



Republic of Zambia

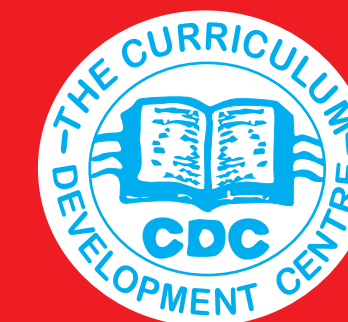
MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

LITERATURE IN ENGLISH SYLLABUS

GRADES 10 – 12



ISBN 9982-00-578-2



PREPARED AND WRITTEN BY THE CURRICULUM DEVELOPMENT CENTRE
P.O. BOX 50092, LUSAKA – ZAMBIA
2013

Printed by
Zambia Educational Publishing House

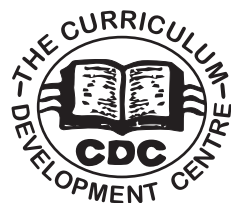


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ISBN: 9982-00-578-2

First Published 2013 by
Zambia Educational Publishing House
Light Industrial Area
Chishango Road
P. O. Box 32708
Lusaka, Zambia

VISION

Quality, lifelong 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 Outcomes 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 Outcomes 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 Outcomes 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 Nkasha

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 departments within the Ministry and institutions outside the Ministry 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 for rendering financial and technical support in the production of this 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 general aim of Literature in English is to develop learners in the following realms:

1. Intellectual or cognitive
2. Emotional or affective
3. Linguistic or communicative

The study of Literature must also help learners in the acquisition of knowledge, skills and positive attitudes and values of the society they live in. The reflection on characters encountered in stories, and their actions, makes students reflect on themselves and issues that take place in society. This should help them build their positive self-image and contribute in developing values to guide members of their society in making decisions in the processes of daily life.

Literature study involves reflecting, valuing, choosing, responding, taking a stand in life of complex issues. The study of Literature sharpens students' understanding of issues in general. It sharpens their thinking of selves and society as well as enriching their thoughts.

Students are stimulated to read, so they have a better chance of becoming thoughtful, rational human citizens.

Moreover, it is a well known fact that the purpose of education is to prepare someone for a job that will earn him a living and enable them function within a structured society. There a number of career paths one can take with the knowledge of Literature; Literature and Languages; for instance, a teacher or lecturer of Law, Journalism, Social Work, Development Studies, Social Sciences, Psychology, Sociology, etc.

SUGGESTED METHODOLOGIES

This syllabus is not a *prescriptive guide* to be followed passively. It provides guidance to a teacher in order to:

- Structure lessons from simple to the complex
- Help learners understand and appreciate literary concepts
- Guide learners in reading, understanding and appreciating the texts

The structure of the outcomes in the syllabus presents a carefully considered approach to the effective teaching of Literature. Nevertheless, teachers are at liberty to make alterations that will produce positive results in making learners understand and appreciate learning the subject.

TIME ALLOCATION

The study of Literature in English has four periods of 40 minutes each per week. It would be a good idea for school authorities to consider allocating double periods to the Literature lesson in order to assist a teacher adequately and effectively deliver prepared content at one time.

ASSESSMENT

Assessment must be an integral part of the teaching process. It is expected that teachers will employ both continuous and summative assessments in the teaching process. This will not only help learners maximise their understanding and appreciation of the texts but also score high marks in their examinations.

GRADE 10

PREAMBLE:

In Grade 10, learners will be introduced to the concept of Literature and an understanding of the functions of literature. It is imperative that teachers make it a must that learners are taught the concepts of Literature before they are introduced to reading of texts. A lot of teachers want to rush to introducing the texts before learners do the preliminaries. The results of this have usually been very disastrous.

