAL OUTCOMES FOR GRADE 8:

- Acquire different levels of linguistic aspects and knowledge
- Read with understanding
- Identify and promote good elements of the Zambian cultural heritages and integrate them with accepted attitudes, ideas, values and habits of contemporary Zambia
- Acquire the ability to express feelings, thoughts experiences and convictions clearly and effectively in speech and writing.
- Develop an awareness of the importance of relevance and brevity in summary writing.
- Acquire knowledge and values of entrepreneurship.
- Develop entrepreneurial skills.

COMPONENT	TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge	Skills	Values
8.1. Listening and Speaking	8.1.1 Conversations, Speeches and Meetings,	8.1.1.1 Identify and discuss facts from opinions in conversations, speeches, or meetings.	<ul style="list-style-type: none"> • Factual information/Opinion • Analysis • Identification • Communication 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	8.1.2 Debates	8.1.2.1 Make a summary of arguments presented for and or against an issue.	<ul style="list-style-type: none"> • Debating skills e.g. focus on topic, clarity in speech, facts, evidence, and need of wider vocabulary. • Effective communication 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	8.1.3 Drama	8.1.3.1 Dramatise events and stories.	<ul style="list-style-type: none"> • Conventions of drama (audience, theme, appropriate language) • Dramatizing • Creative thinking 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge	Skills	Values
	8.1.4 Play	8.1.4.1 Discuss the theme and characters in a play.	Theme and characterization e.g. main/sub theme, major and minor characters. Creative thinking Critical thinking	• Application	• Knowledge
		8.1.4.2 Develop a play on a given theme.	Structure of a play e.g. action/speech.		
	8.1.5 Directions and Instructions.	8.1.5.1 Give directions and instructions.	Instructions and directions e.g. north, east, front, behind, up high.	• Application	Knowledge
	8.1.6 Description	8.1.6.1 Describe a scenery, process or event.	Descriptive language	• Application	Knowledge
	8.1.7 Registers	8.1.7.1 Use appropriate language in a given situation	Registers, ie use of language in different professions and situations.	• Application	• Knowledge
	8.1.8 Story	8.1.8.1 Discuss elements of good story-telling.	Coherence, cohesion, suspense, voice projection, diction Critical thinking Creative thinking	• Application	• Knowledge
		8.1.8.2 Compose or narrate a story.	Guidelines on Narration Critical thinking Creative thinking	• Application	Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge	Skills	Values
	8.1.9 Poetry	8.1.9.1 Recite praises and poems	e.g. Intonation, rhyme, repetition, stress, figures of speech, alliteration Reciting Classification	• Application	• Knowledge
		8.1.9.2 Create praises, songs, poems.	e.g. Intonation, rhyme, repetition, stress, figures of speech, alliteration Creative thinking	• Application	• Knowledge
		8.1.9.3 Discuss the value of both traditional and modern songs.	i.e. information, education entertainment Creative thinking Classification	• Application	• Knowledge
	8.1.10 Speech	8.1.10.1 Deliver speeches in an appropriate manner.	E.g. salutation, eye contact, voice projection, pauses Public speaking	• Application	• Knowledge
	8.1.11 Culture	8.11.1.1 Identify different cultural practices.	e.g. food, greetings, dressing	• Application	• Knowledge
8.2 Entrepreneurship	8.2.1 Importance of Entrepreneurship	8.2.1.1 Discuss the importance of entrepreneurship.	<ul style="list-style-type: none"> • Creating new products and jobs. • Marketing • Effective communication 	• Application	• Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge	Skills	Values
8.3. Reading	8.3.1 Intensive Reading	8.3.1.1 Read given passages with understanding.	Content e.g. facts, opinions and terminologies Critical thinking	• Application	• Knowledge
	8.3.2 Stylistic Features	8.3.2.1 Identify and analyse difficult vocabulary, figures of speech and other stylistic features	Vocabulary, figures of speech and other stylistic features Identification Literary analysis	• Application	• Knowledge
	8.3.3 Types of Writing	8.3.3.1 Identify and discuss topics, styles, plots, authors have employed.	Topics, styles, plots Logical thinking Critical thinking	• Application •	• Knowledge
	8.3.4 Reading Techniques	8.3.4.1 Read passages on socially important matters	Reading techniques i.e. skimming, and scanning	• Application	• Knowledge
	8.3.5 Extensive Reading	8.3.5.1 Read different texts from other subject areas with understanding	Materials on different subject areas	• Application	• Knowledge
	8.3.6 Reference Skills	8.3.6.1 Use references to locate information from written sources	E.g. contents table, index, preface	• Application	• Knowledge
	8.3.7 Oral reading	8.3.7.1 Use rapid reading skills	Left to right eye movement	• Application	• Knowledge
	8.3.8 Aural Reading	8.3.8.1 Read aloud in a lively and expressive manner.	Intonation, stress, punctuation	• Application	• Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
8.4. Writing	8.4.1 Compositions	8.4.1.1 Write autobiographies.	E.g. Date of birth, career, education Clarity	• Application	• Knowledge
		8.4.1.2 Write an informal letter.	E.g. address, salutation, body, language, ending. Clarity	• Application	• Knowledge
		8.4.1.3 Write narrative essays.	e.g. title, introduction topic, sentences. Clarity	• Application	• Knowledge
		8.4.1.4 Write explanatory essays.	e.g. title, introduction topic, sentences. Clarity	• Application	• Knowledge
		8.4.1.5 Write a report on various events and activities.	E.g. use of correct tense, format. Objectivity	• Application	• Knowledge
		8.4.1.6 Write stories on given topics	E.g. theme, plot, characterisation, style, setting, Clarity	• Application	• Knowledge
	8.4.2 Summary	8.4.2.1 Begin and maintain a diary.	E.g. day, month, year, diary maintenance Brevity	• Application	• Knowledge
		8.4.2.2 Write advertisements, notices or posters.	E.g. clarity, brevity	• Application	• Knowledge
		8.4.2.3 Select the best titles of different passages.	Titles of a passage	• Application	• Knowledge
		8.4.2.4 Add relevant information in sentences	I.e. filling in blanks. Objectivity	• Application	• Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
	8.4.3 Note Taking	8.4.3.1 Take notes of the proceedings of a meeting.	<ul style="list-style-type: none"> • Use of short hand, acronyms and main points, clarity, attentiveness • Minute writing orderliness guidelines e.g. Date, Venue, time agenda, 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOME Learners should:	CONTENT		
