



Republic of Zambia

MINISTRY OF EDUCATION, SCIENCE AND VOCATIONAL TRAINING

# ENGLISH LANGUAGE SYLLABUS

GRADES 8-9



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LUSAKA

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## **VISION**

Quality, life long education for all which is accessible, inclusive and relevant to individual, national and global needs and value systems.

## **PREFACE**

The syllabus was produced as a result of the Curriculum review process carried out by the Ministry of Education, Science, Vocational Training and Early Education under the auspices of the Curriculum Development Centre (CDC). The curriculum reform process started way back in 1999 when the Ministry of Education commissioned five (5) curriculum studies which were conducted by the University of Zambia. These studies were followed by a review of the lower and middle basic and primary teacher education curriculum. In 2005 the upper basic education National survey was conducted and information from learners, parents, teachers, school managers, educational administrators, tertiary institutions traditional leaders civic leaders and various stakeholders in education was collected to help design a relevant curriculum .,

The recommendations provided by various stakeholders during the Upper Basic Education National survey of 2005 and National symposium on curriculum held in June 2009 guided the review process.

The review was necessitated by the need to provide an education system that would not only incorporate latest social, economic, technological and political developments but also equip learners with vital knowledge, skills and values that are necessary to contribute to the attainment of Vision 2030.

The syllabus has been reviewed in line with the Outcome Based Education principles which seek to link education to real life experiences that give learners skills to access, criticize analyze and practically apply knowledge that help them gain life skills. Its competences and general outcomes are the expected outcomes to be attained by the learners through the acquisition of knowledge, skills, techniques and values which are very important for the total development of the individual and the nation as a whole.

Effective implementation of Outcome Based Education requires that the following principles be observed: clarity of focus, Reflective designing, setting high expectations for all learners and appropriate opportunities.

It is my sincere hope that this Outcome Based syllabus will greatly improve the quality of education provided at Junior Secondary School as defined and recommended in various policy documents including Educating Our Future`1996 and the `Zambia Education Curriculum Framework `2013.

Chishimba Nkocha  
Permanent Secretary

**MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION.**

## **Acknowledgements**

The syllabus presented here is a result of broad-based consultation involving several stakeholders within and outside the education system.

Many individuals, institutions and organizations were consulted to gather their views on the existing syllabus and to accord them an opportunity to make suggestions for the new syllabus. The Ministry of Education wishes to express heartfelt gratitude to all those who participated for their valuable contributions, which resulted in the development of this syllabus.

The Curriculum Development Centre worked closely with other sister departments and institutions to create this document. We sincerely thank the Directorate of Teacher Education and Specialized Services, the Directorate of Planning and Information, the Directorate of Human Resource and Administration, the Directorate of Open and Distance Education, the Examinations Council of Zambia, the University of Zambia, schools and other institutions too numerous to mention, for their steadfast support.

We pay special tribute to co-operating partners especially JICA and UNICEF for rendering financial technical support in the production of the syllabus.

C.N.M Sakala (Mrs)

Director-Standard and Curriculum

**MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION**

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## INTRODUCTION

The Junior Secondary School English Language Syllabus is divided into five parts:

- Part 1: Listening and Speaking
- Part 2: Reading
- Part 3: Composition
- Part 4: Structure
- Part 5: Summary

Each 'part' begins with a preamble which gives a synopsis of what is contained in a particular part. This is followed by the General Outcomes which should be achieved by all learners by the end of the course. In order to meet these General Outcomes, Specific Outcomes have been identified. It is these that teachers will use when preparing their schemes of work and detailed lesson plans. Also, there are competencies that are set at each level of learning that learners are expected to attain if the learning experience has to be considered meaningful.

The General Outcomes and Specific Outcomes are presented in result terms. While a general Outcome gives a wider coverage of topics, a specific outcome tells the teacher precisely which skill each pupil should master if the learning experience has to be successful. The teacher's task, therefore, is to provide effective learning experiences which will enable the learners perform the skill identified in the outcome.

The following suggestions are offered to help teachers in preparing lessons based on the specific outcomes.

1. Study the outcome carefully to be sure it is fully understood.
2. If possible, try, by such means as diagnostic testing, to determine whether or not the learners have already mastered the outcome.
3. If it is feasible, identify related outcomes which can be dealt with at the same time. Similarly, try to integrate outcomes, from different aspects of the syllabus (i.e. 'structure' and 'composition', 'summary and note-making' and 'reading' etc)
4. Plan your teaching method using a series of small, consecutive steps, the last of which will be the actual performance by the learners of the skill stated in the outcome.
5. Tell the learners what you are teaching them to do. (It is much more helpful to explain to someone where he is going before a journey and to help him along the way than to lead him blindfolded.)
6. Give the learners plenty of initial practice in the skill and continue practising it from time to time until it has been mastered.

This syllabus is, of necessity, very extensive. It is strongly recommended therefore that, wherever possible, a minimum of seven teaching periods and two homework periods per week should be allocated to English in Grade 8 and 9. In view that classroom time is used most effectively, it is also recommended that teachers should take full advantage of home-work periods and learners' free time-especially for reading and written work. Teaching time can also be saved by the use of diagnostic tests for structure and composition.

As a general guide the approximate weekly time allocation for the different aspects of English in Grades 8 and 9 is as follows:-

	<u>Number of Minutes</u>
Listening and Speaking.....	40
Reading.....	80
Composition.....	40
Structure .....	40
Summary .....	<u>40</u>
	240 Minutes
	<u>= 6 Periods</u>
	R.C.T

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## GRADE 8

### PART 1: LISTENING AND SPEAKING

#### PREAMBLE

The general outcomes of the Listening and Speaking Syllabus will be achieved by mastery of the specific outcomes given below.