GENERAL OUTCOMES:	COMPETENCES:
<ul style="list-style-type: none">• Demonstrate deep understanding and appreciation of Zambian and foreign cultures• Demonstrate understanding of literary concepts	<ul style="list-style-type: none">• Show understanding of literary concepts• Apply literary concepts in both spoken and written works

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
10.1 INTRODUCTION TO LITERATURE	10.1.1 Introduction to Literature	10.1.1.1 Define Literature	<ul style="list-style-type: none"> Definitions by various scholars 	<ul style="list-style-type: none"> Defining 	<ul style="list-style-type: none"> Knowledge and appreciation of various definitions
		10.1.1.2 Discuss the functions of Literature	<ul style="list-style-type: none"> Functions of literature: Educate, entertain, rebuke, encourage 	<ul style="list-style-type: none"> Identification of functions of Literature 	<ul style="list-style-type: none"> Knowledge and appreciation of functions of Literature
	10.1.2 Types of Literature	10.1.2.1 Discuss types of Literature	<ul style="list-style-type: none"> Oral Written 	<ul style="list-style-type: none"> Identification n of types of Literature 	<ul style="list-style-type: none"> Knowledge and appreciation of Literature
	10.1.3 Oral Literature	10.1.3.1 Recognise various forms of Oral Literature	<ul style="list-style-type: none"> Folktales, songs, proverbs, riddles, praises, Narratives 	<ul style="list-style-type: none"> Identification of types of Literature 	<ul style="list-style-type: none"> Knowledge and appreciation of types of Literature
		10.1.3.2 Classify various types of songs:	<ul style="list-style-type: none"> Hymns or praise and worship songs, political songs, funeral songs, love songs, thematic songs e.g. on poverty, hunger, corruption, HIV and AIDS etc 	<ul style="list-style-type: none"> Identification of various types of songs 	<ul style="list-style-type: none"> Knowledge and appreciation of various types of songs
		10.1.3.3 Interpret proverbs and use them in context	<ul style="list-style-type: none"> Proverbs e.g. <i>'What glitters may not always be gold'</i> 	<ul style="list-style-type: none"> Identification of proverbs 	<ul style="list-style-type: none"> Knowledge and appreciation of proverbs

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
		10.1.3.5 Recognise and interpret idioms	<ul style="list-style-type: none"> 'A snake in the grass' is a dangerous person 	<ul style="list-style-type: none"> Identification of idioms 	<ul style="list-style-type: none"> Knowledge and appreciation of idioms
		10.1.3.6 Recognize and interpret riddles	<ul style="list-style-type: none"> If 'I' was in the sun and 'u' were not there, what would be there? The answer is <i>SIN</i> 	<ul style="list-style-type: none"> Identification of riddles 	<ul style="list-style-type: none"> Knowledge and appreciation of riddles
		10.1.3.7 Recite and compose praises	<ul style="list-style-type: none"> Common praises about God, chiefs, heroes and natural beauties 	<ul style="list-style-type: none"> Identification of composing praises 	<ul style="list-style-type: none"> Knowledge and appreciation of composing praises
		10.1.3.8 Discuss types of narratives	<ul style="list-style-type: none"> Descriptions of people, objects, rivers, animals etc 	<ul style="list-style-type: none"> Identification of narratives 	<ul style="list-style-type: none"> Knowledge and appreciation of narratives
	10.1.4 Written Literature	10.1.4.1 Recognize and distinguish forms of written Literature	<ul style="list-style-type: none"> Prose, Drama and Poetry 	<ul style="list-style-type: none"> Identification of forms of written Literature 	<ul style="list-style-type: none"> Knowledge and appreciation of forms of written Literature
		10.1.4.2 Recognize various types of Prose	<ul style="list-style-type: none"> Stories, essays articles, plays, biographies, novels, poems etc 	<ul style="list-style-type: none"> Identification of types of Prose 	<ul style="list-style-type: none"> Knowledge and appreciation of types of Prose
		10.1.4.3 Discuss types of Biographies	<ul style="list-style-type: none"> Auto-biography (written by self) Biographies (written by another) 	<ul style="list-style-type: none"> Identification of types Biographies 	<ul style="list-style-type: none"> Knowledge and appreciation of types of Biographies

