



Republic of Zambia

MINISTRY OF EDUCATION, SCIENCE VOCATIONAL TRAINING AND EARLY EDUCATION

SENIOR SECONDARY SCHOOL SYLLABUS

Literature in English

GRADES 10 – 12



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PREFACE

The Senior English Syllabus provides the sound basis required for the effective teaching of English at the Senior Secondary Level, for the development of teaching materials and for the preparation of the Zambian School Examination and General Certificate of Education Literature in English Examination. Whilst the general format of the syllabus is essentially “structural”, the recommended methodological interpretation is ‘functional’ and ‘communicative’. As a result of High School learners should develop a high level of confidence in English, and be able to use the language effectively in everyday life, in the world of work and in their further education.

I am confident that this syllabus will be of lasting benefit to learners and teachers alike.

Nkosha C.

Permanent Secretary

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

ACKNOWLEDGEMENT

The production of this syllabus has, as all times, been carefully monitored by the English Curriculum Committee. This Committee is made up of curriculum developers, teachers, teacher educators, university and college lecturers, education standards officers and other experts in distance and open learning. The syllabus has benefitted greatly from the experience and expertise of the above. Furthermore, an extensive programme of trialing has ensured the fulfillment of an important aspect of a participatory curriculum development process.

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MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

Introduction

The Senior Secondary School, Literature in English syllabus for Zambia, is a full programme which builds on the Extensive Reading done at Junior Secondary School level. It is designed to prepared learners at Grades 10 to 12, find a smooth entry at tertiary level, in English courses offered by Colleges of Education, the Universities in Zambia and elsewhere. The preparation goes beyond the General and School Certificate Examination as it provides a foundation for lifelong interest in Literature and wider reading in general.

This syllabus benefited from the Stakeholders' expressed views in the 2011 Zambia Education Curriculum Framework (ZECF). Literature in English is an optional subject under Social Sciences Oriented Curriculum group for Senior Secondary School. The ZECF demands that a balance be drawn between theoretical knowledge and practical skills. The Behavioural Objectives in the old Senior Secondary: English Literature Syllabus are replaced by Outcomes – Based Education to enable learners effectively apply literary skills both at school and out of school in their personal development.

Aim of Teaching Literature in English

The main aim of affording learners an opportunity to study Literature in English is to offer such persons the ability to fit into the world of work with empathy and interpersonal skills. It provides them with an insight into the world around them through appropriate language use. Learners in Senior Secondary should find the content to not only aesthetic but a guide to entrepreneurial skills in a literary way; full time business.

Key Competencies for Literature in English

In keeping with the principles in the Vision 2030 for Zambia, the texts to be used in this subject should help learners demonstrate competences and proficiency in the following areas:

i. Knowledge and Understanding

- Explain literal and literary meaning of content and contexts.
- Personally display intellectual knowledge of literature texts studied at Grades 10 to 12.
- Convert literary knowledge into entrepreneurial skills for individual and societal development.

ii. Critical Interpretation of Literary Works

- Personally comment on how the authors use language to create effect e.g. dialogue, description, themes, diction, imagery, setting and literary from structure.

- Display understanding of texts beyond literal meanings in terms of issues and attitudes submitted in such material.
- Use own experiences to relate and explain phenomena in life that help find solutions to personal challenges at individual, community and national levels to gunner development through socio-economic gains.

iii. **Judgement and Personal Response**

- Development personal awareness of own and others cultures.
- Explore relationships and make comparisons and evaluations of relevant material from texts.
- Personally communicate an informed and sensitive personal response to the texts studied at Grades 10 to 12.
- Develop ability to make literary analyses to single texts as well as similar themes in various texts.

iv. **Application and innovation**

- Personally discover the lacking social values in a society and use literary skills to fill in the gaps.
- Socially and economically prepare for life after school by interpreting themes into poems and plays to educate others and earn a living.
- Create and innovate literary materials to benefit the Zambian society through own and others' needs.
- Express values such as appreciation, respect, love, aesthetic, honesty, team work and so on in life through literature.