			Knowledge	Skills	Values
8.5 Language Structure	8.5.1 Noun Classes	8.5.1.1 Identify and discuss the structure of noun classes.	<ul style="list-style-type: none"> Noun structure and classes (Augment) + Prefix + Stem. e.g. possessive, relative Classification 	• Application	• Knowledge
		8.5.1.2 Identify and classify adjectives according to noun classes	<ul style="list-style-type: none"> E.g. Possessive, relativized, Identification Classification 	• Application	• Knowledge
	8.5.2 Word building	8.5.1. Use prefixes, infixes, suffixes to build words.	<ul style="list-style-type: none"> Affixation rules. Identification 	• Application	• Knowledge
	8.5.3 Type of Nouns	8.5.3.1 Identify different types of nouns.	<ul style="list-style-type: none"> e.g. countable and uncountable nouns, concrete and abstract nouns. Identification 	• Application	• Knowledge
	8.5.4 Idiophones	8.5.4.1 Identify idiophones associated with colour and condition	<ul style="list-style-type: none"> Idiophones e.g. cituba buu,(very white) cinunka nsuu (very bad smell) in Chitonga Identification 	• Application	• Knowledge
	8.5.5 Tenses	8.5.5.1 Identify and use different types of tenses	<ul style="list-style-type: none"> E.g. Past tense, present, future, present continuous. Identification 	• Application	• Knowledge
	8.5.7 Parts of speech	8.2.4.7.1 Identify adverbs in sentences.	<ul style="list-style-type: none"> E.g. adverbs of time, manner frequency, place. Identification 	• Application	• Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOME Learners should:	CONTENT		
			Knowledge	Skills	Values
	8.5.8 Adjectives and adverbs	8.5.8.1 Identify adjectives and adverbs in sentences	<ul style="list-style-type: none"> Adjectives modify nouns and adverbs modify verbs, e.g. This woman is beautiful, Musaliyo kiyomunde 	<ul style="list-style-type: none"> Application 	<ul style="list-style-type: none"> Knowledge
	8.5.9 Classification of Adjectives	8.5.9.1 Identify adjectives whose prefixes are determined by nouns in sentences	<ul style="list-style-type: none"> Nominal agreement ,e.g. <i>A good person</i>. Umuntu umusuma.(Icibemba) Identification 	<ul style="list-style-type: none"> Application 	<ul style="list-style-type: none"> Knowledge
	8.5.10 Reduplicated words	8.5.10.1 Compose reduplicated words	<ul style="list-style-type: none"> Again and again, Kawiri kawiri.(Cinyanja) 	<ul style="list-style-type: none"> Application 	<ul style="list-style-type: none"> Knowledge
	8.5.11 Personal Pronouns	8.5.11.1 Identify personal pronouns in given passages	<ul style="list-style-type: none"> <i>Kalulu is very clever, it lives in a hole.</i> Kalulu kajimuka biingi, ako keekala mubwiina (Kiikaonde) Identification 	<ul style="list-style-type: none"> Application 	<ul style="list-style-type: none"> Knowledge
	8.5.13 Features of Direct speech	8.5.13.1 Identify and discuss the features of direct speech 8.5.13.2 Use direct speech to compose passages	<ul style="list-style-type: none"> E.g punctuation, position of reporting verbs and types of reporting verbs. Identification 	<ul style="list-style-type: none"> Application 	<ul style="list-style-type: none"> Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOME Learners should:	CONTENT		
			Knowledge	Skills	Values
	8.5.14 Indirect speech	8.5.14.1 Identify and discuss the features of indirect speech 8.5.14.2 Report incidences in indirect speech	<ul style="list-style-type: none"> E.g. transformation of pronouns, adverbs and tenses, reporting verbs, punctuation Identification 	<ul style="list-style-type: none"> Application 	<ul style="list-style-type: none"> Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOME Learners:	CONTENT		
			Knowledge	Skills	Values
8.6. Translation	8.6.1 Significance of Translation	8.6.1.1 Discuss the significance of translating from one language into another. 8.6.1.2 Translate sentences or short passages from English into a local language and vice versa	Significance of translation Translation techniques	<ul style="list-style-type: none"> Application 	<ul style="list-style-type: none"> Knowledge
	8.6.2 Interpretation	8.6.2.2 Interpret words and simple phrases	Spoken words and phrases from English into a Zambian language and vice versa	<ul style="list-style-type: none"> Application 	<ul style="list-style-type: none"> Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOME Learners should:	CONTENT		
			Knowledge	Skills	Values
	8.6.3 Transliteration	8.6.3.3 Represent the source language words, names of places, people in the closest corresponding words or names of target language script.	Phonological equivalents (sound systems of words) e.g. Moses to Mose(Kiikaonde, Icibemba, cinyanja).	• Application	• Knowledge
	8.6.4 Borrowed Words	8.2.5.4.4 Identify borrowed words in a target and source languages.	Borrowed words e.g.: Table – tebulu (kiikaonde), cabbage- kaabiki (kiikaonde) Identification	• Application	• Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOME Learners:	CONTENT		
			Knowledge	Skills	Value
8.7.0. Literature	8.7.1 Classification of Proverbs	8.7.1.1 Classify proverbs according to situations	Courage, team work, patience, appreciation, warning leadership classification	• Application	• Knowledge
	8.7.2 Meaning of Proverbs	8.7.2.1 Explain the meaning of proverbs.	Meaning of proverbs Analysis Interpretation	• Application	• Knowledge
	8.7.3 Literary Terms	8.7.3.1 Discuss the concepts of setting, plot, character and theme.	Literary terminologies Identification	• Application	• Knowledge
	8.7.4 Literary Devices	8.7.4.1 Identify irony, simile and metaphor.	Irony(e.g. You are really tall-meaning one is short),simile (e.g. As hard as a rock) and	• Application	• Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOME Learners:	CONTENT		
			Knowledge	Skills	Value
			metaphor (e.g. This man is a lion) Identification Classification		
	8.7.5 Opinions	8.7.5.1 Form and express opinions.	Opinions indicators Expressiveness Self-confidence	• Application	• Knowledge
	8.7.6 Transformation	8.7.6.1 Transform short stories into plays and vice versa	E.g., Theme, characters, plot, setting Analysis	• Application	• Knowledge
	8.7.7 Text Analysis	8.7.7.1 Identify characterization in texts.	E.g., feelings, attitudes, qualities of honesty, truthfulness, hard work, courage, moral values	• Application	• Knowledge
	8.7.8 Writer purpose	8.7.8.1 Identify the writers' purpose and values	Writers' purpose e.g. exposing corruption, call to unity, and dignity of humanity.	• Application	• Knowledge
	8.7.9 Figures of speech	8.7.9.1 Use different figures of speech.	e.g. hyperbole (...as much as sand), euphemism (he has passed on).	• Application	• Knowledge