These are divided into three sections:

- **Oral Communication Skills**
- **Stress and Rhythm**
- **Sounds**

Section A, Oral Communication Skills, should receive more time and emphasis than Section B and C.

Teachers should spend at least forty minutes a week on listening and speaking activities.

#### GENERAL OUTCOMES:

- Acquire knowledge, skills and values to enable them communicate effectively in and outside school situations
- Demonstrate basic skills of communicating effectively in situations they are likely to meet in and out of school.

#### COMPETENCIES:

- Able to express feelings, thoughts, experiences and convictions clearly and effectively in speech using English
- Able to comprehend what has been spoken in English language without misplacing meaning
- Listen and speak in English language competently and effectively in various situations both in and out of school

Component	Sub-Topic	Specific Outcomes	Knowledge	Skills	Values
Listening and	Oral	8.1.1.1 Use	Learner -Teacher		



			<p>Shopping and restaurant situation</p> <ul style="list-style-type: none"> <li>e.g. Would/Could you...May I...Can I... I will have..., could I, Thank you, I would like..., Excuse me...(May also include matters of etiquette and dressing)</li> </ul> <p>Hospital situations</p> <ul style="list-style-type: none"> <li>e.g. I have..., I am not feeling well, I need your help, How do you feel?</li> </ul> <p>Dealing with the Police</p> <ul style="list-style-type: none"> <li>e.g. Excuse me sir/madam, I need your help, there has been...etc.</li> </ul> <p>Business at the Post Office.</p> <ul style="list-style-type: none"> <li>e.g. May I, Could I, I would</li> </ul>	<p>Application of correct vocabulary when speaking to the police/ OR when making an offer</p> <p>Application of correct vocabulary when speaking to the police/ OR when making an offer</p> <p>Application of correct vocabulary when speaking to the police/ OR when making an offer</p> <p>Application of</p>	<p>Awareness and appreciation of correct vocabulary on speaking to the police/ OR when making an offer</p> <p>Awareness and appreciation of correct vocabulary in Hospital situations</p> <p>Awareness and appreciation of correct vocabulary at the Police station</p> <p>Awareness and appreciation of</p>
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			<p>like to, I was looking for ... etc</p> <p>Making an offer in Office Environment</p> <ul style="list-style-type: none"> <li>e.g. I would like..., may I ..., I am looking for..., What can I do..., Can I help you...etc.</li> </ul> <p>At the Station- Bus/ Train/ Airport</p> <ul style="list-style-type: none"> <li>e.g. How far..., When is the flight..., have you bought the ticket, when is departure.., what time is arrival....etc</li> </ul> <p>Asking for public services.</p> <ul style="list-style-type: none"> <li>e.g. Could /Would you kindly let me/us use the bathroom?</li> </ul> <p>Personal identification and meeting strangers e.g. Meet Charity..., I</p>	<p>correct vocabulary when speaking to the police/ OR when making an offer</p> <p>Application of correct vocabulary when speaking in office environment</p> <p>Application of correct vocabulary at the station</p> <p>Application of correct vocabulary when asking for public services</p>	<p>correct vocabulary at the Post office</p> <p>Awareness and appreciation of correct vocabulary in Office environment</p> <p>Awareness and appreciation of correct vocabulary at the station</p> <p>Awareness and appreciation of correct vocabulary when asking for public services</p>
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			am pleased to meet you..., I have the pleasure of introducing..., Welcome..., How do you do?	Application of correct vocabulary in making personal identification and meeting strangers	Awareness and appreciation of correct vocabulary in making personal identification and meeting strangers
	<b>Stress and Rhythm</b>	8.1.2.1 Use spoken discourse containing stressed and unstressed syllables.	<u>Ed</u> /u/ca/tion Enter/ <u>tain</u> /ment <u>Ma</u> /na/ger	Application of stress and rhythm in spoken discourse	Awareness and appreciation of stress and rhythm in spoken discourse
		8.1.2.2 Recognise the meaning conveyed by emphatic stress.	<ul style="list-style-type: none"> <li>• The <b>player</b> beat the coach – No other person but the player</li> <li>• The player <b>beat</b> the coach- He did not do anything apart from beating</li> <li>• The player beat the <b>coach</b>- It was the coach that he beat</li> <li>• <b>The</b> player beat the coach – The particular player</li> </ul>	Application of stress and rhythm in spoken discourse	Awareness and appreciation of stress and rhythm in spoken discourse
	<b>Sounds</b>	8.1.3.1 Discriminate and articulate English sounds which commonly present	Correct pronunciation: Words which commonly present problems to Zambian speakers;	Application of correct pronunciation	Awareness and appreciation of correct pronunciation

		problems to Zambian speakers.	Tests, practice, practical, thousands, development, important, follow up, etc.		
		8.1.3.2 Discriminate and articulate words which have strong and weak forms	Examples of weak sounds – articles <ul style="list-style-type: none"> <li>e.g. <b>Some</b> boys have gone home. (strong)</li> <li>Can you lend me <b>some</b> money? (weak)</li> </ul>	Application of correct pronunciation	Awareness and appreciation of correct pronunciation
		8.1.3.3 Discriminate and articulate contracted forms of words	E.g. haven't held, I'll, you've, his father's ill etc.	Application of contracted forms of words	Awareness and appreciation of contracted forms of words
		8.1.3.4 Articulate reduced vowels in unstressed syllables	E.g. discipline, accompan <u>i</u> ed, develop <u>o</u> ment, <u>b</u> icycle etc.	Application of correct articulation reduced vowels in unstressed syllables	Awareness and appreciation of correct articulation reduced vowels in unstressed syllables

