



Republic of Zambia

MINISTRY OF EDUCATION,
SCIENCE, VOCATIONAL TRAINING
AND EARLY EDUCATION



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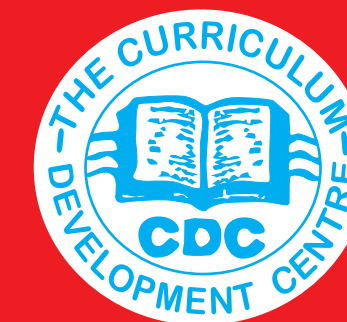
ZAMBIAN LANGUAGES SYLLABUS

GRADES 10 – 12



ISBN 9982-00-555-3

Printed by
Zambia Educational Publishing House



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

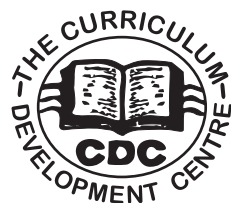


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GRADES 10 - 12



Prepared and Written by The Curriculum Development Centre
P.O. Box 50092
Lusaka

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ISBN: 9982-00-555-3

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

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PREFACE

The quest for quality education is what has given rise to this syllabus review. Every policy document on education has emphasized the need for quality education. A kind of education that would better the life of the learner and the community as a whole.

The production of this syllabus has been as a result of concerns raised by all stakeholders and their contributions to the teaching of *Zambian Languages*. Since it is imperative that the learners are given practical experiences during the teaching and learning process, so as to help them gain the desired Knowledge of; skills and values, this syllabus has adopted the Outcomes Based Education. Initially, the behavioural approach was used.

Apart from simply stating the expected outcomes, the new syllabus further outlines the components of the content for each topic in terms of Knowledge of; skills and values. It must be clearly understood that the given skills and values may not be the only ones. This is to say that the teacher is free to include or rather impart any other skills and values they deem fit.

The new format helps the teacher to be clear about the Knowledge of; skills and values the learner is expected to acquire during each lesson or topic.

The syllabus stipulates the views of the *Zambian Education Curriculum Framework (ZECF)* for 2011. It is hoped that this will enhance effective teaching of *Zambian Languages* at Senior Secondary School Level.



Chishimba Nkossa

Permanent Secretary

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

ACKNOWLEDGEMENTS

My sincere thanks goes to the Directorate of Standards and Curriculum for initiating the reforms that led to the review of all syllabuses from Early childhood, Care, Development and Education to Secondary School. Special thanks also go to the Special Education section for the commitment that was exhibited during the development of this syllabus. I would like to give my special thanks to the visual impairment unit at Curriculum Development Centre for defending and demonstrating full commitment towards the production of this syllabus.

I am also very grateful to the input by Special Education departments from the University of Zambia, Zambia Institute of Special Education, Teacher Education Services, and Examination Council of Zambia. Their input helped to harmonise the curriculum for schools and that for higher institutions, as well as aligning it to the examination syllabus. Finally, I want to thank the teachers for learners with Visual Impairments for bringing out their experiences that helped in the consolidation of this syllabus.



C. N. M. Sakala (Mrs.)

Director - Directorate of Standards and Curriculum

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

INTRODUCTION

The Senior Secondary school, *Zambian Languages Syllabus*, is a full programme which builds on Listening and Speaking, Reading, Writing and Language Structure. In addition, there are full components of Literature in *Zambian Languages* and Translation. It is designed to prepare learners at Grade 10 to 12 for smooth entry at tertiary level as well as optional performance in the global village.

This syllabus benefitted from the stakeholders' views in the 2011 *Zambian Education Curriculum Framework (ZECF)*. The ZECF demands that a balance be drawn between theoretical Knowledge of; and practical skills. It also recognizes value addition to the education system. Consequently, the Behavioural Objectives in the Senior *Zambian Languages Syllabus* have been replaced by Outcomes. Outcomes Based Education (OBE) is an approach to learning that the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) has adopted. This approach seeks to link education to the real life experiences as it gives learners skills to access, criticize, analyse and practically apply Knowledge of; acquired.

AIM OF TEACHING ZAMBIAN LANGUAGES

The aim of teaching *Zambian Languages* is to promote the full and well rounded development of the social, affective, physical, intellectual, moral and spiritual qualities of the learners.

KEY COMPETENCES IN ZAMBIAN LANGUAGES

In keeping with the principles in the Vision 2030 for Zambia, the content, structure and processes of teaching *Zambian Languages* at the senior level (Grades 10 to 12) should be directed towards producing a learner who will have the following competences:

1. Be able to communicate effectively in both speech and writing.
2. Be able to apply the Knowledge of;, skills, positive attitudes and value systems of vocational skills in real life.
3. Be able to apply Knowledge of;, skills, positive attitudes and value systems of life skills in real life situations.
4. Be able to use *Zambian Languages* as a tool for national unity and sustainable development.

PROPOSED TEACHING METHODOLOGY

The main methods of teaching and learning Zambian Languages, especially in line with Vision 2030 for Zambia, should include among others:

- Simulations and role-play
- Drama/sketch/play activities
- Project work
- Pair and group work activities
- Discussions
- Debate
- Research
- Information transfer.

Information and Communication Technology (ICT) can also be used in the teaching and learning of Zambian Languages.

TIME ALLOCATION

Zambian Languages are allocated four (4) teaching/learning periods per week. Each period has duration of 40 minutes as prescribed in the ZECF.

ASSESSMENT

The previous Zambian Languages Syllabus concentrated on preparing learners for the School Certificate Examinations, but the 2011 ZECF demands that the education system be outcome based. Standardized tests will be used for assessment, as well as performance assessment, which measure what learners know and can do.

GENERAL AIMS OF SENIOR SECONDARY SCHOOL ZAMBIAN LANGUAGES SYLLABUS

1. At the end of the 3 years of Senior Secondary School education, the learner will have been exposed to varying levels of linguistic and communicative aspects one is expected to acquire in order to widen, reinforce and strengthen his/her ability to understand other issues and to express himself/herself clearly and distinctly.
2. The sequential set up of the new practices and experiences the learner will be introduced to will, in many respects, assist him/her to acquire those necessary linguistic skills he/she needs to meet new challenges.
3. The exposure of the learner to different levels of linguistic aspects and experiences will stimulate her/his desire to learn and subsequently enrich his/her Knowledge of; in the spoken and written languages.
4. More advanced aspects of language learning and teaching will assist learners to acquire additional linguistic skills which will enhance their Knowledge of; e.g. communicative skills.
5. Language will be seen as a tool for Knowledge of; acquisition, innovation and cognitive development which expose the learner to cross-cutting issues such as Entrepreneurship Environmental Education, Population Education, HIV and AIDS, Gender, Human Rights etc.
6. The learner should learn Literature with a view to appreciating the skills and Knowledge of; so acquired and apply them to real life situations.