Proposed Teaching Methodology

Literature 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. Therefore, it is both **an art** and **a trade** that aims at enriching mankind with all aspects of life and living. The Ministry of Education clearly sees these entrepreneurship skills in the wings of Literature in English, and therefore, directs teachers to ensure that learners of this subject use it to its fullest by ensuring that theory and practice are blended well in the classroom first so that all parts of the pedagogical elements are understood through projects on literary issues.

Therefore, the key methods of teaching and learning Literature in English, especially for Zambia which has a Vision 2030 for its citizenry should include among others:

- simulations and role play;
- drama activities;
- project work;
- pair and group work activities; and

- discussions.

Strategies to achieve the above demand that learning and teaching include the use of multimedia technology such as artwork, audiotapes, DVD and CD (devices), videos, films and computers.

Teachers should recognise different abilities and experiences and learning styles and needs of learners. The teacher should encourage individual abilities and achievements that provide value addition to Literature in English.

Individual talents and skills should be blended with those of others while interacting.

Finally, through the study and enjoyment of the Literature programme, learners actively develop their own creativity and put a check on cross-cutting issues in education.

The above, demand that outcomes should be attained in a cyclic and spiral manner on the understanding that in any lesson or activity, several different outcomes might be covered through the knowledge, values, attitudes and skills. The intention is to ensure that the learner is able to use the knowledge and other phenomena acquired from literature lessons.

Teachers who are preparing learners for the deep understanding of Literature both for the examination and as a useful tool in the arts, should use the Single Text Approach in lessons. It is, however, very important that after wider readings have been done, the Thematic Approach may be used to revise the texts studied. Comparing and contrasting similar texts may help learners to improve their understanding of similar themes they identified in their course.

Time Allocation

In this Syllabus for Literature in English, twelve sub-topics have been made namely; Introduction to Literature, Types, Forms of Oral, Written, Fact and Friction, Story, Drama, Poetry, Novel and Play. These sub-topics are based on a General Outcome followed by the Specific Outcomes. Therefore, standard time per period is forty (40) minutes as prescribed in the ZECF. However, time for the **project work** may vary from school to school and or cover the whole Grade 12 academic year. It is desired that by the end of Grade 11 learners will have adequate knowledge, skills, value and subsequent attitudes to be able to start practising the literary aspects and elements learnt in Grade 10 and 11. Simply stated, it means that with a Time Table allocation of four (4) teaching/learning periods per week, the learner should take a share of responsibility for his/her own learning through attention to homework and other activities planned at school to be done outside classrooms.

Assessment

Unlike the previous syllabus, for Literature in English, which only concentrated on preparing learners for the Joint Examinations for School Certificate and General Certificate of Education, the 2011 ZECF demands that there be a **balance**. The study of Literature facilitates conceptualisation and helps to provide better insights for learning and problem solving in other subjects too. Therefore, learners should express not only facts theoretically but apply the acquired knowledge, skills, values and attitudes in a more and correct way to everyday life. To ensure that in practising, analysing and interpreting the language in the texts referred to, learners get a reward in improved language facility and communication skills, assessment shall be:

- i. Through **literary criticism** of various texts from Zambia and or elsewhere in Africa. (Selection of the texts should give national, regional and international perspectives). These texts should cover: A full-length major **play** (Drama); A **novel** (African Novel); Two **short-stories** (Anthologies); At least five poems (Poetic Genres such as sonnet, lyrics, panegyric and praises); A **project** (Major Assignment) on any choice by the learner from the types of literature text covered.
- ii. Learners should practise writing essays on various aspects in texts and unwritten literature. Learners will have to do a project on any literary text on a genre of their choice for **examinations purposes**.

Key Competences for Learners at Senior Secondary School Level

The Zambia Education Curriculum Framework (ZECF) states that the curriculum at this level, and the **co-curricular activities** should all be directed at producing a learner who is accountable, well-educated and capable of:

- Communicating effectively in both speech and writing.
- Understanding, interpreting and applying scientific and technological concepts.
- Applying the knowledge, skills, positive attitudes and value systems of vocational skills in real life.
- Apply the knowledge, skills, positive attitudes and value systems in real life situations (including the world of work) and entrepreneurship.