## **PART 2: READING**

### **PREAMBLE**

The Reading Syllabus consists of two main components which are divided into four sections as follows:-

- **Intensive Reading**
- **Extensive Reading**

### **GENERAL OUTCOMES:**

- Understand the different types of reading materials which they are likely to meet both inside and outside school
- Read efficiently at a speed appropriate to the text and to the purpose of reading
- Read critically and make discriminating judgements
- Read for enjoyment

### **COMPETENCES:**

- Read different types of writing and show understanding;
- Read a variety of texts critically and make discriminating judgments;
- Read efficiently at a speed appropriate to the text and to the purpose of reading
- Read at a speed of 250 words per minute with comprehension
- Scan a piece of writing to locate information within specified time

<b>Component</b>	<b>Topic</b>	<b>Specific Outcomes</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Values</b>
<b>Reading and</b>	<b>Intensive Reading</b>	Read critically and	• Reading at a	Application of skills	Knowledge of

<b>comprehension</b>		demonstrate understanding of different types of texts	<p>speed of 200 words per minute</p> <ul style="list-style-type: none"> <li>• Skimming through texts to obtain specific information</li> <li>• Scanning pieces of texts to locate specific information</li> <li>• Answering factual and inference questions</li> <li>• Retelling detail of stories or passages</li> <li>• Deducing meanings of unfamiliar words and idiomatic expressions</li> </ul>	<p>of;</p> <p>Effective and efficient reading, Skimming and Scanning,</p> <p>Answering factual and inference questions</p> <p>Deducing meanings of unfamiliar words from contextual clues</p>	<p>Effective and efficient reading,</p> <p>Skimming and Scanning,</p> <p>Answering factual and inference questions</p> <p>Deducing meanings of unfamiliar words from contextual clues</p>
	<b>Listening comprehension</b>	8.2.2 Listen to texts read and answer questions	<ul style="list-style-type: none"> <li>• Listening comprehension</li> </ul>	Application of listening comprehension skills	Knowledge and appreciation of listening comprehension skills



	<b>Extensive Reading</b>	8.2.3 Read a variety of materials for enjoyment	Efficient reading ; read fast but with understanding Silent reading; avoiding; moving the head, verbalizing, whispering, finger or pen pointing at the words etc  Literary analysis; theme and characterization •	Application of Efficient reading, silent reading skills	Appreciation of Efficient reading, silent reading skills
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### **PART 3: COMPOSITION**

#### **PREAMBLE**

The composition section is focused on:

- **Guided Composition**

The sections have been arranged in a logical teaching sequence moving from the simple to more complex outcomes. A teacher should not rush to move to a new outcome without being satisfied that the previous ones have been mastered.

#### **GENERAL OUTCOMES**

- Produce kinds of writings which will be required of them when they leave School
- Produce kinds of writings which will be expected of them in other subjects

#### **COMPETENCIES:**

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- Express in writing their personal ideas, thoughts, opinions, knowledge and feelings

Component	Topic	Specific Outcomes	Knowledge	Skills	Values
<b>Composition</b>	<b>Guided Composition :</b>	8.3.1 Write Narratives	Narratives eg Observe: Logical sequence of events/coherence, correct grammar, relevance, clarity, correct spelling, punctuation, use 1 <sup>st</sup> person narration- I/ we and 3 <sup>rd</sup> person he/she/they	Application of narrative skills	Knowledge and appreciation of narrative styles
		8.3.2 Write Descriptives	Descriptives (based on happenings, pictures, processes etc) Eg Describing your first day at school	Application of descriptive writing	Knowledge and appreciation of descriptive writing
		8.3.3 Write letters	Informal Friendly letter eg to friend or relative  Semi-formal letters eg to your Headteacher/Pastor	Application of letter writing skills	Knowledge and appreciation of letter writing
		8.3.4 Write Reports	Simple Reports eg  Expanding given notes into full compositions using appropriate connectors eg. Sequence indicators; firstly, secondly, then,	Application of report writing skills	Knowledge and appreciation of report writing skills

			<p>Conjunctions; for this reason, since, yet, because etc</p> <p>Emphasis; correct sentence construction, grammar, spellings, punctuation and paragraphing</p> <p>Clarity and relevance</p> <p>Clearly and logically presented</p>		
		8.3.5 Write Articles	<p>Simple Articles eg Letter to School Magazine Editor about 'The Happiest or most exciting experience at school</p>	Application of Article writing skills	<p>Knowledge and appreciation of skills of writing articles</p>

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## PART 4: STRUCTURE

### PREAMBLE:

The Grade 8 Structure is composed of the following sections:

- **Tenses**
- **Parts of Speech**
- **Concepts such as Comparison, Reason, Purpose, Time, Result, Contrast and Condition**

### GENERAL OUTCOMES:

- Show understanding of the rules of grammatical concepts learnt
- Apply the rules of grammatical concepts learnt

### COMPETENCIES:

- Able to apply the rules of English grammar correctly in both speech and writing
- Able to use tenses learnt correctly

Component	Topic	Specific Outcomes	Knowledge	Skills	Values
<b>Structure</b>	<b>Present Simple</b>	8.4.1.1 Use the present simple form to state verbs which cannot be used in the continuous tenses.  8.4.1.2 Use the present simple tense to express habitual action or general truths.	The Present Simple Tense e.g. He <b>smokes</b> a pipe.  My dog <b>has</b> five puppies.	Application of present tense	Knowledge and Appreciation of present tense
	<b>Present Continuous</b>	8.4.2.1 Use the present continuous for an action happening now.	The Present Continuous Tense e.g.: I <b>am studying</b> French at school.	Application of present continuous tense	Knowledge and Appreciation of present