GENERAL OUTCOMES FOR GRADE 10:

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

Competencies:-

- Ability to apply varying levels of linguistic and communicative aspects to reinforce, widen and strengthen the understaffing of other issues as well as clearly and distinctly express oneself in a Zambian Language.
- Apply linguistic Knowledge of;, skills and values to face challenges a Zambian Language.

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge of;	Skill	Value
MAKING ASSESSMENTS	10.1.1 Judging Implications and Inferences	10.1.1.1 Judge implications and inferences of conversations.	<ul style="list-style-type: none"> • Implications and inferences of conversations 	<ul style="list-style-type: none"> • Application Of taught content; Implications and inferences of conversations 	<ul style="list-style-type: none"> • Knowledge of; Implications and inferences
	10.1.2 Making Assessments	10.1.2.1. Assess meetings, debates, conversations or speeches	<ul style="list-style-type: none"> • Issues, challenges, conclusions, resolutions and recommendations 	<ul style="list-style-type: none"> • (Critical thinking, Analysis) 	<ul style="list-style-type: none"> • Knowledge of; Making Assessments
	10.1.3. Drama	10.1.3.1 Create a one-act plays and perform them.	<ul style="list-style-type: none"> • Guidelines: e.g., settings, plot, intonation, gestures 	<ul style="list-style-type: none"> • Application Of taught content; • (Creative thinking) 	<ul style="list-style-type: none"> • Knowledge of; Drama

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge of;	Skill	Value
	<p>10.1.5 Praises and poems</p> <p>10.1.6 Quiz</p> <p>10.1.7 Story-telling</p> <p>10.1.8 Modern life and its effects</p> <p>10.1.9 Beliefs, myths and ideologies</p> <p>10.1.10 Proverbs and Sayings</p>	<p>101.5.1. Recite some praises and poems</p> <p>10.1.6.1 Participate in brains trust activities</p> <p>10.1.7.1 Tell different types of stories</p> <p>10.1.8.1 Discuss how certain aspects of modern life have affected the Zambian culture</p> <p>10.1.9.1 Discuss beliefs, myths and ideologies in societies</p> <p>10.1.10.1 Discuss the use of proverbs and sayings</p>	<ul style="list-style-type: none"> • Rhythm, enunciation and emphasis. • Puzzles, quizzes, riddles. • Legends, dilemma stories and anecdotes • e.g. Gender issues, HIV and AIDS, Human Rights, corruption, cellular phones • Beliefs, myths and ideologies • Teaching patience, hard-work, respect, courage 	<p>Communication</p> <ul style="list-style-type: none"> • Application Of taught content; • Problem solving • Critical thinking • Narration • Effective Communication • Analysis • Effective communication • Analysis • Effective communication • Application of taught content; • Critical thinking • Classification 	<ul style="list-style-type: none"> • Knowledge of; Praises and poems • Knowledge of; Quiz • Knowledge of; Story-telling • Knowledge of; Modern life and its effects • Knowledge of; Beliefs, myths and ideologies • Knowledge of; Reading
10.2.0 READING	10.2.1 Intensive Reading	<p>10.2.1.1 Identify main themes of stories read</p> <p>10.2.1.2 Discuss the characters in selected literary works</p> <p>10.2.1.3 Answer different types of questions on given texts</p>	<ul style="list-style-type: none"> • Main themes of stories • Characterisation • Different types of questions 	<ul style="list-style-type: none"> • Application Of taught content; themes of stories • Analysis of the characters in selected literary works • Analysis of different types of questions 	<ul style="list-style-type: none"> • Knowledge of; Intensive Reading • Knowledge of; characters in selected literary works • Knowledge of; different types of

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge of;	Skill	Value
10.3.0 WRITING	10.2.2 Reading Aloud	10.2.2.1. Read passages fluently and expressively.	<ul style="list-style-type: none"> E.g. inferential, analytic and evaluative. Use of intonation, stress, punctuations marks etc. Interpretations of passages read Skimming and scanning E.g. interviews, questionnaires, discussions e.g. Interviews, questionnaires, discussions Facts on environmental issues, substance and drug abuse, gender, good governance 	<ul style="list-style-type: none"> Application of intonation, stress, punctuations marks Application of interpretations of passages Application of taught content; of taught content; Application of taught content; of taught content; Application of taught content; Application of taught content; Application of taught content; Compilation 	questions
		10.2.2.2 Give interpretations of passages read			<ul style="list-style-type: none"> Knowledge of; reading Aloud
	10.2.3 Study Skills	10.2.3.1 Identify required information from given texts			<ul style="list-style-type: none"> Knowledge of; interpretations of passages
	10.2.4 Research	10.2.4.1 Use appropriate research techniques to find information			<ul style="list-style-type: none"> Knowledge of; skimming and scanning
	10.3.1 Summary	10.3.1.1 Compile facts on selected topics.			<ul style="list-style-type: none"> Knowledge of; appropriate research techniques
	10.3.2 Composition	10.3.2.1 Write descriptive, narrative, or situational essays.			<ul style="list-style-type: none"> Knowledge of; study skills
10.3.2.2 Create stories using pictures, sketches or objects		<ul style="list-style-type: none"> Knowledge of; descriptive, narrative or situational essays 			

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge of;	Skill	Value
		10.3.2.3 Write informal letters 10.3.2.4 Write articles for magazines based on different cross-cutting issues	<ul style="list-style-type: none"> i.e. format, theme, ideas, punctuation. i.e. format, theme, ideas, punctuations Features: e.g. format, punctuation, appropriate language, presentation of ideas. e.g. for given illustrations, cartoons or TV films 	<ul style="list-style-type: none"> Application Creative thinking Application of taught content; Creative thinking Application of taught content; Creative thinking Application of taught content; Creative thinking 	<ul style="list-style-type: none"> Knowledge of; informal letter writing Knowledge of; article writing for magazines
10.1.0 LISTENING AND SPEAKING	10.1.1 Judging Implications and Inferences 10.1.2 Making Assessments 10.1.5 Traditional Songs, and Riddles	10.1.1.1 Judge implications and inferences of conversations. 10.1.2.2 Assess meetings, debates, conversations or speeches. 10.1.3.3 Discuss the functions of riddles and traditional songs.	<ul style="list-style-type: none"> Implications and inferences of conversations Issues, challenges, conclusions, resolutions and recommendations Functions of riddles and tradition songs. Guidelines: E.g settings, plot 	<ul style="list-style-type: none"> Application of taught content; Application of taught content; Analysis 	<ul style="list-style-type: none"> Knowledge of; Knowledge of; Knowledge of;