Social Sciences Oriented curriculum as a **Career Pathway**, therefore, demands that Literature in English be learnt and taught in order to provide the above phenomena of education through the school system in Zambia.

General Aims of Senior Secondary School Literature in English Syllabus

In line with the Vision 2030 and both the Fifth and Sixth National Development Plans, the Senior Secondary School Literature in English, as a subject, should equip the learner with key competences listed above and aimed at producing a learner who after three years course is also expected to:

1. Read and understand different types of literary texts and genres.
2. Appreciate *Zambian* cultural differences and similarities through interaction.
3. Evaluation, judge and form opinions about other people based on what literary characters say do and think.
4. Have acquired life experience through the reading of culture.
5. Apply knowledge acquired from literary works to real-life situations and challenges such as crosscutting issues.
6. Interpret literary texts to acquire desirable human and *Zambian* values and attitudes.
7. Examine closely, personal relationships and the interaction of literary characters in order to gain personal insight.
8. Have acquired problem-solving, critical thinking, inquiring and inter-personal skills through the study of literature so as to adapt and survive in a society full of challenges e.g. climate change, population and family life education.
9. Have developed concepts of moral and ethical behaviour for overall personal development and growth/survival.
10. Have developed life skills by accessing and interpreting information from different texts and media sources regarding cross-cutting issues.
11. Have developed self-confidence by expressing personal opinion supported by evidence from the text read.
12. Be prepared for their personal, social and economic future entrepreneurship through their interaction with literary texts and works.
13. Understand that creative writing and innovation are means of self-expression and self-fulfilment and sustainability.

General and Specific Outcomes for Grades 10, 11 and 12

General Outcomes

Since Literature in English is a wider subject, the ZECF has considered the available time to guide that four (4) periods of forty (40) minutes each per week be covered to learn this subject. Therefore, the **twelve sub-topics** which are related, have been made, beginning with basic skills and more to higher order skills. However, the layout does not represent a sequence for teaching in any given lesson or unit of work, as some outcomes may be covered simultaneously and continually. Once more this may demand for teaching approach which is cyclic and spiral. This is a guide, therefore, teachers are free to place particular emphasis on some outcomes and not others.

Grade 10

General Outcomes:

- Develop and demonstrate deep understanding and appreciation of **Zambian and foreign Literature and cultures**
- Apply literary concepts in their writing

Competencies:

- Explain literal and literary meaning of content and contexts.
- Personally display intellectual knowledge of literature texts studied at **Grades 10 to 12.**
- Convert literary knowledge into entrepreneurial skills for individual and societal development.

TOPIC	SUB- TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
10.0 Introduction to Literature	10.0.1 Introduction to Literature	10.0.1.1 Define Literature.	Literature	Defining	Knowledge
		10.0.1.2 State the functions of Literature.	Functions of literature	Effective communication	Knowledge
10.1 Written Literature	10.1.1 Types of literature	10.1.1.1 Distinguish between oral and written literature.	Type of literature	Comparing Analysing	Knowledge
		10.1.2.1 Identify various forms of Oral Literature.	Folktales Songs, proverbs, riddles, praises, narratives	Identifying	Knowledge
	Fables Myths Legends		Effective communication	Knowledge	
		10.1.2.2 Recognise and discuss various types of folktales.	Hymns Praise songs, Political songs	Identifying Classifying	Knowledge

TOPIC	SUB- TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge	Skills	Values
		10.1.2.3 Identify and classify various types of songs.	Funeral songs, love songs, thematic songs e.g. on poverty, hunger, corruption, HIV and AIDS etc.		Knowledge
		10.1.2.4 Discuss functions of songs.	Functions of songs	Effective communication	Knowledge
		10.1.2.5 Recognise and interpret proverbs.	Proverbs	Effective communication	Knowledge
		10.1.2.6 Discuss and interpret idioms.	Idioms	Effective communication	Knowledge
		10.1.2.7 Discuss and interpret riddles.	Riddles	Interpreting Recognising	Knowledge
		10.1.2.8 Recite and discuss praises	Praises about; god, chiefs, heroes and natural beauties	Reciting	Knowledge
		10.1.2.9 Name types of narratives.	Types of narratives	Effective communication	knowledge
10.1 Written Literature	10.1.1 Types of written literature	10.1.1.1 Recognize and distinguish types of written literature.	Prose Drama and poetry	Effective communication	Knowledge
	10.1.2 Forms of written literature	10.1.1.2 Recognize and analyse various forms of written literature.	Short stories Poems Essays Articles Plays Biographies Novels etc.	Identifying Comparing	Knowledge
		10.1.1.3 Discuss purpose of various forms of written literature.	Written literature Diction	Analysing Comparing	Knowledge
		10.1.1.4 Recognize and distinguish types of literary genres.	Prose, drama, poetry, comedy, tragedy, satire	Literary analysis	Knowledge