		8.4.2.2 Use the present continuous for an action in progress but not necessarily happening now.	I <b><u>keep forgetting</u></b> his name.		continuous tense
		8.4.2.3 Use the present continuous with 'always' for an action which occurs often and is accidental or annoying.	You <b><u>are always losing</u></b> your pen.		
	<b>Past Simple Tense</b>	8.4.3.1 Use the past simple for an action which was completed in the past.	The Past Simple Tense e.g. He <b><u>had</u></b> an egg for his breakfast this morning.	Application of past simple tense	Knowledge and Appreciation of past simple tense
		8.4.3.2 Use the past simple for an action that was not continuous	Mwaba <b><u>forgot</u></b> to bring his lunch.		
		8.4.3.3 Use the Past Simple 'used to' or 'would' for repeated actions in the past	He <b><u>stole</u></b> my phone so I had him arrested.  He <b><u>would often borrow</u></b> money from me.		
	<b>Past Continuous Tense</b>	8.4.4.1 Use the Past Continuous to emphasize that an activity was continuous over a certain period	I <b><u>was working</u></b> hard all last week.	Application of past continuous tense	Knowledge and Appreciation of past continuous tense
		8.4.4.2 Use the Past Continuous for repeated actions in the past to show disapproval	She <b><u>was always borrowing</u></b> money from me.		

	<b>The Future Tense</b>	<p>8.4.5.1 Use the simple future tense or the ‘going to’ form for future actions</p> <p>8.4.5.2 Use the present simple to express a planned action</p>	<p>The Future Tense E.g.: He <b>is going to</b> finish the book tonight.</p> <p>We <b>leave</b> for Ndola <b>at 18.00 hours</b>.</p>	Application of future tense	Knowledge and Appreciation of future tense
	<b>The Present Perfect Tense</b>	<p>8.4.6.1 Use the present perfect with ‘just’ in the correct position.</p> <p>8.4.6.2 Use the present perfect when no time is mentioned or the action is not necessarily completed.</p> <p>8.4.6.3 Use ‘since’ and ‘for’ with the present perfect.</p> <p>8.4.6.4 Use the present perfect when the result of the past action is important now</p> <p>8.4.6.5 Use the present perfect continuous when it emphasises that the action was continuous in the recent past.</p>	<p>The Present Perfect Tense e.g.: He <b>has just</b> gone out.</p> <p>They <b>have gone</b> to the market.</p> <p>Rita <b>has known</b> me <b>since</b> I was ten years old.</p> <p>The pupils <b>have been</b> punished <b>for</b> two weeks.</p> <p>Kirby <b>has written</b> a book on sexuality education.</p> <p>Andrew is very frustrated. He <b>has been trying</b> to solve the puzzle all day.</p>	Application of the present perfect tense	Knowledge and Appreciation of the present perfect tense

	<b>The Present Perfect Continuous Tense</b>	8.4.7.1 Use the Present Perfect Continuous when it emphasises that the action is continuous up to now and has not stopped.	The Present Perfect Continuous Tense e.g.: He <b>has been waiting</b> for you for <b>20 minutes</b> .	Application of the present perfect continuous tense	Knowledge and Appreciation of the present perfect continuous tense
	<b>8.4.9 Parts of Speech: Possessive form of noun</b>	8.4.9.1 Use the possessive form of nouns	Possessive nouns E.g. The <b>cat's</b> bowl.  <b>Tom's</b> books.  All the <b>boys'</b> books.	Application of possessive nouns	Knowledge and Appreciation of possessive nouns
	<b>Countable and uncountable nouns</b>	8.4.10.1 Use countable and uncountable nouns appropriately	Countable nouns e.g. There were <b>twenty guests</b> who attended the party.  Uncountable Nouns e.g. Clear that <b>heap of sand</b> .	Application and correct use of countable and non-countable nouns	Knowledge and Appreciation of use of countable and non-countable nouns
	<b>Irregular Nouns</b>	8.4.10.2 Change irregular nouns from singular to plural	e.g. agendum/agenda, radius/radii, crisis/crises, memorandum/memoranda, appendix/appendices, goose/geese, ox/oxen etc.	Application of irregular nouns	Knowledge and Appreciation of irregular nouns
	<b>Determiners</b>	8.4.11.1 Use no determiner before nouns, which are almost proper nouns,	Determiners e.g. The robber is in prison now. Will you go home after you	Application of determiners correctly	Knowledge and Appreciation

		8.4.11.2 Use no determiners before plural nouns referring to a class 8.4.11.3 Use 'the' with singular nouns to represent a class.	leave school? She went to court for hearing.  e.g. Cows are grazing.  e.g. <i>The</i> leopard is a very fast runner.		of determiners correctly
	<b>Intensifiers</b>	8.4.14.1 Use intensifiers appropriately	Intensifiers e.g. <i>very, much, too, fairly, rather, quite, almost, nearly</i>  e.g. -My answer is <i>quite</i> different from yours. ( <i>quite</i> means 'completely')	Application of intensifiers correctly	Knowledge and Appreciation of intensifiers correctly
	<b>Coordinators</b>	8.4.15.1 Use <i>And</i> ' or <i>but</i> ' to join words, phrases and clauses.	' <i>And</i> ' or ' <i>but</i> ' e.g. John <b>and</b> Mary are friends <b>but</b> they do not go to the same school.	Application of coordinators correctly	Knowledge and Appreciation of Coordinators correctly
		8.4.16.1 Use Adjectives to describe the subject of a sentence  8.4.16.2 Use Adjectives to describe the object of a sentence	Subject complement (SC) e.g. The chief (S) is (V) <b>kind</b> (Adj/SC).  Object Complement(OC) e.g. They (S) painted (V) my car (O) <b>red</b> .(Adj/OC)	Application of adjectives correctly	Knowledge and Appreciation of adjectives correctly
	<b>Subject-verb agreement</b>	8.4.17 Use subject- verb agreement in sentences	Subjects such as all, some, many, every, any or each These words always take a verb in <i>third person</i> . Words always Singular: <i>Each, neither, none, Either, every,</i>	Application of subject-verb agreement correctly	Knowledge and appreciation of correct usage of subject-verb