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge of;	Skill	Value
	10.1.7 Drama	10.1.6.6 Create a one-act play and perform it with appropriate intonation.	intonation, gestures • E.g. use of sequence markers, adjectives.	• Application Of taught content;	• Knowledge of;
	10.1.8 Description	10.1.8.8 Describe processes or objects.	• rhythm, enunciation and emphasis	• Application Of taught content; Of taught content;	• Knowledge of;
	10.1.9 Praises and Poems	10.1.9.9 Recite some praises and poems.			• Knowledge of;
	10.1.10 Quiz	10.1.10.10 Participate in brains trust activities.	• e.g. puzzles, quizzes, riddles	• Application Of taught content;	• Knowledge of;
	10.1.11 Story - telling	10.1.11.1 Tell different types of stories.	• Legends, dilemma stories and anecdotes	• Application Of taught content; • Effective Communication	• Knowledge of;
	10.1.12 Modern life and its effects	10.1.12.1 Discuss how certain aspects of modern life have affected the Zambian culture.	• e.g. Gender issues, HIV and AIDS, Human	• Application Of taught content;	• Knowledge of;
	10.1.13 Beliefs, myths and Ideologies	10.1.13.1 Discuss beliefs, myths and ideologies in their societies.	• Rights, corruption, cellular phones etc).	• Application Of taught content;	• Knowledge of;
	10.1.14 Proverbs and Sayings	10.1.14.1 Discuss the use of proverbs and sayings.	• Beliefs, myths and ideologies • Use of proverbs and sayings	• Application Of taught content; • Application Of taught content; • Effective Communication	• Knowledge of; Beliefs, myths and Ideologies

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge of;	Skill	Value
				<ul style="list-style-type: none"> • Analysis • Effective Communication 	<ul style="list-style-type: none"> • Knowledge of; Proverbs and Sayings
10.2.0 READING	10.2.1 Intensive Reading	10.2.1.1 Identify the main theme of a story read.	<ul style="list-style-type: none"> • Main theme of a story 	<ul style="list-style-type: none"> • Application Of taught content; 	<ul style="list-style-type: none"> • Knowledge of;
	10.2.2 Summary	10.2.2.1 Answer different types of questions (i.e inferential, analytic and evaluative) on a given text.	<ul style="list-style-type: none"> • Answering techniques e.g elimination, explanation etc. 	<ul style="list-style-type: none"> • Application Of taught content; 	<ul style="list-style-type: none"> • Knowledge of; Summary
	10.2.3 Reading Aloud	10.2.3.1 Compile facts on any selected topic such as environmental issues, substance abuse, gender, good governance.	<ul style="list-style-type: none"> • Facts on selected topics 	<ul style="list-style-type: none"> • Application Of taught content; 	<ul style="list-style-type: none"> • Knowledge of; Reading Aloud
	10.2.4 Study Skills	10.2.4.1 Give an oral interpretation of the meaning of a passage e.g. to classmates.	<ul style="list-style-type: none"> • Interpretation of text. 	<ul style="list-style-type: none"> • Application Of taught content; Of taught content; fluently and expressively. 	<ul style="list-style-type: none"> • Knowledge of;
	10.2.5 Research	10.2.5.1 Discuss the characters in selected literary works.	<ul style="list-style-type: none"> • Characterisation 	<ul style="list-style-type: none"> • Application Of taught content; appropriate research techniques 	<ul style="list-style-type: none"> • Knowledge of; Research
		10.2.5.2 Read a passage fluently and expressively.	<ul style="list-style-type: none"> • Reading expressively (i.e. intonation, stress, punctuation marks etc). 	<ul style="list-style-type: none"> • Application Of taught content; 	<ul style="list-style-type: none"> • Knowledge of;
		10.2.5.3 Skim or scan a variety of materials: magazines, newspapers, books etc for general information or specific facts respectively.	<ul style="list-style-type: none"> • Use of reference materials i.e. index, table of contents etc. • Research techniques 	<ul style="list-style-type: none"> • Application Of taught content; • Application Of taught content; 	<ul style="list-style-type: none"> • Knowledge of; • Knowledge of;

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge of;	Skill	Value
		10.2.5.4 Use appropriate research techniques to find information. 10.2.5.5 Use appropriate study skills	<ul style="list-style-type: none"> Study skills 	<ul style="list-style-type: none"> Application Of taught content; Application Of taught content; Of taught content; 	
10.3.0 WRITING	10.3.1 Composition	10.3.1.1 Write descriptive, narrative, creative, expository or situational essays.	<ul style="list-style-type: none"> Variety of Essays format, theme ideas, punctuation. 	<ul style="list-style-type: none"> Application Of taught content; Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
		10.3.1.2 Create stories using pictures, sketches or objects.	<ul style="list-style-type: none"> Guidelines on creating stories using pictures, sketches, objects 	<ul style="list-style-type: none"> Application Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
	10.3.2 Writing Captions	10.3.2.1 Write both formal and informal letters.	<ul style="list-style-type: none"> Features of formal and informal letters e.g. format, punctuation, appropriate language, presentation of ideas. 	<ul style="list-style-type: none"> Application Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
	10.3.3 Keeping a Diary	10.3.3.1 Write articles for magazines based on any issue (e.g. Climate change, Human Rights, Population Education).	<ul style="list-style-type: none"> Guidelines on Articles writing e.g. format, clarity, eye catching etc. 	<ul style="list-style-type: none"> Application Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
	10.3.4 Writing e-mails and Memoranda	10.3.4.1 Compose captions for use in advertisements.	<ul style="list-style-type: none"> Captions, advertisements 	<ul style="list-style-type: none"> Application Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
	10.3.5 Summary	10.3.5.1 Write clear and meaningful diaries.	<ul style="list-style-type: none"> Maintaining Diaries 	<ul style="list-style-type: none"> Application Of taught content; Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
	10.3.6 Guided Composition	10.3.6.1 Demonstrate skills in note taking, note making, tabulation, extracting main and relevant points.			<ul style="list-style-type: none"> Knowledge of;