GENERAL OUTCOMES FOR GRADE 9:

- Acquire different levels of linguistic aspects and knowledge
- Read with understanding
- Identify and promote good elements of the Zambian cultural heritages and integrate them with accepted attitudes, idea, values and habits of contemporary Zambia
- Acquire the ability to express feelings, thoughts experiences and convictions clearly and effectively in speech and writing.
- Develop basic note-making and summary skills.
- Interpret information contained in tables, charts and diagrams.
- Acquire knowledge and values of entrepreneurship.
- Develop entrepreneurial skills.

COMPONENT	TOPIC	SPECIFIC OUTCOME Learners:	CONTENT		
			Knowledge	Skills	Values
9.1 Listening and Speaking	9.1.1 Judgment	9.1.1.1 Judge implications and inferences of conversations.	Implications and inferences, analysis.	• Application	Knowledge
		9.1.1.2 Judge the attitudes of participants in a conversations, speeches, meetings or debates	E.g. attentiveness, understanding of issues, analysis	• Application	Knowledge
	9.1.2 Facts and Opinions	9.1.2.1 Distinguish facts from opinions in speeches, conversations and debates	Facts and opinions, analysis, comparison, impartiality	• Application	Knowledge
	9.1.3 Assessment	9.1.3.1 Identify problems, conclusions, resolutions or recommendations arising from a meeting, debate, speech or conversation.	Techniques of assessing Issues, problems, conclusions, resolutions, analysis	• Application	Knowledge
	9.1.4 Making Generalizations	9.1.4.1 Make generalizations from arguments and facts of debates, meetings, speeches or conversations.	Generalizations of arguments and facts	• Application	Knowledge
	9.1.5 Play	9.1.5.1 Improvise one act plays.	E.g. theme, scripts, direction, improvisation	• Application	Knowledge
	9.1.6 Stress	9.1.6.1 Apply emphasis, exaggeration, irony, understatement and imitation of accent appropriate to the situation	Emphasis, exaggeration, irony understatement and imitation, exactness/precision.	Application	Knowledge
9.1.7 Appropriate Language	9.1.7.1 Describe in appropriate language selected aspects of flora and fauna.	Appropriate language of flora and fauna	Application	Knowledge	
				Application	