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
		10.1.4.4 Recognize and distinguish types of Literary genres	<ul style="list-style-type: none"> • Comedy e.g. Mr. Bean • Tragedy e.g. Things Fall Apart • Satire e.g. Animal Farm 	<ul style="list-style-type: none"> • Identification of types of Literary genres 	<ul style="list-style-type: none"> • Knowledge and appreciation of types of Literary genres
		10.1.4.5 Distinguish between fact and fiction	<ul style="list-style-type: none"> • Fact - based on truth or scientifically proven finding • Fiction- based on imagination 	<ul style="list-style-type: none"> • Identification of fact and fiction 	<ul style="list-style-type: none"> • Knowledge and appreciation of fact and fiction
10.2 THE STORY	10.2.1 Elements of a story: Setting	10.2.1.1 Recognise elements of setting of stories	<ul style="list-style-type: none"> • <i>Time</i> – when the story happened • <i>Place</i> – where the story happened 	<ul style="list-style-type: none"> • Identification of setting of stories 	<ul style="list-style-type: none"> • Knowledge and appreciation of setting of stories
	10.2.2 Plot	10.2.2.1 Recognise and discuss features of Plot	<ul style="list-style-type: none"> • Introduction, Exposition, conflict/ complications, climax resolution or denouement 	<ul style="list-style-type: none"> • Identification of features of Plot 	<ul style="list-style-type: none"> • Knowledge and appreciation of features of Plot
	10.2.3 Characterisation	10.2.3.1 Discuss different types of characters	<ul style="list-style-type: none"> • Major/main and minor, • Protagonist and antagonist, • Round and flat, • Dynamic and static 	<ul style="list-style-type: none"> • Identification of types of characters 	<ul style="list-style-type: none"> • Knowledge and appreciation of types of characters
		10.2.3.2 Identify and describe different characters in given stories	<ul style="list-style-type: none"> • Characters in the text read e.g. Old Major in Animal Farm 	<ul style="list-style-type: none"> • Identification of types of characters 	<ul style="list-style-type: none"> • Knowledge and appreciation of types of characters

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
		10.2.3.3 Compare and contrast different characters in given short stories	<ul style="list-style-type: none"> E.g. Okonkwo and Unoka in Things Fall Apart 	<ul style="list-style-type: none"> Identification of types of characters 	<ul style="list-style-type: none"> Knowledge and appreciation of types of characters
	10.2.4 Theme	10.2.4.1 Identify and explain themes in different texts	<ul style="list-style-type: none"> Theme- the lesson/ teaching/central idea of a stories 	<ul style="list-style-type: none"> Identification of themes 	<ul style="list-style-type: none"> Knowledge and appreciation of theme
		10.2.4.2 Distinguish between themes and titles	<ul style="list-style-type: none"> Titles/heading ,Themes/ lesson 	<ul style="list-style-type: none"> Identification of the distinction between title and themes 	<ul style="list-style-type: none"> Knowledge and appreciation of the distinction between title and themes
10.3 DRAMA	10.3.1 Elements of Drama	10.3.1.1 Recognize elements drama	<ul style="list-style-type: none"> Plot, characterisation, dialogue, staging, theme, symbolism, irony, theme 	<ul style="list-style-type: none"> Identification of elements of drama 	<ul style="list-style-type: none"> Knowledge and appreciation of elements of drama
		10.3.1.2 Dramatise specific events or episodes of recognized plays	<ul style="list-style-type: none"> Dramatising, role play, voice projection and appropriate articulation 	<ul style="list-style-type: none"> Application of role play 	<ul style="list-style-type: none"> Knowledge and appreciation of role play

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
10.4 POETRY	10.4.1 Elements of Poetry	10.4.1.1 Recognize and show understanding of elements of poetry	<ul style="list-style-type: none"> • Voice, speaker and tone, diction, imagery, symbolism and allegory, syntax, sound; rhyme, alliteration and assonance, rhythm and meter, structure; closed form and open form 	<ul style="list-style-type: none"> • Identification of elements of poetry 	<ul style="list-style-type: none"> • Knowledge and appreciation of elements of poetry
		10.4.1.2 Recognize and show understanding of figures of speech in poems	<ul style="list-style-type: none"> • Simile, metaphor, irony, hyperbole, personification, onomatopoeia 	<ul style="list-style-type: none"> • Identification and analysis of figures of speech in poems 	<ul style="list-style-type: none"> • Knowledge and appreciation of figures of speech in poems
		10.4.1.3 Recite poems	<ul style="list-style-type: none"> • Reciting poems recognizing; tone, speaker or voice 	<ul style="list-style-type: none"> • Reciting of poems 	<ul style="list-style-type: none"> • Knowledge and appreciation of reciting of poems
		10.4.1.4 Compose poems	<ul style="list-style-type: none"> • Composing poems recognizing rhyming, figures of speech e.g simile, metaphor, personification, hyperbole etc 	<ul style="list-style-type: none"> • Composing poems 	<ul style="list-style-type: none"> • Knowledge and appreciation of Composing poems

GRADE 11 AND 12

PREAMBLE:

Once the foundation of text study has been laid properly by grounding learners in literary concepts, then the study of texts can commence. As a reminder to the teacher, the sequence of the specific outcomes is not a '*prescriptive and restrictive guide*' to be followed passively. It provides guidance to a teacher in order to:

- Structure lessons from simple to the complex
- Help learners understand and appreciate literary concepts
- Guide learners reading, understanding and appreciating the texts

Teachers may alter the order of teaching the specific outcomes provided they foster pupils understanding and appreciation of texts.