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge of;	Skill	Value
	10.3.7 Telegraphic messages	10.3.7.1 Write electronic messages and memoranda.	<ul style="list-style-type: none"> Note taking, note making, tabulation, extracting main points. 	<ul style="list-style-type: none"> Application Of taught content; Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
	10.3.8 Prose summary.	10.3.8.1 Transform notes into prose summary.			
	10.3.9 Paragraphing	10.3.9.1 Arrange jumbled paragraphs in correct order.	<ul style="list-style-type: none"> Telegraphic messages and memoranda. Prose summary. 	<ul style="list-style-type: none"> Application Of taught content; Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
	10.3.10 Coherence and cohesion	10.3.10.1 Arrange jumbled sentences of a dialogue in correct order.			
	10.3.1 Note Taking	10.3.11.1 Take notes from the proceedings of a meeting, debate or speech	<ul style="list-style-type: none"> Paragraph sequencing 	<ul style="list-style-type: none"> Application Of taught content; Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
	10.3.12 Poems, praises and songs	10.3.12.1 Write poems, praises, songs (e.g. compose a poem on entrepreneurship).	<ul style="list-style-type: none"> Chronological order of ideas; coherence 		
		10.3.13.1 Compose stories where animals are personified.	<ul style="list-style-type: none"> Note taking skills e.g. abbreviations, pick out facts from opinions 	<ul style="list-style-type: none"> Application Of taught content; Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
		10.3.14.1 Produce short stories using indirect speech.	<ul style="list-style-type: none"> Poems, praises, songs 	<ul style="list-style-type: none"> Application Of taught content; Sequencing 	<ul style="list-style-type: none"> Knowledge of;

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge of;	Skill	Value
	10.3.13 Personification 10.3.14 Stories in Indirect speech 10.3.15 Dialogue and narrative 10.3.16 Report	10.3.15.1 Change a narrative to dialogue and vice versa. 10.3.16.1 Write short revents of various	<ul style="list-style-type: none"> • Personified stories (non-human characters) • Indirect speech e.g. no open and or close evented commas. • Dialogue e.g. use of open and close invented commas. • Report writing e.g. past tense. 	<ul style="list-style-type: none"> • Application Of taught content; • Note taking • Application Of taught content; • Creativity • Application Of taught content; • Application Of taught content; Of taught content; • Application Of taught content; Of taught content; • Application Of taught content; Of taught content; 	<ul style="list-style-type: none"> • Knowledge of; • Knowledge of; • Knowledge of; • Knowledge of;

COMPONENT	TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge of;	Skill	Value
10.4.0 LANGUAGE STRUCTURE	10.4.1 Locatives	10.4.1.1 Use locatives.	<ul style="list-style-type: none"> e.g. Fa (on) mwa (in), kwa (to) Silozi 	<ul style="list-style-type: none"> Application Of taught content; Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
	10.4.2 Affixes	10.4.2.1 Identify affixes e.g. prefixes, infixes and suffixes in given words	<ul style="list-style-type: none"> e.g. a – dza-meny- ana (Cinyanja). 	<ul style="list-style-type: none"> Application Of taught content; Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
	10.4.3 Prefixes	10.4.3.1 Identify and discuss the functions of prefixes.	<ul style="list-style-type: none"> e.g augmentative, pejorative, diminutive, abstractive and honorific prefixes 	<ul style="list-style-type: none"> Application Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
	10.4.4 Using Affixes	10.4.4.1 Identify extra-prefixes and suffixes in any given words e.g. a-dza-meny-a-na-nso (Cinyanja). Va-myangana (Luvale)	<ul style="list-style-type: none"> Extra prefixes and suffixes (parts of a word) Formative, reduplicated and compound words 	<ul style="list-style-type: none"> Application Of taught content; Constructing 	<ul style="list-style-type: none"> Knowledge of;
	10.4.5 Word Building	10.4.5.1 Construct, reduplicated and compound words.	<ul style="list-style-type: none"> e.g. Passive, reciprocal, reversive and causative etc. Nouns, adverbs, adjectives Subject and object agreement e.g. in Chitonga <u>M</u>usankwa (subject) <u>u</u>lam<u>u</u>yanda 	<ul style="list-style-type: none"> Application Of taught content; Of taught content; Application Of taught content; Of taught content; 	<ul style="list-style-type: none"> Knowledge of; Knowledge of; Knowledge of;

COMPONENT	TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge of;	Skill	Value
	10.4.6 Verbal Extensions	10.4.6.1 Identify and use verbal extensions.	<ul style="list-style-type: none"> <u>m</u>usimbi (object) <u>m</u>ubotu 	<ul style="list-style-type: none"> Application Of taught content; Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
	10.4.7 Compound Words	10.4.7. 1 Use compound words, adverbs, adjectives correctly	<ul style="list-style-type: none"> Subject and predicate 		<ul style="list-style-type: none"> Knowledge of;
	10.4.8 Concords	10.4.8.1 Form subject and object concords.	<ul style="list-style-type: none"> Imperatives,: Kamba (talk) infinitive: Kudya (to eat) indicatives and subjunctives: utaya (you throw), ungangye (you may/can eat) Cinyanja 	<ul style="list-style-type: none"> Application Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
	10.4.9 Parts of a Sentence	10.4.9.1 Analyse a sentence into subject and predicate.	<ul style="list-style-type: none"> Semantic fields e.g. colour: bii, mbu. Emotion: duu, khwii, Action: gwii, tengu 	<ul style="list-style-type: none"> Application Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
		10.4.10.1 Formulate different forms of a verb	<ul style="list-style-type: none"> Sentences e.g. mwazi uli do! do! do! do! (Chinyanja). e.g. nshibomba (I don't work) in Icibemba. 	<ul style="list-style-type: none"> Application Of taught content; Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
	10.4.11 Idiophones	10.4.11.1 Arrange idiophones according to semantic fields	<ul style="list-style-type: none"> Direct and indirect speech e.g. use of open an close invented commas and none use. 	<ul style="list-style-type: none"> Application Of taught content; Of taught content; 	<ul style="list-style-type: none"> Knowledge of;

COMPONENT	TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge of;	Skill	Value
	<p>10.4.12 Idiophones</p> <p>10.4.13 Direct and Indirect Speeches</p> <p>10.4.14 Verb Forms</p>	<p>10.4.12.1 Use idiophones in sentences</p> <p>10.4.13.1 Change direct to indirect speech and vice versa.</p> <p>10.4.13.2 Identify the negative parts (morphemes) in statements, questions and relatives.</p> <p>10.4.14.1. Identify verb forms in sentences.</p>	<ul style="list-style-type: none"> • Transitive and Lubinda utapisa mukeke (Silozi) Intransitive. 	<ul style="list-style-type: none"> • Application Of taught content; • Application Of taught content; • Application Of taught content; Of taught content; 	<ul style="list-style-type: none"> • Knowledge of;
10.5.0 TRANSLATION	10.5.1 Importance of Translation	<p>10.5.1.1 Discuss the significance of translation.</p> <p>10.5.1.2 Use translation techniques.</p>	<ul style="list-style-type: none"> • Significance of translation • e.g. chunks of words not merely individual words or isolated 	<ul style="list-style-type: none"> • Application Of taught content; • Application Of taught content; 	<ul style="list-style-type: none"> • Knowledge of; • Knowledge of;