COMPONENT	TOPIC	SPECIFIC OUTCOME Learners:	CONTENT		
			Knowledge	Skills	Values
	9.1.8 Directions	9.1.8.1 Give directions.	E.g. turn left, walk straight ahead, imagination, empathy.		Knowledge
	9.1.9 Description	9.1.9.1 Describe events or processes.	E.g. First..., then....., Last sequencing.	Application	Knowledge
	9.1.10 Recitation of Poems	9.1.10.1 Recite different poems.	Voice projection, rhythm, enunciation, emphasis.	Application	Knowledge
	9.1.11 Literary Meaning	9.1.11.1 Discuss meanings of words, expressions praises, songs or poems.	Meanings of words and expressions(denotative and connotative meaning)	Application	Knowledge
	9.1.12 Praises and Songs	9.1.12.1 Discuss different social praises or songs.	In relation to e.g. funeral, initiation festivals	Application	Knowledge
	9.1.13 Analysing Poems	9.1.13.1 Analyse poems.	E.g. theme, when used, where and why analysis, public speaking skills.	Application	Knowledge
	9.1.14 Speech	9.1.14.1 Give speeches on any given cross cutting issues	E.g. eye contact, pauses, voice projection, appropriate use of language, public speaking skills.	Application	Knowledge
	9.1.15 Culture	9.1.15.1 Identify and discuss aspects of their own culture and those of other people.	E.g. beliefs, dances, comparison, identification	Application	Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOME Learners:	CONTENT		
			Knowledge	Skills	Values
9.2.0 Reading	9.2.1 Intensive reading	9.2.1.1 Read different passages with understanding.	Understanding content of facts, opinion, terminologies	Application	Knowledge
	9.2.2 Extensive Reading	9.2.2.2 Read different texts from other subject areas with understanding.	Materials on different subject areas; vocabulary and figures of speech identification.	Application	Knowledge
	9.2.3 Written Literature	9.2.3.3 Conduct a survey of available reading materials on a given topic.		Application	Knowledge
	9.2.4 Literary Works	9.2.4.4 Evaluate aspects of literary works	Research techniques	Application	Knowledge
	9.2.5 Plots and Styles	9.2.5.5 Discuss plots and styles of different authors.	E.g. plot, setting, characterization	Application	Knowledge
	9.2.6 Different Themes	9.2.6.6 Compare themes of different novels and plays.	Various plots and styles of writing, evaluation, comparison. Themes of various novels and plays, comparison.	Application	Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOME Learners should:	CONTENT		
			Knowledge	Skills	Values
9.3 Writing	9.3.1 Composition	9.3.1.1 Write different types of essays.	Essays about personal experiences: past tense (Biography) logic.	Application	Knowledge
			Expository/explanatory essays of Zambian life(e.g. political, social and economic issues). Argumentative essays about a social, political or economic issue.	Application	Knowledge
	9.3.2 Advertisements	9.3.2.1 Discuss the features of effective advertisements	e.g. clarity, brevity, attractiveness	Application	Knowledge
	9.3.3 Report Writing	9.3.3.1 Write reports about events or projects.	E.g. clarity, brevity attractiveness. Effective communication.	Application	Knowledge
	9.3.4 Minutes	9.3.4.1 Describe the procedure for verifying and adopting minutes	Features: E.g. use of appropriate language, tense, format, theme. Effective communication, accuracy.	Application	Knowledge
9.3.4.2 Take minutes of meetings		E.g. reading, corrections, proposing, seconding and adoption, orderliness. E.g. date, venue, attendance, agenda	Application	Knowledge	
	9.3.5 Letter writing	9.3.5.1 Write formal letters.	Characteristics: E.g. two addresses, reference, body, language ending.	Application	Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOME Learners should:	CONTENT		
			Knowledge	Skills	Values
	9.3.6 Traditional stories	9.3.6.1 Discuss the importance of traditional stories in modern Zambia.	E.g. Teaching, enjoyment, wisdom, information	Application	Knowledge
	9.3.7 Sources of Information	9.3.7.1 Use specific information from tables, charts or diagrams	Tables, charts or diagrams	Application	Knowledge
		9.3.7.2 Interpret information from given tables, charts or diagrams.	Tables, charts or diagrams	Application	Knowledge
	9.3.8 Tabulation and Data Collection	9.3.8.1 Construct tables, charts or diagrams from given texts	Tables, charts or diagrams	Application	Knowledge
	9.3.9 Using the Internet	9.3.9.1 Explain how to send mail on internet	ICT skills on computer procedures e.g. sign in, message and send.	Application	Knowledge
	9.3.10 Messages	9.3.10.1 Compose short text messages.	Brevity e.g. short form (sms) telegrams.	Application	Knowledge
	9.3.11 Summary	9.3.11.1 Summarise given texts	E.g. title, main points	Application	Knowledge
	9.3.12 Note Making	9.3.12.1 Make notes from given texts.	E.g. Note form, abbreviations	Application	Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOME Learners should:	CONTENT		
			Knowledge	Skills	Values
9.4.0 Language Structure	9.4.1 Compound and Reduplicated Words	9.4.1.1 Write compound and reduplicated words.	Form and function of Compound and reduplicated words (verbs and nouns)	Application	knowledge