TOPIC	SUB- TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge	Skills	Values
		10.1.1.5 cite types of narratives.	Types of narratives	Literary analysis	Knowledge
		10.1.1.6 Name types of Biographies.	Biographies	Literary analysis	Knowledge
10.2 Literary concepts	10.2.1 Fact and fiction	10.2.1.1 Distinguish between fact and fiction.	Fact and fiction	Literary analysis	Knowledge
	10.2.2 Elements of a story	10.2.2.1 Identify elements of setting..	Time, place	Literary analysis	Knowledge
		10.2.2.2 Identify features of plot.	Exposition, conflict, complications, climax resolution or denouement	Literary analysis	Knowledge
		10.2.2.3 Identify and compare different plots.	Diction, plot	Comparing	Knowledge
		10.2.2.4 Identify and discuss types of characters.	Major/minor, protagonist/antagonist, round/flat, dynamic/static	Literary analysis	Knowledge
		10.2.2.5 Compare and contrast different characters in given short stories.	Characterization	Identifying Describing Comparing Contrasting	Knowledge
	10.2.3 Elements of drama	10.2.3.1 Identify and explain themes in different texts.	Theme, plot	Identification	Knowledge
		10.2.3.2 Recognize and discuss of element of drama.	Characters, dialogue, staging, theme, symbolism, irony, theme	Effective communication	Knowledge
		10.2.3.3 Dramatise specific events or episodes of recognized plays.	Dramatizing	Dramatizing Acting	Knowledge

TOPIC	SUB- TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge	Skills	Values
	10.2.4 Elements of poetry	10.2.4.1 Recognize and discuss elements of poetry.	Voice, speaker, tone, diction, imagery, symbolism, allegory, syntax, rhyme, alliteration, assonance, rhythm, meter, structure, closed form, open form	Literary analysis	Knowledge
		10.2.4.2 Recite and discuss poems.	Simile, metaphor, irony, hyperbole, personification, onomatopoeia	Reciting	Knowledge
		10.2.4.3 Compare poems recognizing rhyming and figures of speech.	Rhyming, figurative, language	Composing	Knowledge

Grade 11

General Outcomes:

- Express opinions, feelings and thoughts and develop positive attitudes and values about texts read
- Develop analytical and critical thinking skills about texts read
- Apply literary skills in developing their own pieces of writing

Competences:

- Personally comment on how the authors use language to create effect e.g. dialogue, description, themes, diction, imagery, setting and literary form structure.
- Display understanding of texts beyond literal meanings in terms of issues and attitudes submitted in such material.
- Use own experiences to relate and explain phenomena in life that help find solutions to personal challenges at individual, community and national levels to ensure development through socio-economic gains.

TOPIC	SUB- TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge	Skills	Values
11.0 Intensive Reading	11.0.1 Selected novel	11.0.1.1 Demonstrate understanding of preliminaries of the selected novel; bibliography and synopsis	Author's bibliography	Identification	Knowledge
		11.0.1.2 Identify setting of the novel.	Setting	Literary analysis	Knowledge
		11.0.1.3 Analyse author's intention and values.	What is the lack, theme	Analysis	Knowledge
		11.0.1.4 Read the text with understanding.	What is the lack, theme	Reading and comprehension	Knowledge
		11.0.1.5 Dramatise episodes of the novel read.	Dramatizing Note making	Literary analysis Dramatizing	Knowledge
		11.0.1.6 Summarise episodes or chapters read.	Plot, characterization, themes and poi	Application	Knowledge
		11.0.1.7 Analyse chapters read in relation to plot, characterization, themes and point of view.	Language	Analysis and application	Knowledge