COMPONENT	TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge of;	Skill	Value
	10.5.2 Source and Target Languages	10.5.2.1 Demonstrate proficiency in both the source and target languages.	fragments • Vocabulary of source and target languages	• Application Of taught content; Of taught content;	• Knowledge of;
	10.5.3 Subject Matter	10.5.3.1 State the subject matter in a given texts.	• Theme	• Effective communication	• Knowledge of;
	10.5.4 Comprehension and Translation	10.5.4.1 Identify the relationship between reading comprehension and translation.	• Comprehension and translation	• Application Of taught content; • Application Of taught content; Of taught content;	• Knowledge of;

LITERATURE IN ZAMBIAN LANGUAGES

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge of;	Skill	Value
10.6.1 LITERATURE	10.6.1 Forms of Literature	10.6.1.1 Distinguish between the different forms of literature.	<ul style="list-style-type: none"> e.g. novels, short stories, poems, historical, sociological and cultural books, riddles, biography, autobiography 	<ul style="list-style-type: none"> Application Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
	10.6.2 Oral and Written Literature	10.6.2.1 Discuss similarities and differences between various forms of literature.	<ul style="list-style-type: none"> Forms of literature 	<ul style="list-style-type: none"> Application Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
		10.6.2.2 Compare and contrast oral and written literature.	<ul style="list-style-type: none"> Characteristics of Oral and written literature 	<ul style="list-style-type: none"> Application Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
	10.6.3 Language Use	10.6.3.1 Identify the function of oral forms of literature	<ul style="list-style-type: none"> e.g. riddles, proverbs, poetry. e.g. warning persuasion advice. 	<ul style="list-style-type: none"> Application Of taught content; Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
		10.6.3.2 Analyse uses of language in different kinds of texts.	<ul style="list-style-type: none"> e.g. setting, characterization, major incidents, plot, theme, point of view, stylistic features etc. 	<ul style="list-style-type: none"> Application Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
10.6.4 Literary Elements	10.6.4.1 Explain and analyse literary elements	<ul style="list-style-type: none"> Interrelationship of character, setting, plot and theme 	<ul style="list-style-type: none"> Application Of taught content; 	<ul style="list-style-type: none"> Knowledge of; 	

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge of;	Skill	Value
		10.6.4.2 Identify the interrelationship of literary elements.	<ul style="list-style-type: none"> e.g episodes, acts. 	<ul style="list-style-type: none"> Application Of taught content; Of taught content; Critical thinking 	<ul style="list-style-type: none"> Knowledge of;
	10.6.5 Writing a Play (script)	10.6.5.1 Transform short stories into plays.	<ul style="list-style-type: none"> e.g. Drawing Sketching Cartooning 	<ul style="list-style-type: none"> Application Of taught content; Of taught content; Critical thinking 	<ul style="list-style-type: none"> Knowledge of;
	10.6.6 Visual interpretation	10.6.6.1 Give visual interpretation of text.			
	10.6.7 Character Identification	10.6.7.1 Identify characterization in texts,.	<ul style="list-style-type: none"> Character analysis: attitudes, qualities of honesty, truthfulness, hard work, courage, humility, moral values, tone etc in the texts 	<ul style="list-style-type: none"> Identification Critical thinking 	<ul style="list-style-type: none"> Knowledge of;
	10.6.8 Book Review	10.6.8.1 Write book reviews	<ul style="list-style-type: none"> e.g. lay out, tense criticising (goof/bad ideas) 	<ul style="list-style-type: none"> Application Of taught content; Analysis Critical thinking 	<ul style="list-style-type: none"> Knowledge of;
	10.6.9 Forms of Poetry	10.6.9 .1 Identify different forms of poetry.	<ul style="list-style-type: none"> Forms of poetry e.g. panegyric, (court poetry), elegiac (for funeral) lyric (short poem) praise poetry. 	<ul style="list-style-type: none"> Application Of taught content; Identification Classification 	
	10.6.10 Figures of Speech	10.6.10.1 Demonstrate awareness of figures of	<ul style="list-style-type: none"> such as apostrophe, pawn, allusions (i.e. indirect reference to 	<ul style="list-style-type: none"> Application Of taught content; 	<ul style="list-style-type: none"> Knowledge of;

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge of;	Skill	Value
		speech.			
	10.6.11 Symbolism	10.6.11.1 Interpret in various forms of symbolic literature.	something), reference made to something without mentioning it etc <ul style="list-style-type: none"> e.g imaginary and symbolic language. e.g praise warning, advice. e.g. waha mukanwa neyi kashila (he is talkative like a bird) in Lunda. 	<ul style="list-style-type: none"> Application Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
	10.6.12 Figures of Speech	10.6.12.1 Identify functions of figures of speech	<ul style="list-style-type: none"> e.g.Apwa ndumba (that one is a lion) in Luvale 	<ul style="list-style-type: none"> Application Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
	10.6.13 Similes	10.6.13.1 Construct similes	<ul style="list-style-type: none"> Similes and metaphors e.g. such as personification, 	<ul style="list-style-type: none"> Application Of taught content; Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
	10.6.14 Metaphors	10.6.14.1 Write metaphors,	<ul style="list-style-type: none"> allegory hyperbole and euphemism, appropriately. 	<ul style="list-style-type: none"> Application Of taught content; Of taught content; 	
		10.6.14.2 Interpret similes and metaphors	<ul style="list-style-type: none"> e.g. Zuvo yamwaza (a beautiful house) in Luvale, referring to a badly built house. 	<ul style="list-style-type: none"> Application Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
		10.6.14.3 Identify figures of speech in story	<ul style="list-style-type: none"> Hyperbole, euphemism, allegory, personification 	<ul style="list-style-type: none"> Application Of taught content; 	<ul style="list-style-type: none"> Knowledge of;

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge of;	Skill	Value
		10.6.14.4 Use irony in different expressions 10.6.14.1 Use hyperbole, euphemism, allegory, personification appropriately		<ul style="list-style-type: none"> • Application Of taught content; Of taught content; • Application Of taught content; Of taught content; 	<ul style="list-style-type: none"> • Knowledge of;

GENERAL OUTCOMES FOR GRADE 11:

- Acquire different levels of linguistic aspects and Knowledge of;
- Read with understanding
- Identify and promote good elements of the Zambian cultural heritages and integrate them with accepted attitudes, idea, values and habits of contemporary Zambia
- Acquire the ability to express feelings, thoughts experiences and convictions clearly and effectively in speech and writing.