GENERAL OUTCOMES:	COMPETENCIES:
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Retell detail of the stories read• Relate the themes of the stories• Describe characters used in stories and relate their roles to the development of the plot• Identify and analyse critically language used in stories

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
11-12.1TEXT STUDY	11-12.1.1 Selected novel	11-12.1.1.1 Demonstrate understanding of preliminaries of the selected novel	<ul style="list-style-type: none"> Bibliography and synopsis 	<ul style="list-style-type: none"> Identification of Author's bibliography 	<ul style="list-style-type: none"> Knowledge and awareness of Author's bibliography
		11-12.1.1.2 Discuss setting of the novel	<ul style="list-style-type: none"> In <i>Mine Boy</i> by Peter Abrahams - South Africa, An impoverished Mine compound when racial racism was at its peak in the 1900- 50 	<ul style="list-style-type: none"> Identification of setting of novel 	<ul style="list-style-type: none"> Knowledge and appreciation of the setting of novel
		11-12.1.1.3 Discuss author's intention	<ul style="list-style-type: none"> Author's intention 	<ul style="list-style-type: none"> Identification of author's intention 	<ul style="list-style-type: none"> Knowledge and appreciation of author's intention
		11-12.1.1,4 Discuss chapters read in relation to themes	<ul style="list-style-type: none"> For instance in Peter Abrahams- <i>Mine Boy</i> themes include: racial division of labour in mine industry, problems experienced in rural/urban drift- alienation, schizophrenia, melancholia patterns of life in townships Earlier norms of behaviour e.g. injustice, personal loyalty 	<ul style="list-style-type: none"> Identification of themes 	<ul style="list-style-type: none"> Knowledge and appreciation of the themes in the novel

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
		11-12.1.1.5 Read novel silently with understanding	<ul style="list-style-type: none"> Silent reading Answering oral questions 	<ul style="list-style-type: none"> Silent reading 	<ul style="list-style-type: none"> Knowledge and appreciation of silent reading
		11-12.1.1.6 Dramatise and discuss episodes of a novel	<ul style="list-style-type: none"> Dramatising episodes/chapters read 	<ul style="list-style-type: none"> Application of role play 	<ul style="list-style-type: none"> Application of role play
		11-12.1.1.7 Make summary notes on episodes and chapters read	<ul style="list-style-type: none"> Note making of main points/ideas of chapters 	<ul style="list-style-type: none"> Application of summary skills 	<ul style="list-style-type: none"> Knowledge and appreciation of summary of the story
		11-12.1.1.8 Identify characters used in stories and describe their roles in the development of the story	<ul style="list-style-type: none"> Characterisation e.g. In Peter Abrahams', <i>Mine Boy-Xuma</i>, MaPlank, Leah, Eliza, Maisy, Paddy Oshea etc. 	<ul style="list-style-type: none"> Identification of characterisation of the story 	<ul style="list-style-type: none"> Knowledge and appreciation of the characterisation in the novel

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
		11-12.1.1.9 Discuss language used in the text	<ul style="list-style-type: none"> Language analysis Figures of speech Irony Symbolism 	<ul style="list-style-type: none"> Language analysis 	<ul style="list-style-type: none"> Knowledge and appreciation of language used in the novel
		11-12.1.1.10 Answer a variety of questions on the text read	<ul style="list-style-type: none"> Factual and inference Short answers and Essays 	<ul style="list-style-type: none"> Answering a variety of questions on the novel 	<ul style="list-style-type: none"> Knowledge and appreciation of the factual and inference information on the novel
		11-12.1.1.11 Demonstrate deep understanding of text read by retelling the story	<ul style="list-style-type: none"> Appreciation and final review of book: Author, Title, Themes, Conclusion 	<ul style="list-style-type: none"> Application of the art of retelling novel 	<ul style="list-style-type: none"> Knowledge and appreciation of the detail of novel
		11-12.1.1.12 Produce a variety of written work emanating from the study of the text	<ul style="list-style-type: none"> E.g. A poem based on the novel <i>Mine Boy</i> or A dialogue between characters in the novel or A biography of a character from the time you meet them in the story to the end Or An article on e.g. The way of life of the people in the Mine Compounds' 	<ul style="list-style-type: none"> Application of literary works 	<ul style="list-style-type: none"> Knowledge and appreciation of Literary works