			<p><i>much</i> Words always Plural: <i>both, many</i> Words are singular if they refer to non-count noun <i>eg No water, all sugar, most food, anytime</i> Words that refer to count noun are plural <i>eg no lions, all of them, some babies, all men, most young people etc</i></p>		agreement
	<b>Comparisons</b>	<p>8.4.17.1 Use comparison structures to compare two equals</p> <p>8.4.17.2 Use comparison structures to compare unequals</p> <p>8.4.17.3 Use the comparatives and superlatives to compare persons and objects</p>	<p>“as...as”, “the same ...as” and “like”</p> <p>e.g. He runs <b>as</b> fast <b>as</b> lightning.</p> <p>Our neighbor’s car is <b>the same as</b> ours.</p> <p>Not so...as eg</p> <p>She is <b>like</b> her father. / She is <b>just like</b> her father.</p> <p>e.g. My mother is <b>not as</b> strict <b>as</b> my father./My mother is <b>not so</b> strict <b>as</b> my father</p> <p>“<b>more...than</b>” e.g. State House</p>	Application of structures used in comparing things	Knowledge and Appreciation of structures used in comparing things

			<p>is more spacious <b>than</b> our house</p> <p>“-er...than” e.g. My shirt is <b>brighter than</b> yours.</p> <p>“the most...” e.g. This is <b>the most</b> exhausting work I have ever done.</p> <p>The Nile is <b>the longest</b> river in Africa.</p>		
	<b>Reason</b>	8.4.18.1 Use appropriate structures to express reason	<p>Structures for expressing reason <i>Because, since, as</i> e.g. Machalu has not come to school <b>because/since/as</b> she is unwell.</p>	Application of structures used in expressing reason	Knowledge and Appreciation of structures used in expressing reason
	<b>Purpose</b>	8.4.19.1 Use appropriate structures to express purpose	<p>Structures used to express purpose eg</p> <ul style="list-style-type: none"> <li>• <i>Infinitive + verb</i> e.g. Chola went to the market <b>to buy</b> fruits.</li> <li>• <i>‘so as to’/ ‘in order to’</i> e.g. All girls were vaccinated <b>so as to/ in order to</b> protect them from cervical cancer.</li> <li>• <i>for + noun</i> e.g. The History Club went to Mfuwe <b>for a tour.</b></li> <li>• <i>‘so that’/‘in order that’</i></li> </ul>	Application of structures used in expressing purpose	<p>Knowledge and Appreciation of structures used in expressing purpose</p>

			<p>e.g. She worked extra hard <b><u>so that/in order that</u></b> she could have a better future.</p> <ul style="list-style-type: none"> <li>• ‘in case’ e.g. Store these grains <b><u>in case</u></b> there is a drought.</li> </ul>		
	<b>Result</b>	8.4.20.1 Use appropriate structures to express result	<p>Structures used to express result Eg ‘therefore’, ‘for this reason’, ‘as a result’, ‘so’, ‘such a ... that’, ‘consequently’ e.g. The teacher was very understanding. <b><u>Therefore./For this reason./ As a result./ Consequently,</u></b> all the pupils liked her.</p>	Application of structures used in expressing result	<p>Knowledge and Appreciation of  structures used in expressing result</p>

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## **PART 5: SUMMARY**

### **PREAMBLE**

At this level, summary consists of four parts which are listed below:

- **Types of summaries**
- **Best Titles**
- **Sentences Summaries**
- **Paragraph Summaries**
- **Prose Summaries**
- **Tabulation skills**

The teacher should be innovative enough to source information where it is not readily available.

### **GENERAL OUTCOMES:**

- Show understanding of basic summary skills such as composing of titles, identifying important information in passages or stories

### **COMPETENCES:**

- Able to choose the best title from a list of options and justify
- Able to compose a title which adequately and concisely describe the passage
- Able to write effective prose summaries
- Able to condense information from texts into tables, charts, graphs etc

Component	Topic	Specific Outcomes	Knowledge	Skills	Values
<b>Summary</b>	<b>Types of summaries</b>	8.5.4 Identify types of summaries.	Note summary Prose summary Filling in the blanks	Application of summary skills	Knowledge and appreciation of summary skills
	<b>Summary</b>	8.5.Summarise given passages	Best Title Sentence summary Paragraph summary Prose summary	Application of summary skills	Knowledge and appreciation of summary skills
	<b>Tabulation Skills</b>	8.5.7 Tabulate information from passages into tables, charts and graphs.	Obtaining specific information from texts into tables, charts and diagrams	Application of tabulation skills	Knowledge and appreciation of tabulation skills

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## **GRADE 9**

### **PART 1: LISTENING AND SPEAKING**

#### **PREAMBLE:**

The Grade 9 Listening and Speaking component is also divided into Three (3) Sections as listed below:

- a. Oral Communication Skills**
- b. Stress and Rhythm**
- C. Sound**

It must be noted that while the topics remain the same at Grade 9 as those for Grade 8, the situations and the level of difficult of the competencies to be acquired by learners are varied. At this level, pupils are mostly exposed to situations they are likely to experience outside school. For example when asking for public services, meeting strangers, seeking employment and being interviewed. Teachers should spend at least 40 minutes a week on this section.