COMPONENT	TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge of;	Skill	Value
11.1.0 Listening and Speaking	11.1.1 Main points	11.1.1.1 Identify the main points of a speech or debates.	• How to identify main points of a speech or debates.	• Application Of taught content; • (Critical thinking)	• Knowledge of;
	11.1.2 Vote of Thanks	11.1.2.1 Give a vote of thanks after listening to a speech.	• Preparing vote of thanks	• Application Of taught content;	• Knowledge of;
	11.1.3 Making Conclusion	11.1.3.1 Formulate conclusions.	• Making of conclusions of arguments for and against cross-cutting issue, e.g. precision, clarity.	• Critical thinking	• Knowledge of;
	11.1.4 Drama	11.1.4.1 Act in plays after listening to instructions.	• Play acting	• Role play	• Knowledge of;
	11.1.5 Themes	11.1.5.1 Identify and discuss themes in both traditional and modern songs.	• Themes in traditional and modern songs	• Identification	• Knowledge of;
	11.1.6 Debate	11.1.6.1 Debate on different topics	• Debate techniques • Logical fallacy (red herring)	• Critical thinking	• Knowledge of;

COMPONENT	TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge of;	Skill	Value
	<p>11.1.7 Quiz</p> <p>11.1.8 Descriptions</p> <p>11.1.9 Proverbs and Sayings</p>	<p>11.1.7.1 Participate in brain trust activities</p> <p>11.1.8.1 Describe processes</p> <p>11.1.9.11 Discuss the uses of proverbs and sayings in a speech.</p>	<ul style="list-style-type: none"> • False analogy • Bandwagon • Propaganda • Name calling • e.g. puzzles, quizzes, riddles • Descriptive language, • E.g. Wisdom, focus, planning, initiative vision 	<ul style="list-style-type: none"> • Application Of taught content; • Application Of taught content; Of taught content; • Application Of taught content; • (Identification) 	<ul style="list-style-type: none"> • Knowledge of; • Knowledge of; • Knowledge of;
11.2.1 Reading	<p>11.2.1 Intensive Reading</p> <p>11.2.2 Evaluation</p> <p>11.2.3 Summary</p> <p>11.2.4 Writing Styles</p>	<p>11.2.1.1 Read different texts with understanding</p> <p>11.2.2.1 Evaluate materials read</p> <p>11.2.3.1 Summarising important facts from books read.</p> <p>11.2.4.1 Compare different authors' style and techniques of writing on a similar theme.</p>	<ul style="list-style-type: none"> • Different texts • Techniques of evaluating material read, (i.e. language, gender balance, theme, relevance, political, social economic implications. etc. • Summary skills e.g use of wider vocabulary • e.g. poetry, dialogue, cartoon. 	<ul style="list-style-type: none"> • Application Of taught content; Of taught content; • Application Of taught content; • Application Of taught content; Of taught content; • Application Of taught content; 	<ul style="list-style-type: none"> • Knowledge of; • Knowledge of; • Knowledge of; • Knowledge of;

COMPONENT	TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge of;	Skill	Value
	<p>11.2.5 Attitudes in Writing</p> <p>11.2.6 Lexical items and Figurative Language</p>	<p>11.2.5.1 Contrast authors' attitudes to issues to those of characters.</p> <p>11.2.6.1 Demonstrate understanding of meanings of lexical and figurative language in context.</p>	<ul style="list-style-type: none"> • Styles and approaches of writers • Denotative and connotative meanings. 	<ul style="list-style-type: none"> • Comparison • Analysis • Application Of taught content; • (Analysis • Critical thinking) 	<ul style="list-style-type: none"> • Knowledge of; • Knowledge of;
11.3.0 WRITING	<p>11.3.1 Composition</p> <p>11.3.2 Summary</p> <p>11.3.3 Article Writing</p> <p>11.3.4 Letter Writing</p> <p>11.3.5 Advertisements and posters</p> <p>11.3.6 Editing</p> <p>11.3.7 Note Taking</p> <p>11.3.8 Electronic short messages</p> <p>11.3.9 Prose summary</p>	<p>11.3.1.1 Write descriptive, narrative or expository essays.</p> <p>11.3.2.1 Make summaries of passages or stories</p> <p>11.3.3.1 Write articles for magazines and bulletins</p> <p>11.3.4.1 Write letters</p> <p>11.3.5.1 Write advertisements and posters.</p> <p>11.3.6.1 Edit articles for school magazines, bulletins and newspapers.</p> <p>11.3.7.1 Take notes on different topics</p> <p>11.3.8.1 Compose meaningful electronic short messages.</p> <p>11.3.9.1 Write situational</p>	<ul style="list-style-type: none"> • Descriptive, narrative and expository essays • Summary skills • Environmental issues, e.g. air and pollution. • Business and personal letters • Advertisement and poster writing. • Editing techniques • Corrections, facts, • Illustrations, title. • Note taking • EMS, SMS and MMS • Situational prose e.g. 	<ul style="list-style-type: none"> • Application Of taught content; • Application Of taught content; • Application Of taught content; • Application Of taught content; • Application Of taught content; Of taught content; • Critical thinking • Application Of taught content; • Application Of taught content; • Application Of 	<ul style="list-style-type: none"> • Knowledge of; • Knowledge of; • Knowledge of; • Knowledge of; • Knowledge of; • Knowledge of; • Knowledge of; • Knowledge of; • Knowledge of;

COMPONENT	TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge of;	Skill	Value
	10.3.10 Summary	11.3.10.1 Compose reports prose summaries.	narrations on events such as agreements, state of things.	taught content; Of taught content;	• Knowledge of;
	11.3.11 Documents	11.3.10.2 Summarise selected reading texts on any topic,	• discussions, conversations, meetings, • E.g. population education, democratic governance.	• Application Of taught content;	• Knowledge of;
	11.3.12 Information Interpretation	11.3.11.1 Read and interpret information.	• Graphs, pie charts, tables or diagrams.	• Application Of taught content; Of taught content;	• Knowledge of;
		11.3.12.1 Change narratives into dialogues and vice-versa	• Narrative and dialogue	• Application Of taught content; Of taught content;	• Knowledge of;
11.4.0 LANGUAGE STRUCTURE	11.4.1 Prefixes	11.4.1.1 Identify and use different nouns terms	• Diminutive, augmentative	• Identification	• Knowledge of;
	11.4.2 Verbal Extensions	11.4.2.1 Identify and use verbal extensions	• honorific, pejorative	• Application Of taught content;	• Knowledge of;
	11.4.3 Verb Roots	11.4.3.1 Identify and use verb roots.	• E.g. applicative, intensive	• Application Of taught content;	•
	11.4.4 Nouns	11.4.4.1 Analyse compound nouns.	• reduplicative affixes	• Identification	• Knowledge of;
	11.4.5 Reduplicated verbs	11.4.5.1 Classify nouns into their classes	• Verbal roots	• Application Of taught content;	• Knowledge of;
	11.4.6 Adverbs Adverbial Phrases	11.4.6.1 Form reduplication of given verbs	• Compound nouns	• Analysis	• Knowledge of;
			• E.g. abstract, concrete, countable, uncountable	• Critical thinking	• Knowledge of;
				• Application Of taught content;	