TOPIC	SUB- TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge	Skills	Values
		11.0.1.8 Analyse language used in the text with regard to figures of speech.	Debate skills	Analysis and synthesis	Knowledge
		11.0.1.9 Debate issues on characterization and themes of the text read.	Comprehension	Comprehension Analysis	Knowledge
		11.0.1.10 Answer a variety of questions on the text.	Retelling final review	Application and synthesis	Knowledge
		11.0.1.11 Demonstrate deep understanding of text ready by retelling the story.	Imitative writing	Application Evaluation	Knowledge
		11.0.1.12 Produce a variety of written work emanating from the study of the text.			
11.1 Intensive reading	11.1.1 Selected novel	11.1.1.1 Demonstrate understanding of preliminaries of the selected novel.	Author's bibliography synopsis	Literary analysis	Knowledge
		11.1.1.2 Identify and discuss the setting of the novel.	Setting	Literary analysis	Knowledge
		11.1.1.3 Analyse author's intention and values.	Author's intention and values	Literary analysis	Knowledge
		11.1.1.4 Read text with understanding.	Silent reading	Reading and comprehension	Knowledge
		11.1.1.5 Dramatise and discuss episodes of the novel read.	Mimetic art	Dramatizing and empathy	Knowledge
		11.1.1.6 Summarise episodes or chapters read.	Note making	Literary analysis	Knowledge
		11.1.1.7 Analyse chapters read in relation to plot, characterization, themes and point of view.	Plot, characterization, themes, point of view	Literary analysis	Knowledge
		11.1.1.8 Analyse language used in the text with regard to figures of speech.	Subject matter	Literary analysis	Knowledge

TOPIC	SUB- TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge	Skills	Values
		11.1.1.9 Debate issues on characterization and themes of the text read.	Debate techniques	Comprehension Analysis	Knowledge
		11.1.1.10 Answer a variety of questions on the text read (short answers and essays).	Comprehension final review	Application and synthesis	Knowledge
		11.1.1.11 Demonstrate deep understanding of text read by retelling the story.	Retelling	Application Evaluation	Knowledge
		11.1.1.12 Produce a variety of written work emanating from the study of the text.	Writing, composing, imitative, writing	Application	Knowledge
11.2 Intensive reading	11.2.1 Selected play	11.2.1.1 Demonstrate understanding of preliminaries of the selected play.	Author's bibliography synopsis	Identification	Knowledge
		11.2.1.2 Discuss setting of the play in relation to author's mood.	Setting author's mood	Literary analysis	Knowledge
		11.2.1.3 Compare and contrast author's intention with other literary works.	Author's intention	Comparing and contrasting	Knowledge
		11.2.1.4 Read aloud episodes of the play with understanding (Oral reading and discussion).	Mimetic art	Reading and comprehension	Knowledge
		11.2.1.5 Read play silently with understanding.	Comprehension	Literary analysis	Knowledge
		11.2.1.6 Dramatise and discuss episodes of the play.	Dramatizing	Dramatizing and empathy	Knowledge
		11.2.1.7 Summarise notes on episodes or scenes read (Note making)	Note making	Application	Knowledge
		11.2.1.8 Discuss episodes read in relation to plot, characterization, themes and point of view.	Discussion	Comprehension, application and analysis	Knowledge
		11.2.1.9 Discuss language used in the play with regard to figures of speech.	Subject matter	Analysis and synthesis	Knowledge

TOPIC	SUB- TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge	Skills	Values
		11.2.1.10 Debate issues on characterization and themes of the text read.	Debate	Critical thinking and analysis	Knowledge
		11.2.1.11 Answer a variety of question on the play.	Comprehension	Comprehension Analysis	Knowledge
		11.2.1.12 Demonstrate deep understanding of play by retelling the narration.	Retelling Narration	Application and synthesis	Knowledge
		11.2.1.13 Produce a variety of written work including poems and praises emanating from the study of the text.	Writing for a purpose Composing	Application Evaluation	Knowledge

GRADE 12 LITERATURE SYLLABUS

General Outcomes:

- Express opinions, feelings and thoughts and develop positive attitudes and values about texts.
- Develop analytical and critical thinking skills about texts read.
- Apply literary skills in developing their own pieces of writing.