#### **GENERAL OUTCOMES:**

- Acquire knowledge, skills and values to enable them communicate effectively in and outside school situations
- Demonstrate basic skills of communicating effectively in situations they are likely to meet in and out of school.

#### **COMPETENCIES:**

- Able to express feelings, thoughts, experiences and convictions clearly and effectively in speech using English
- Able to comprehend what has been spoken in English language without misplacing meaning
- Listen and speak in English language competently and effectively in various situations both in and out of school.

Component	Topic	Specific Outcomes	Knowledge	Skills	Values
9.1 Listening and Speaking	Oral Communication	9.1.1 Use appropriate language to socialize in different situations	<p>Examples of situations:</p> <ul style="list-style-type: none"> <li>• Asking for public services eg Would you kindly show me where the post office is located? May I please use the Bathroom?</li> <li>• Meeting strangers eg. Can I help you? Or Good morning? My name is... Do you mind telling me yours?</li> <li>• Seeking employment eg. Good morning Sir? My name is.. Could you please employ me as a gardener?</li> <li>• Being interviewed Show good manners when responding to questions eg observe good posture, Say.. Yes</li> </ul>	<p>Application of correct vocabulary when asking for public services</p> <p>Application of correct vocabulary when meeting strangers</p> <p>Application of correct vocabulary when seeking for employment</p> <p>Application of correct vocabulary when being interviewed</p>	<p>Knowledge and appreciation of vocabulary used when asking for public services</p> <p>Knowledge and appreciation of vocabulary used when meeting strangers</p> <p>Knowledge and appreciation of vocabulary used when seeking for employment</p> <p>Knowledge and appreciation of vocabulary used when being interviewed</p>

			madam/sir.		
	<b>Stress and Rhythm</b>	9.1.2 Produce stressed and unstressed syllables in connected speech according to normal and rhythm patterns	Eg ce/ <u>ment</u> Co/ <u>nnect</u> i/ <u>ma</u> /gine	Application of correct vocabulary when asking for public services	Knowledge and appreciation of vocabulary used when asking for public services
		9.1.3 Recognise the meaning conveyed by emphatic stress	Eg He <i>smokes</i> heavily. (smoking dangerously) She <i>dressed</i> to kill. (dressed very posh)	Application of correct vocabulary when asking for public services	Knowledge and appreciation of vocabulary used when asking for public services
	<b>Sounds</b>	9.1.4 Discriminate and articulate words which have strong and weak forms	eg. <i>Some</i> boys have gone. Or Can you lend me <i>some</i> money?	Application and use of correct forms of weak and strong words	Knowledge and appreciation of correct forms of weak and strong words
		<b>9.1.5</b> Discriminate and articulate contracted forms of words	Eg. Can not/ Cant Have not/ Haven't You have/ You've	Application of correct vocabulary when asking for public services	Knowledge and appreciation of vocabulary used when asking for public services



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## **PART 2: READING**

### **PREAMBLE**

The Reading Syllabus consists of four main components which are divided into four sections as follows:-

- **Intensive Reading**
- **Extensive Reading**

### **GENERAL OUTCOMES:**

- Understand the different types of reading materials which they are likely to meet both inside and outside school
- Read efficiently at a speed appropriate to the text and to the purpose of reading
- Read critically and make discriminating judgements
- Read for enjoyment

### **COMPETENCES:**

- Read different types of writing and show understanding;
- Read a variety of texts critically and make discriminating judgments;
- Read efficiently at a speed appropriate to the text and to the purpose of reading
- Read at a speed of 250 words per minute with comprehension
- Scan a piece of writing to locate information within specified time

Component	Topic	Specific Outcomes	Knowledge	Skills	Values
<b>READING</b>	<b>Intensive Reading</b>	9.2.4 Read a variety of texts and do follow up activities	<ul style="list-style-type: none"> <li>• Silent reading and comprehension</li> <li>• Recalling facts and inferring meaning</li> <li>• Reading aloud</li> <li>• Identifying and expressing the main ideas</li> <li>• Deducing meaning of unfamiliar words and idiomatic expressions by using contextual clues</li> <li>• </li> </ul>	Application of intensive reading skills	Knowledge and appreciation of intensive reading
	<b>Extensive Reading</b>	<p>9.2.8 Read a variety of materials with understanding</p> <p>Apply reference skills in locating information using different reference materials</p>	<p>Efficient reading;Rapid reading but with comprehension</p> <p>Skimming and scanning Eg Using telephone directory</p> <p>Encyclopedia and Periodicals</p>	Application of efficient reading, silent reading, reference reading skills	Knowledge and appreciation of efficient reading, silent reading, reference reading skills

		<p>9.2.10 Read critically a variety of appropriate types of writing and make discriminating judgement</p>	<p>Text analysis: themes, characterization, language</p> <p>Comparing different types of reading materials; Authors' point of view, readers' opinion</p> <p>Understanding and working out meanings of unfamiliar words and phrases</p> <p>Inferring information that is not directly stated</p> <p>Follow sequence of events of events in texts and recognize how language is used to indicate these</p>		
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## **PART 3: COMPOSITION**

### **PREAMBLE**

This section consists of topics which are listed below:

- **Descriptive Writing**
- **Letter Writing**
- **Narrative Writing**
- **Report Writing**
- **Essay Writing**
- **Filling in Forms**