COMPONENT	TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge of;	Skill	Value
			<ul style="list-style-type: none"> E.g. ona-ona (Chitonga) meaning sleep any how or anywhere etc. agona-gona (chinyanja) meaning sleep any how or anywhere. 	<ul style="list-style-type: none"> Identification Application Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
	11.4.7 Adverbial Clauses	11.4.7.1 Identify and use adverbs, adverbial phrases.	<ul style="list-style-type: none"> Adverbs, adverbial phrases. (time, manner) 	<ul style="list-style-type: none"> Application Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
	11.4.8 Verb Forms	11.4.8.1 Write sentences containing adverbial clauses.	<ul style="list-style-type: none"> Adverbial clauses: of time, place and condition. 	<ul style="list-style-type: none"> Identification Application Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
	11.4.9 Direct and Indirect Speech	11.4.9.1 Use various verb forms.	<ul style="list-style-type: none"> Interrogative, indicative and imperative forms. 	<ul style="list-style-type: none"> Application Of taught content; Effective Communication 	<ul style="list-style-type: none"> Knowledge of;
	11.4.10 Figures of speech	11.4.10.1 Change sentences from direct to indirect speech and vice-versa.	<ul style="list-style-type: none"> Change in tense/pronouns Punctuation Reporting verbs 	<ul style="list-style-type: none"> Application Of taught content; Effective Communication 	<ul style="list-style-type: none"> Knowledge of;
	11.4.11 Figures of speech	11.4.11.1 Distinguish between ironically used expressions and other figures of speech.	<ul style="list-style-type: none"> Adverbs of time/place E.g. metaphorical or allegorical expressions. 	<ul style="list-style-type: none"> Application Of taught content; Of taught content; 	<ul style="list-style-type: none"> Knowledge of;
	11.4.12 allegory	11.4.11.2 Express themselves paradoxically.	<ul style="list-style-type: none"> Paradox e.g. 	<ul style="list-style-type: none"> Effective Communication Critical thinking 	<ul style="list-style-type: none"> Knowledge of;

COMPONENT	TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge of;	Skill	Value
	11.4.13 Kenning	<p>11.4.12.15 Identify allegorical stories.</p> <p>11.4.13.1 Construct sentences containing Kenning.</p> <p>11.4.13.2 Compose sentences with different figures of speech.</p> <p>11.4.13.3 Identify metaphors, hyperboles and other figures of speech.</p>	<p>ciwamira galu kuluma mbuzi (Cinyanja)</p> <ul style="list-style-type: none"> Allegory (Story with hidden meaning) kennings: E.g. Kukeba kapuki (Kiikaonde) to look for a small pot. Meaning to ask for a lady’s hand in marriage from the parents. E.g. Satire, euphemism, metonymy and hyperboles’ Metaphors, hyperboles and other figures of speech. 	<p>Analysis</p> <ul style="list-style-type: none"> Application Of taught content; Creative Thinking Communication Application Of taught content; Of taught content; Identification Critical thinking Application Of taught content; Critical thinking Creative thinking Application Of taught content; Critical thinking Application Of taught content; Of taught content; Identification 	<ul style="list-style-type: none"> Knowledge of; Knowledge of; Knowledge of; Knowledge of;
11.5.0 TRANSLATION	11.5.1 Translation Techniques	11.5.1. 1 Use translation techniques	<ul style="list-style-type: none"> E.g. Chunks of words not of merely the individual words or isolated fragments 	<ul style="list-style-type: none"> Application Of taught content; Of taught content; Creative thinking 	<ul style="list-style-type: none"> Knowledge of;

COMPONENT	TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge of;	Skill	Value
	11.5.2 Source and Target language	11.5.2.1 Demonstrate proficiency in both the source and target language.	<ul style="list-style-type: none"> Vocabulary of source and target languages 	<ul style="list-style-type: none"> Application Of taught content; Of taught content; Effective communication 	<ul style="list-style-type: none"> Knowledge of;
	11.5.3 Subject Matter	11.5.3.1 State the subject matter in given texts.	<ul style="list-style-type: none"> Theme creation content type i.e. on football, ceremony, war, economy etc. 	<ul style="list-style-type: none"> Application Of taught content; Analysis Critical thinking 	<ul style="list-style-type: none"> Knowledge of;
	11.5.4 Comprehension and Translation	11.5.4.1 Identify the relationship between reading comprehension and translation.	<ul style="list-style-type: none"> Comprehension and Translation; enforce, surface, vocabulary figurative language, beauty, literal and deep mean (source and receptor language) 	<ul style="list-style-type: none"> Identification Application Of taught content; 	<ul style="list-style-type: none"> Knowledge of;

GENERAL OUTCOME FOR GRADE 12:

- Acquire different levels of linguistic aspects and Knowledge of;
- Read with understanding
- Identify and promote good elements of the Zambian cultural heritages and integrate them with accepted attitudes, idea, values and habits of contemporary Zambia
- Acquire the ability to express feelings, thoughts experiences and convictions clearly and effectively in speech and writing.

COMPONENT	TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge of;	Skill	Value
12.1.0 LISTENING AND SPEAKING	12.1.1 Summary	12.1.1.1 Identify and discuss the major points of speech, meeting, conversation or plays	• Sentence summaries	• Application Of taught content;	• Knowledge of;
		12.1.1.2 Point out the most important arguments for and against a given topic in debate.	• Summary skills: key statements in a given discourse	• Application Of taught content; • Critical Thinking • Effective Communication	• Knowledge of;
	12.1.2 Report Making	12.1.2.1 Make a report after listening to speeches, plays or stories.	• Reporting on speeches, plays or stories	• Application Of taught content; • Effective communication	• Knowledge of;
	12.1.3 Taking Minutes	12.1.3.1 Take minutes of proceedings of meetings.	• Note taking	• Application Of taught content;	• Knowledge of;
	12.1.4 Improvising a Plays	12.1.4.1 Create plays after listening to instructions.	• E.g. appropriate language, situation, theme	• Application Of taught content; • Effective Communication	• Knowledge of;
	12.1.5 Discussion	12.1.5.1 Discuss some cultural practices of the Zambian society.	• Selected cultural practices of the Zambian society.	• Application Of taught content;	• Knowledge of;
	12.1.6 Analysis of issues	12.1.6.1 Analyse current social,	• Interpreting data from	• Application Of	• Knowledge of