	9.4.2 Nouns and verbs	9.4.2.1 Derive nouns from verbs and vice-versa.	Nouns and verbs Buza-puzo/ <i>ask-question</i> , Ca-sico/ <i>eat-food</i>	Application	Knowledge
	9.4.3 Nouns	9.4.3.1 Distinguish concrete, abstract, countable and uncountable nouns.	Concrete ,abstract, countable and uncountable nouns	Application	Knowledge
		9.4.3.2 Use the singular and plural forms of nouns in various classes.	Singular and plural nouns	Application	Knowledge
	9.4.4 Idiophones and Onomatopoeia	9.4.4.4 Associate idiophones and onomatopoeia with their corresponding movement and condition.	Movement-cilu-cilu/ <i>hopping</i> Condition-calikosa ndi ndi/ <i>very hard</i> (icibemba)	Application	Knowledge
	9.4.5 Tenses	9.4.5.1 Use simple present tense to express habitual action.	Simple present tense and habitual action	Application	Knowledge
		9.4.5.2 Use the positive and negative forms of the simple and continuous present tense.	Positive and negative forms of the simple and continuous present tense.	Application	Knowledge
		9.4.5.3 Use the positive and negative forms of the simple and continuous forms of the verb in the past tense.	Positive and negative forms of the simple and continuous forms of the verb in the past tense.	Application	Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOME Learners should:	CONTENT		
			Knowledge	Skills	Values
	9.4.6 Adjectives and Adverbs	9.4.5.4 Use the positive and negative forms of the future tenses (simple and continuous tense).	Positive and negative forms of the future tenses	Application	Knowledge
		9.4.5.5 Use interrogative words in sentences in the present, past and future tenses.	Interrogative words e.g. Hinyi/ <i>who-ĩnahi/how</i> ,kudihi/ <i>where</i> .(Lunda)	Application	Knowledge
		9.4.6.1 Use adjectives to qualify nouns.	Adjectives e.g.mubotu/ <i>good</i> ,cipati/ <i>big</i> (chitonga)	Application	Knowledge
		9.4.6.2 Identify words which function both as adjectives and as adverbs	e.g. :- “Bwino”, “Kale” – Kamanga ali bwino (adjective) – Anagwira nchito bwino (adverb) – Munthu Wakale (adjective)-Kamanga wadya kale nsima (Reduplicated adverbs adverb).(cinyanja)	Application	Knowledge
	9.4.7 Adverbial Phrases	9.4.6.3 Use reduplication to intensify adverbs.	e.g.Akatukanga naufukufuku / <i>He/she left early in the morning</i> (Luvale)	Application	Knowledge
		9.4.7.1 Identify and discuss adverbial phrases.	Types of adverbial phrases: time, place and manner.	Application	Knowledge
	9.4.8 Concordial Agreement	9.4.8.1 Identify concordial prefixes of each noun class.	Nouns and their concords/agreement prefixes of noun classes	Application	Knowledge
	9.4.9	9.4.9.1 Use secondary forms of	Secondary noun class	Application	Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOME Learners should:	CONTENT		
			Knowledge	Skills	Values
	Secondary Nouns Classes	nouns class prefixes.	indicating.e.g honorific ba mwiisho diminutive kamwiisho and pejoratives kimwiisho (kiikaonde)		
	9.4.10 Pronouns	9.4.10.1 Use personal pronouns in sentences	Personal pronouns	Application	Knowledge
		9.4.10.2 Use relative pronouns in relative clauses.	Relative pronouns and their corresponding clauses	Application	Knowledge
	9.4.11 Direct and Indirect Speech	9.4.11.1 Use direct speech in different situations	Direct speech: punctuation and position of reporting verb	Application	Knowledge
		9.4.11.2 Use indirect speech in narratives.	Indirect speech: tense, pronoun and adverb changes	Application	Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOME Learners should:	CONTENT		
			Knowledge	Skills	Value
9.5.0 Translation	9.5.1 Translation	9.5.1.1 Translate ideas, phrases or terminologies from English into a Zambian language and vice versa	Ideas, phrases or terminologies	Application	Knowledge
		9.5.1.2 Translate sentences or short passages from English into a local language and vice versa.	Sentences and short passages.	Application	Knowledge
	9.5.2 Transliteration	9.5.2.1 Write the source language words, names of places and people in a target Zambian Language.	Transliteration e.g. <i>pot – mpoto, mark/mako, America/Meleka(Kiikaonde)</i>	Application	Knowledge
	9.5.3 Borrowed words	9.5.3.1 Identify borrowed words in a target and source languages.	Borrowed words e.g. <i>tebule/table, sipunu/spoon (Chitonga).</i>	Application	Knowledge
9.6.0 Literature	9.6.1 Personal Opinion	9.6.1.1 Form and express own opinions.	Terms used in expressing own opinions e.g. <i>Ni hupula kuli.../I think that..., kamuhupulo waka/In my view(Silozi).</i>	Application	Knowledge
	9.6.2 Plays and stories	9.6.2.1 Transform short stories into plays.	Short story e.g. theme, character, setting, Plot.	Application	Knowledge
	9.6.3 Text analysis	9.6.3.1 Identify different characterisations in texts.	E.g. qualities of honesty, truthfulness, hard work, courage, moral values.	Application	Knowledge
	9.6.4 Literary terms	9.6.4.1 Discuss literary terms.	E.g. setting, plot, character and theme.	Application	Knowledge
	9.6.5 Writer's purpose	9.6.5.1 Identify the writer's purpose and values.	E.g. exposing corrupt practices, witchcraft, honesty, wisdom, prostitution, hard work.	Application	Knowledge