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
11-12.2TEXT STUDY	11-12.2.1 Selected Play	11-12.2.1.1 Demonstrate understanding of preliminaries of the selected play	<ul style="list-style-type: none"> Bibliography and synopsis 	<ul style="list-style-type: none"> Identification of Bibliography and synopsis 	<ul style="list-style-type: none"> Knowledge and appreciation of Bibliography and synopsis
		11-12.2.1.2 Discuss setting of a play	<ul style="list-style-type: none"> Time – when story happened Place- where the events happened 	<ul style="list-style-type: none"> Identification of setting of the play 	<ul style="list-style-type: none"> Knowledge and appreciation of setting of the play
		11-12.2.1.3 Discuss author's intention	<ul style="list-style-type: none"> Author's intention 	<ul style="list-style-type: none"> Identification of author's intention 	<ul style="list-style-type: none"> Knowledge and appreciation of author's intention
		11-12.2.1.4 Read aloud sections of the text with understanding	<ul style="list-style-type: none"> Oral reading and discussions 	<ul style="list-style-type: none"> Oral reading 	<ul style="list-style-type: none"> Knowledge and appreciation of Oral reading

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
		11-12.2.1.5 Dramatise and discuss episodes of a play	<ul style="list-style-type: none"> • Dramatising 	<ul style="list-style-type: none"> • Application of Role play 	<ul style="list-style-type: none"> • Knowledge and appreciation of role play
		11-12.2.1.6 Make summary notes on episodes and chapters read	<ul style="list-style-type: none"> • Note making: by using short forms i.e. abbreviations to pick out main (important) parts of a text 	<ul style="list-style-type: none"> • Application of summary 	<ul style="list-style-type: none"> • Knowledge and appreciation of summary of the play
		11-12.2.1.7 Discuss characters used in a play	<ul style="list-style-type: none"> • Characterisation Major and minor Character development 	<ul style="list-style-type: none"> • Identification of Characterisation 	<ul style="list-style-type: none"> • Knowledge and appreciation of Characterisation
		11-12.2.1.8 Discuss themes of the play	<ul style="list-style-type: none"> • Themes Main ideas/points Lesson in the play 	<ul style="list-style-type: none"> • Identification of themes 	<ul style="list-style-type: none"> • Knowledge and appreciation of themes
		11-12.2.1.9 Analyse language used in the play	<ul style="list-style-type: none"> • Language analysis: diction, mood, symbolism, parts of a speech, satire etc. 	<ul style="list-style-type: none"> • Language analysis 	<ul style="list-style-type: none"> • Knowledge and appreciation of language analysis

TOPIC	SUB TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILL	VALUES
		11-12.2.1.10 Answer a variety of questions on the text read	<ul style="list-style-type: none"> Factual and inference Short answers and Essays 	<ul style="list-style-type: none"> Answering Factual and inference questions 	<ul style="list-style-type: none"> Knowledge and appreciation of Factual and inference information
		11-12.2.1.11 Retell the story	<ul style="list-style-type: none"> Retelling the story: Logic presentation of events Coherence and relevance 	<ul style="list-style-type: none"> Retelling the story 	<ul style="list-style-type: none"> Knowledge and appreciation of Retelling the story
		11-12.2.1.12 Review the play	<ul style="list-style-type: none"> Author Title Themes Conclusion 	<ul style="list-style-type: none"> Recalling details of story 	<ul style="list-style-type: none"> Knowledge and appreciation of story review
		11-12.2.1.13 Produce a variety of written work emanating from the study of the text	<ul style="list-style-type: none"> A poem or A Narrative or a Report on an incident in the story. A biography of a character from the time you meet them or an article on an issue in the play 	<ul style="list-style-type: none"> Application of Literary works 	<ul style="list-style-type: none"> Knowledge and appreciation of literary works

GLOSSARY

These literacy terms should be taught in an integrated manner per topic and not in isolation

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 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 or 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.

CURRICULUM