Competences:

- Develop personal awareness of own and others cultures.
- Explore relationships and make comparisons and evaluations of relevant material from texts.
- Personally communicate an informed and sensitive personal response to the texts studied at Grades 10 to 12.
- Develop ability to make literary analyses to single texts as well as similar themes in various texts.

TOPIC	SUB- TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge	Skills	Values
12.0 Intensive reading	12.0.1 Selected novel	12.0.1.1 Demonstrate understanding of preliminaries of the selected novel; bibliography and synopsis.	Author's bibliography	Identification	Knowledge
		12.0.1.2 Identify setting of the novel.	Setting	Literary analysis	Knowledge
		12.0.1.3 Analyse author's intention and values.	What is the lack, theme	Analysis	Knowledge
		12.0.1.4 Read the text with understanding.	What is the lack, literary views	Reading and comprehension	knowledge
		12.0.1.5 Dramatise episodes of the novel read.	Dramatizing	Literary analysis	Knowledge
		12.0.1.6 Summarise episodes or chapters read.	Note making	Dramatizing	Knowledge
		12.0.1.7 Analyse chapters read in relation to plot, characterization, themes and point of view.	Plot, characterization, themes and point of view	Application	Knowledge

TOPIC	SUB- TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge	Skills	Values
		12.0.1.8 Analyse language used in the text with regard to figures of speech.	Subject matter, diction	Analysis and application	Knowledge
		12.0.1.9 Debate issues on characterization and themes of the text read.	Debate skills	Analysis and synthesis	Knowledge
		12.0.1.10 Answer a variety of questions on the text.	Essays reading	Comprehension Analysis	Knowledge
		12.0.1.11 Demonstrate deep understanding of text read by retelling the story.	Retelling final review	Application and synthesis	knowledge
		12.0.1.12 Produce a variety of written work emanating from the study of the text.	Imitative writing	Application Evaluation	Knowledge
12.1 Intensive reading	12.1.1 Selected novel	12.1.1.1 Demonstrate understanding of preliminaries of the selected novel.	Author's bibliography synopsis	Literary analysis	Knowledge
		12.1.1.2 Identify and discuss the setting of the novel.	Setting	Literary analysis	Knowledge
		12.1.1.3 Analyse author's intention and values.	Author's intention and values	Literary analysis	Knowledge
		12.1.1.4 Read text with understanding.	Silent reading	Reading and comprehension	Knowledge
		12.1.1.5 Dramatise and discuss episodes of the novel read.	Mimetic art	Dramatizing and empathy	Knowledge
		12.1.1.6 Summarise episodes or chapters read.	Note making	Literary analysis	Knowledge
		12.1.1.7 Analyse chapters read in relation to plot, characterization, themes and point of view.	Plot, characterization, themes, point of view	Literary analysis	Knowledge
		12.1.1.8 Analyse language used in the text with regard to figures of speech.	Diction, subject matter	Literary analysis	Knowledge

TOPIC	SUB- TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge	Skills	Values
		12.1.1.9 Debate issues on characterization and themes of the text read.	Debate techniques	Comprehension Analysis	Knowledge
		12.1.1.10 Answer a variety of questions on the text read (short answers and essays).	Comprehension final view	Application and synthesis	Knowledge
		12.1.1.11 Demonstrate deep understanding of text read by retelling the story.	Retelling	Application Evaluation	Knowledge
		12.1.1.12 Produce a variety of written work emanating from the text.	Writing, composing, imitative, writing	Application	Knowledge

Glossary

These literary terms should be integrated in the main lessons and not merely memorised as individual terms. However, it is important for learners to know these terms very well with good understanding.

- A**
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 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.