At this stage, it is expected that learners produce kinds of writing which show mastery of English know-how. Learners must display competence in the following aspects:

- **General Layout**- the beginnings of paragraphs must be well indented. Paragraphs must be consistent.
- **Legibility** – the handwriting must be clear. Capitals and ordinary letters must be distinguished in written work.
- **Punctuation** – By this time, learners should be able to apply punctuation marks appropriately in their compositions

### **GENERAL OUTCOMES:**

- Produce kinds of writings which will be required of them when they leave School
- Produce kinds of writings which will be expected of them in other subjects

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**COMPETENCIES:**

- Express in writing their personal ideas, thoughts, opinions, knowledge and feelings
- Write in an appropriate style to suit particular audiences
- Write effective letters both formal and semi- formal as would be required of them
- Produce simple descriptions, reports, narratives and essays effectively
- Fill in any given forms without difficulty

<b>Component</b>	<b>Topic</b>	<b>Specific Outcomes</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Values</b>
<b>Composition</b>	<b>Unguided compositions</b>	9.3.1 Write unguided simple compositions	Narratives( write a conversation)	Application of Narrative writing skills	Knowledge and awareness of narrative writing skills
			Descriptives (eg Educational trip, Sports day, Caught in a rain storm.) Clarity and relevance Use of describing words- adjectives/adverbs when describing things/actions Use of 1 <sup>st</sup> person/3 <sup>rd</sup> person acceptable Eg I/We, he/she/they	Application of descriptive writing skills	Knowledge and awareness of descriptive writing skills
		9.3.2 Write letters	Formal letter eg To the press, Application letter,  Semi- formal; eg To Headteacher, Friend's parents  Address(es) Salutation Introduction Body of letter Conclusion  Language Register (should not imply over familiar or rude) Relevance and clarity	Application of letter writing skills	Knowledge and awareness of letter writing skills
		Write Curriculum Vitae	C.V features should include Date	Application of C.V writing skills	Knowledge and awareness of writing

			Names Date of Birth Place of Birth Academic qualification Experience Interests Referees		C.V
		Filling in forms	Filling relevant information in a variety of forms	Application of knowledge of filling in forms with relevant information	Knowledge and awareness of filling in forms with relevant information
		Write Essays	Writing essays Topic must be on current issues/community concerns Use of Main title/sub-titles	Application of Essay writing skills	Knowledge and awareness of Essay writing skills
		Write Reports	Logical presentation of points In paragraphs Title and sub titles Correct punctuation Correctness of language Use of reported speech	Application of report writing skills	Knowledge and awareness of report writing skills

## **PART 4: STRUCTURE**

### **PREAMBLE:**

This section consists of the following topics:

- **Tenses- The Present Simple Tense for habitual actions**
- **Parts of speech- Reflexive Pronouns, Phrasal verbs, Relative Clauses, Determiners,**
- **Concepts- Reason, Purpose, Result, Contrast, Condition**
- **The Direct and Reported Speech**

### **GENERAL OUTCOMES:**

- Show understanding of the rules of grammatical concepts learnt
- Apply the rules of grammatical concepts learnt in both speech and written

### **COMPETENCIES:**

- Able to apply the rules of grammar correctly in both speech and written as required
- Able to transform all types of sentences; statements, questions, commands etc from Direct speech into Reported speech

<b>Component</b>	<b>Topic</b>	<b>Specific Outcomes</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Values</b>
<b>Structure</b>	<b>Tenses</b>	9.4.1 Use Present Simple Tense for habitual actions  Use the Present Perfect Tense	Eg Peter goes to school every day.  She has gone to buy a book. (has/have +	Application of correct use of present tense	Knowledge and awareness of correct use of present tense



			participle)		
		9.4.2 Use the Past Perfect Tense  Use the Past Perfect Continuous Tense	Eg He had finished writing when the teacher told him to stop.	Application of correct use of present tense for habitual actions	Knowledge and awareness of correct use of present tense for habitual actions
	<b>Parts of Speech:</b>  <b>Pronouns</b>   <b>Adverbs</b>	9.4.3 Use pronouns   9.4.4 Use Adverbs	Reflexive Pronouns  <i>Eg herself, himself, themselves,</i>  Adverbs of degree; Hardly, Scarcely, Barely/ mean almost not/none  1. <i>Hardly had</i> the teacher entered the classroom <i>than/when</i> the bell rung.  2. There was barely a scratch on his car.  3. There was <i>Scarcely</i> any exam leakage in	Application of correct use of pronouns	Knowledge and awareness of pronouns

			the 90s. 4. She had <i>just</i> sat down when the bell rung.		
	<b>Phrasal Verbs</b>	9.4.5 Use Phrasal Verbs appropriately	Phrasal Verbs Eg. 1. She <i>put out</i> the fire. 2. He has <i>moved out of</i> the flat. 3. He <i>took off</i> his shirt.	Application of correct use of phrasal verbs	Knowledge and awareness of phrasal verbs
	<b>Relative clauses</b>	9.4.6 Use Relative Clauses	Eg the girl <i>who</i> wins the race will get the price.  The car <i>which</i> he bought last week has broken down.	Application of correct use of present tense for habitual actions	Knowledge and awareness of correct use of present tense for habitual actions
	<b>Determiners</b>	9.4.7 Use determiners	Eg <i>Any</i> friend of yours is a friend of mine.  <i>Either</i> Tumelo <i>or</i>	Application of correct use of determiners	Knowledge and awareness of correct determiners