GLOSSARY

These literary terms should be taught in an integrated manner.

1. aesthetic: of the beauty of literary works; connected with the appreciation or criticism of the beautiful.
2. adrenalin: a chemical substance that pours into a person's blood stream when he is angry, anxious or excited. It increases the level of commitment in a person.
3. allegory: a carefully written work that describes one thing under the guise of another suggestively similar.
4. alliteration: a literary device where a close repetition not necessarily of the same letter but definitely of the same sound usually at the beginning of words for the purposes of enhancing clarity in meaning, emphasis or just for artistic beauty.
5. allusion: association with; a reference to some other experience outside what is under discussion.
'Lazarus was lucky, Jesus was around'
This reference or allusion brings a wide world of biblical experience outside the limitation of the topic under discussion.
6. altruism: the desire to end an argument not necessarily that a consensus or an agreement has been reached but to preserve peace.
7. ambiguity: double meaning or an expression capable of more than one meaning.
8. amphibian: a creature that can live both in water and on land.
9. analogy: it is the description of something known in order to suggest in certain respects something unknown; it is a way of describing a relatively unknown entity by comparing its unknown attributes with those of a known entity.
10. anti-climax: in a literary work, a point at which the plot begins to disentangle itself in its complexity and sophistication towards the conflict resolution.
- B** 11. belief: a feeling of certainty that something is right, wrong, exists, or doesn't. If you do not have belief in a lot of things then you are a skeptic.

C

12. character: a person or an animal that plays a role in a dramatic piece of work or in a novel. Different characters play different parts to produce a complete story.
13. charlatan: an impostor; an empty pretender to knowledge or skills.
14. chauvanism: an exaggerated patriotism; an irrational argument advanced by women that puts them in an equal or superior position over men is called female chauvinism. The opposite is called male chauvinism.
15. comedy: dream that deals with and presents its acts in a funny and humorous way. It speaks the language of everyday life. Its purpose is to amuse but more often than not to ridicule society. Comedians are usually very funny people by their nature.
16. connotation: the implication of the surface meaning of a word or expression; the secondary meaning of a word or expression.
17. crisis: the decisive moment in a story; a point at which a decision can no more be delayed.
- D** 18. denotation: the objective, primary or basic meaning of a word or expression; the meaning that excludes all other shades as a result of the writers feelings or experiences.
19. dialogue: a literary work in the form of a conversation; a discussion that involves more than one person on the basis of question and answer.
20. didactic: a literary work that intends to deliver a lesson. In modern literature, a book that is no not didactic is not worth reading.
21. dope: a strong drug taken for reasons other than medicinal; a very strong stimulant often banned for public use.
22. drama: a conversation accompanied by body action usually performed in front of an audience.
- E** 23. electorate: voters.
24. empathy: the behaviour of one putting oneself into a situation (often a painful one) of another person. – of sympathy = the behaviour of just feeling sorry for someone in a painful situation without wishing to feel the same pain.
25. entity: something with usually a form of life that is completely independent of the other things.

26. episode: an incident which forms part of the whole story, plot or narrative.
27. epistemology: the study of knowledge.
28. euphemism: a literary technique in which an accurate but explicit word is substituted with a gentler and less distasteful term.
- F** 29. flashback: a literary technique in which the writer brings the past into the present in order to explain why something is in its present condition.
30. flaw: a detected error in a literary work.
- H** 31. hero: the principal male character with positive or admirable attribute in a play or novel. Heroes never die, if they do physically, they continue to live in legendary.
32. heroine: the female character with attributes like those of a hero.
33. hoodwink: trick, cheat or deceive.
34. humour: the light heartedness; ability to replace gloom with laughter.
35. hyperbole: a literary device consisting of an extravagant statement or exaggeration. It is used to emphasise the importance or extent of something.
- I** 36. illiteracy: unable to read and write and consequently unable to understand the simple processes of life.
37. imagery: pictures in words; the art of a writer to not only presented the pictures of what he is talking about but also describes those pictures.
38. immunity: an ability to be unaffected by something: a king's palace enjoys immunity status so is a diplomatic house or mission in any country – as long as the offender remains on such grounds no one who knows the laws of immunity can touch him.
39. infringe: violate; break.