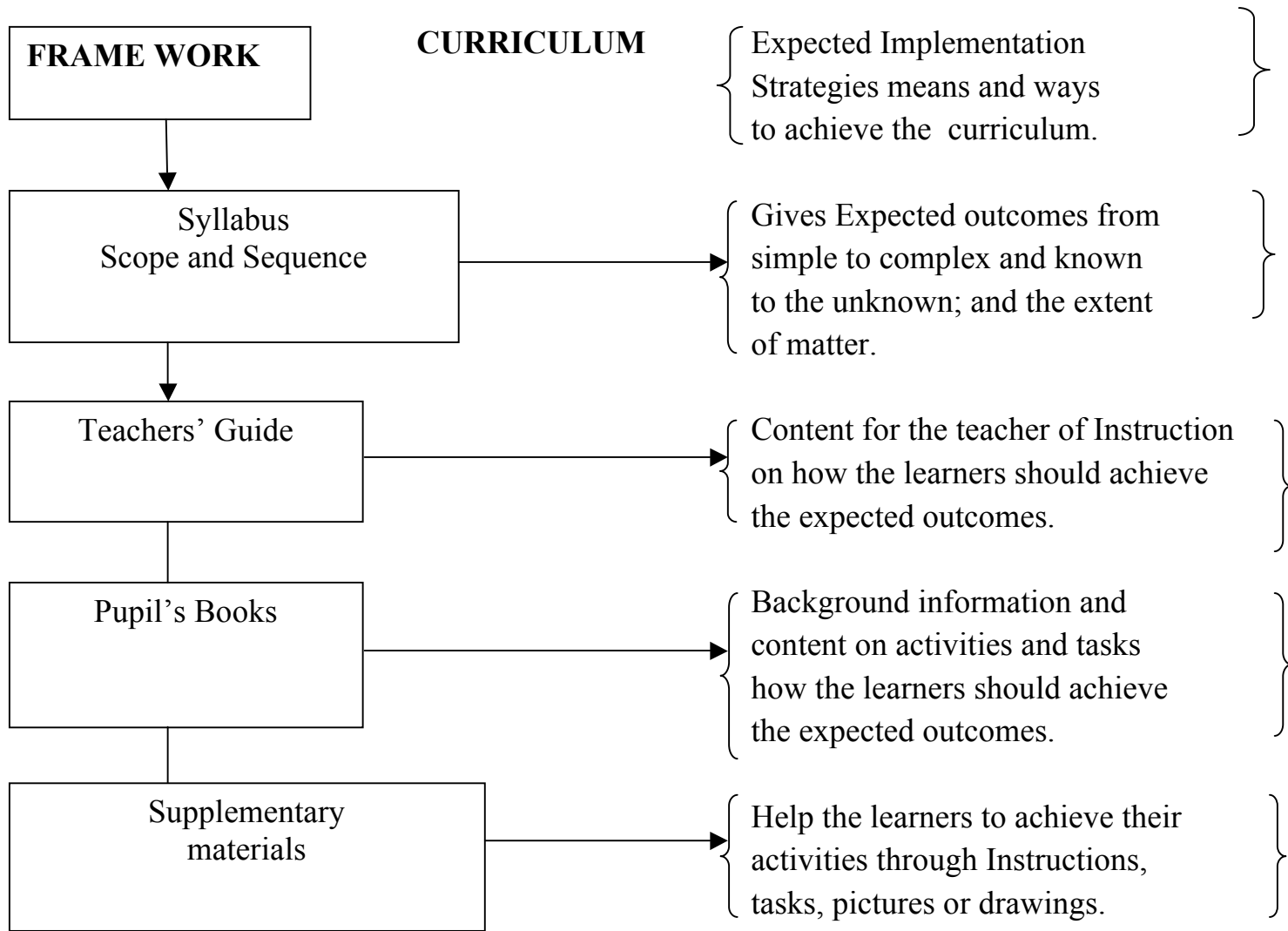
78. symbol: a person, object or idea that stands in for something else in a literary work.
79. symbolism: representation of ideas and emotions by suggestion rather than by direct impression of imagery.
80. syntax: the order in which words and expressions are used in a grammatical structure.
- T** 81. 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