			<p>Sibusiso can drive the car.</p> <p><i>Neither Musonda nor Mwansa knows the answer.</i></p>		
	<b>Question and answer tags</b>	Use questions and answer tags	<p>Types of question tags:</p> <p>Falling tune(used when speaker is sure about the fact and is just inviting listener to agree) eg Mrs. Gondwe is a teacher, isn't she? Yes, she is.</p> <p>Rising tune (used when speaker isn't sure of fact and is indeed asking a question</p>	Application of question and answer tags	Knowledge and awareness of question and answer tags
	<b>Reason</b>	9.4.8 Use appropriate structures to express reason	<p>Structures used to express reason; <i>for</i>, <i>because of</i> and <i>on account of</i></p> <p>Eg</p> <p>1. She could not go to</p>	Application of correct vocabulary for expressing reason	Knowledge and awareness of correct vocabulary for expressing reason

			<p>school <i>for</i> her uniform was wet.</p> <p>2. The school was closed <i>because of</i> typhoid.</p> <p>3. <i>On account of</i> passing the exam, his father bought him a bicycle.</p>		
	<b>Purpose</b>	9.4.9 Use appropriate structures to express purpose	<p>using <i>in case</i></p> <p>Purpose</p> <p>Eg Take this umbrella <i>in case</i> it rains.</p>	Application of correct vocabulary for expressing purpose	Knowledge and awareness of correct vocabulary for expressing purpose
	<b>Result</b>	9.4.10 Express result using <i>enough</i> with infinitive 'to' and <i>Too...to</i>	<p>Result</p> <ul style="list-style-type: none"> <li>• She is old <i>enough to</i> drive</li> <li>• The water is <i>too</i> cold <i>to</i> drink.</li> </ul>	Application of correct vocabulary for expressing result	Knowledge and awareness of correct vocabulary for expressing result
	<b>Contrast</b>	9.4.11 Express contrast using <i>in</i>	<b>Contrast eg</b>	Application of correct vocabulary	Knowledge and awareness of correct

		<p><i>spite of/ Despite/Whereas/ While</i></p> <p>1. Some... others</p>	<ul style="list-style-type: none"> <li>• <i>In spite of/ Despite</i> the bad weather, they continued working.</li> <li>• Doctors' salaries have <i>been increased</i> whereas/<i>while</i> nurses' salaries have remained the same.</li> </ul>	for expressing contrast	vocabulary for expressing contrast
	<b>Condition</b>	9.4.12 Use the three basic conditional sentence patterns; <i>Probable, Improbable</i> and <i>Impossible</i>	<p>The three basic conditional sentence patterns;</p> <p>Probable- eg If the teacher comes, we will stand up.</p> <p><i>Improbable – eg if the teacher came, we would stand up.</i></p> <p><i>Impossible-eg If the teacher had come, we would have stood up.</i></p>	Application of correct vocabulary for expressing condition	Knowledge and awareness of correct vocabulary for expressing condition

	<b>Direct /Indirect Speech</b>	9.4. 13 Transform sentences from Direct speech into Reported speech	<p>Direct statements eg</p> <ul style="list-style-type: none"> <li>a. The girls are in the School Hall, says Sr. Mary.</li> <li>b. Sr. Mary said(that) the girls were in the school hall.</li> </ul> <p>Questions eg</p> <ul style="list-style-type: none"> <li>a. Where are you going Patricia? Asked Tom.</li> <li>b. Tom asked Patricia where she was going.</li> </ul>	Application of Direct speech and Reported speech	Knowledge and awareness of Direct speech and Reported speech
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## **PART 5: SUMMARY**

### **PREAMBLE**

This section consists of the following topics:

- **Short messages**
- **Sentence summaries**
- **Filling in details in frameworks**
- **Constructing frameworks eg tables, graphs, maps, charts from given information**

At Grade 9 level, summary should be focused on applying the basic summary skills acquired thus far. Learners are expected to develop a growing awareness of the importance of relevance and brevity in summary writing and be able to apply the skills where necessary.

### **GENERAL OUTCOMES:**

- Should be able to write a note summary containing specific information obtained from given passages
- Show understanding of the difference between content/functional words
- Able to apply summary skills as required of them in different situations

### **COMPETENCES:**

- Able to interpret messages using complete sentences
- Able to write a single sentence summary of a passage
- Able to fill in details in frameworks using information from passages
- Able to construct frameworks eg tables, graphs, maps, charts etc

<b>Component</b>	<b>Topic</b>	<b>Specific Outcomes</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Values</b>
<b>Summary</b>	<b>Short Messages</b>	9.5.1 Write Short Messages System (SMS) using correct abbreviations	Writing short messages, sms, abbreviation Eg: Pple (people), sth (something) etc	Application of summary skills in writing short messages	Knowledge and awareness of summary skills in writing short meassages
	<b>Advertisements</b>	9.5.3 Compose advertisements.	Composing adverts Eg: Car for sale, Price negotiable, Contact ... Brevity Clarity Using persuasive language	Application of summary skills in composing adverts	Knowledge and awareness of summary skills in composing adverts
	<b>Note Summaries</b>	9.5.4 Write Note summaries	Content and Functional words, leaving out less important words	Application of summary skills in writing note summaries	Knowledge and awareness of summary skills in writing note summaries
	<b>Prose Summary</b>	Write Prose Summary	Condensing long texts into short ones maintaining key points; Content/functional words Avoiding repetitions, examples, unnecessary details	Application of summary skills in writing prose summaries	Knowledge and awareness of summary skills in writing prose summaries
	<b>Tabulation</b>	Tabulate information from given passages	Constructing charts, tables graphs etc (Brevity, Clarity, creativity etc)	Application of summary skills in tabulating information in graphs, maps etc	Knowledge and awareness of summary skills in tabulating information in graphs, tables etc