	40. insinuation:	innuendo; the way of referring to something in an indirect way. Most of the proverbs or wise sayings we use are insinuations of the truth.
	41. irony:	sarcasm; use of words with an intention to ridicule a situation. Almost all ironical statements are a direct opposite of what they actually seem to mean.
L	42. literature:	it is a department of language in poetry or prose, written and unwritten, of accepted quality whose main aim is to express life in its wholeness. It is both an art and a trade that aims at enriching mankind with all aspects of life and living.
	43. legend:	a traditional popular tale or a person who achieves great fame while he is still alive. A legend may include truth and imaginative material.
	44. lyric:	it is a poem that expresses personal feelings intended to be sung.
M	45. metaphor:	an implied comparison; it is a style of writing that conveys the meaning more clearly and generally in a delightful manner of comparison.
	46. metre:	means 'measure', and may be defined as any form of measured, or regulated, rhythm. All language has stressed and unstressed syllables, and in English poetry metre is the technical term for the rhythmic arrangement of the those syllables.
	47. miniature:	a highly finished portrait of a reduced image.
	48. monologue:	a speech where there is only one speaker of soliloquy.
	49. mood:	the disposition of mind and feelings. We can refer to the moods of anger, happiness, sadness that characterise a novel or part of it.
	50. moral:	education derived from a literary work directly or by implication; such a story that delivers such education is also called a moral.
	51. myth:	a traditional story or legend that offers an explanation usually based on religion or supernatural phenomenon often appealing to emotions rather than to reasoning.
N	52. naivety:	the display of lack of experience, wisdom or judgement.
	53. narrative:	a story.

54. nostalgia: haunting memories; thoughts that bring back strong wishes for someone to go back in time and space.
- O** 55. opera: a dramatical piece of work that is accompanied by music; a musical play.
- P** 56. pandemonium: confusion; disorder.
57. pantomime: a play that is presented to the audience without words but only through signs.
58. paradox: a clever statement that contradicts itself i.e. Love makes me blind and it makes me see – it forces the reader to think harder in order to get the meaning.
59. parallelism: the running side by side of statements or ideas that express similarity in their meaning.
60. partiality: favouritism.
61. personification: the presentation of non-living objects or non-humans or abstract ideas as persons. e.g.
 a) a shadow greeted another shadow on bleek at.
 b) the clouds raced across the open skies.
62. plot: a narrative of events; a well worked out movement of events in a story to create and maintain interest in the reader.
63. premonition: an unsettling feeling that foretells an event usually of an unpleasant nature.
64. proverb: a literary device which is a popular saying memorably expressed.
65. poetic justice: a fitting end or reward for each character according to her or his deeds. Where villains almost always get punished and heroes and heroines get positively rewarded. When the opposite is done we say that there is no poetic justice or it is the miscarriage of justice.
- R** 66. rhyme scheme: a pattern of rhyme usually denoted by small letters. For example, the above poem has the following rhyme scheme:
 a, b; a, b; a, b; a, b;
- S** 67. sarcasm: an offensive remark with the sole intention inflicting pain into someone.
68. satire: a literary work that employs sarcasm and irony to ridicule the ills of the society in order to heal or reverse the order of things.

69. sensibility: the capacity to feel; the ability to be affected emotionally or otherwise by the environment.
70. sentimentality: an unworthy or unnecessary or an excessive emotional response to a situation; an over-stimulated emotional response to what we hear and see.
71. setting: the background in terms of time and place against which a work of literature is written. e.g. a book written during World II (time) about Russia (place) must be written in such a way that the events fit in that time and place.
72. simile: an imaginative comparison for purposes of making explanations clear. Similes are denoted by the use of words such as: as, like, as if – of metaphor.
73. soliloquy: a loud speech addressed to oneself, of monologue.
74. structure: form; definable parts of a literary work.
75. style: the manner in which a writer presents his book. Different writers have different styles – even those who have written on the same subjects have used language differently. Some writers use long and winding phrases and yet others are well known for their brevity.
76. suspense: a literary technique used by many writers to keep their readers guessing as to what is likely to follow in the plot. The intense the suspense the more interesting the book is likely to be.
77. suspension of disbelief: the nature of the readers to temporarily put away their faculty of doubt in order to accommodate an unlikely happening. When animals talk in animal narratives we never doubt that ability because we usually employ a willing suspension of disbelief.
78. symbol: a person, object or idea that stands in for something else in a literary work.
79. symbolism: representation of ideas and emotions by suggestion rather than by direct impression of imagery.
80. syntax: the order in which words and expressions are used in a grammatical structure.
- T** 81. tautology: repetition of a word, words, expression or idea unintentionally. e.g. he is not tall but short.
82. theme: the central idea or the purpose for which the a book was written. some of the major

themes are: corruption, love, war, exploitation, greed, various virtues and vices, etc.

83. tone:

the reflection of the writer's mood in his work. The choice of words will tell us whether he was angry, happy or sad. Much as he would like to hide this fact, at some point, his own emotions are bound to appear. This determines the tone of the book.

84. tragedy:

a work of art in which the hero dies or fails to achieve his mission which by nature was a hope of the great majority.

v 85. vices:

in the quality of life, the negative attributes of humans; the bad side of humans – is kindness and courage are virtues while jealousy and cowardice are vices.

86. villain:

a character with detestable behaviour in a novel or play.

87. virtues:

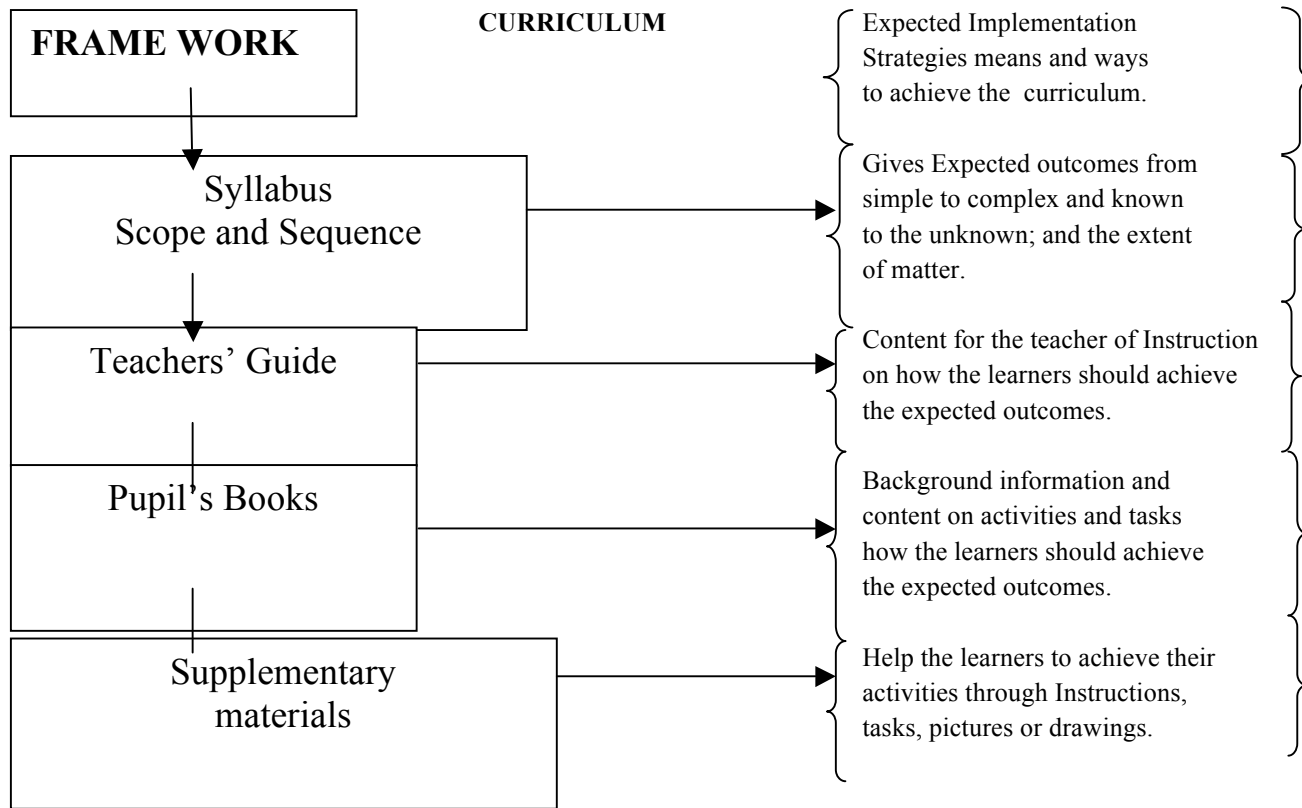
the good side of a human being, see vices above for contrast.

SYLLABUS INTERPRETATION

A Synopsis of the Process

A syllabus is an educational document that contains a carefully thought out body of knowledge. This is logically sequenced in a set of outcomes which are intended to meet the educational needs of a learner and the expectations and assignments of society.

1. General EXPECTED OUTCOMES/TERMINAL OBJECTIVES.
 2. General EXPECTED OUTCOMES FOR A YEAR.
 3. SPECIFIC-OUTCOMES for a day, week, month/year.
-
- ❖ Sequencing → the expected outcomes according to the depth and wide.
 - ❖ Easy to Complex → known to the unknown → familiar to unfamiliar.
 - ❖ The psycho-motor → hands on activities and tasks.
 - ❖ Affective → which touch the heart and the mind.
 - ❖ Cognitive → analytical and synthetically.
 - ❖ Knowledge → content/information for the learner and the teacher.
 - ❖ Intelligence → the level of making things get understood clearly.



Teaching/Learning Resources

Charts, books