COMPONENT	TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge of;	Skill	Value
	12.1.7 Speech	political and economic issues in Zambia. 12.1.7.1 Deliver speeches on selected topics e.g. corruption environmental issues or substance abuse, entrepreneurship.	given sources e.g. charts, diagrams, tables and graphs • Characteristics of effective speech making e.g. solution use of appropriate language, clarity	taught content; Deliver speeches • (Analysis • Interpretation) • Effective communication	• Speech delivery
	12.1.8 Quiz	12.1.8.1 Construct questions for quizzes in brain trust competitions.	• Quiz construction.	• Identification • discussion	
	12.1.9 Themes	12.1.9.1 Suggest and justify interpretations or meaning of praises, poems, songs, stories etc.	• The meaning of praises, poems, songs, stories social commentary	• Justification • Interpretation	
	12.1.10 Drama	12.1.10.1 Dramatise different stories.	• E.g. role playing, appropriate: intonation plays, praises.	• Application Of taught content; • Effective • Communication • Creative thinking	
	12.1.11 Creative Writing	12.1.11.1 Create plays, praises, poem and songs.	• Plays, praises, poems, song, creation e.g. format.	• Creative thinking • Application Of taught content;	
	12.1.12 Descriptions	12.1.12.1 Describe scenes, processes or events .	• Descriptive language of e.g. appearance, nature, feel, state, etc.	• Critical thinking	
	12.1.13 Proverbs and Sayings	12.1.13.1 Identify and discuss the uses of proverbs and Sayings	• Use of proverbs and sayings.		

COMPONENT	TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge of;	Skill	Value
				<ul style="list-style-type: none"> • Application Of taught content; • Analysis • Application Of taught content; 	
12.2.1 Reading	12.2.1 Book appraisal	12.2.1.1 Present appraisal of books.	<ul style="list-style-type: none"> • Book appraisal. 	<ul style="list-style-type: none"> • Appraisal 	<ul style="list-style-type: none"> • Knowledge of;
	12.2.2 Summary	12.2.2.1 Compile facts on selected topics.	<ul style="list-style-type: none"> • Facts on selected topics. 	<ul style="list-style-type: none"> • Application Of taught content; • Compilation 	<ul style="list-style-type: none"> • Knowledge of;
	12.2.3 Writing Styles	12.2.3.1 Analyse styles of writing.	<ul style="list-style-type: none"> • Styles of writing. 	<ul style="list-style-type: none"> • Application Of taught content; • Application Of taught content; 	<ul style="list-style-type: none"> • Knowledge of;
		12.2.3.2 Identify ideologies of a writer	<ul style="list-style-type: none"> • e.g. background or environment styles of writing. 	<ul style="list-style-type: none"> • Analysis • Critical thinking 	<ul style="list-style-type: none"> • Knowledge of;
	12.2.4 Characterisation	12.2.5.1 Discuss behaviors and roles played by characters in given stories or a plays.	<ul style="list-style-type: none"> • Characterisation relationship of people/animals in the story; good/bad; father of, sister to etc. 	<ul style="list-style-type: none"> • Application Of taught content; • Identification • Analysis 	<ul style="list-style-type: none"> • Knowledge of; behaviors and roles played by characters
	12.2.5 Intensive Reading	12.2.6.1 Read different texts with understanding.	<ul style="list-style-type: none"> • Different texts; comprehension of such use of linguistic skills for comprehension 	<ul style="list-style-type: none"> • Analysis 	<ul style="list-style-type: none"> • Knowledge of;
12.2.6 Study Skills	12.2.7.1 Skim or scan a variety of materials: magazines, newspapers, books etc for general information or specific facts respectively.	<ul style="list-style-type: none"> • Use of e.g. indexes, table of contents. 	<ul style="list-style-type: none"> • Application Of taught content; • Application Of taught content; 	<ul style="list-style-type: none"> • Knowledge of; 	

COMPONENT	TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge of;	Skill	Value
	12.2.7 Research	12.2.8.1 Use appropriate research techniques to find information.	<ul style="list-style-type: none"> • Research techniques; • Questionnaires, FGD, interview schedule etc. 	<ul style="list-style-type: none"> • Critical thinking • Application Of taught content; • Application Of taught content; 	<ul style="list-style-type: none"> • Knowledge of; • Knowledge of;
12.3.0 LANGUAGE STRUCTURE	12.3.1 Using Prefixes	12.4.1.1 Differentiate augmentative from pejorative and honorific and from ordinary uses of classes.	<ul style="list-style-type: none"> • Differentiating augmentative from pejorative and honorific and from ordinary uses of classes • Verbal extensions • Revesive • Perfective • frequent • e.g. roots, tense, extensions, etc 	<ul style="list-style-type: none"> • Application Of taught content; • (Differentiating and from ordinary uses of Classification) • Application Of taught content; Of taught content; 	<ul style="list-style-type: none"> • Knowledge of; • Knowledge of;
	12.3.2 Verbal Extensions	12.4.2.1 Classify and explain verbal extensions.			
	12.3.3 Word Analysis	12.4.3.1 Analyse some given verbs into various morphemes	<ul style="list-style-type: none"> • Relative, adverbial and other clauses. Main clauses, subordinate clause • Adverbial • Prepositional • Adjectival • Synonyms 	<ul style="list-style-type: none"> • Application Of taught content; • literary • Analysis • Application Of taught content; 	<ul style="list-style-type: none"> • Knowledge of; • Knowledge of;
	12.3.4 Main Clauses and Relatives Clauses	12.4.4.1 Construct sentences containing main and relative clauses.			
	12.3.5 Synonyms	12.4.5.1 Use synonyms in sentences.			
	12.3.6 Antonyms	12.4.6.1 Write antonyms of selected words.	<ul style="list-style-type: none"> • Antonyms (opposite 	<ul style="list-style-type: none"> • Application Of taught content; Of taught content; • Application Of 	<ul style="list-style-type: none"> • Knowledge of; • Knowledge of;

COMPONENT	TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge of;	Skill	Value
	12.3.7 Word Building	12.4.7.1 Make nouns from verbs and use them in sentences and vice-versa	meanings) • e.g. ku-gwasy-any-a lugwasyanyo (Chitonga)	taught content; • Application Of taught content;	• Knowledge of;
12.4.0 TRANSLATION	12.4.1 Translation Techniques 12.4.2 Proficiency in the Source and Target Language 12.4.3 Subject Matter	12.5.1.1 Translate meaningful units. 12.5.2.1 Demonstrate proficiency in both the source and target language. 12.5.3.1 State the subject matter in given texts.	• Translating techniques Transliteration techniques • Vocabulary of source and target languages • Subject matter: e.g. life skills, marriage, religion, sports.	• Application Of taught content; Of taught content; • Application Of taught content; • Application Of taught content;	• Knowledge of; • Knowledge of; • Knowledge of;

LITERATURE IN ZAMBIAN LANGUAGES

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge of;	Skill	Value
12.5.0 LITERATURE	12.5.1 Cultural Background	12.6.1.1 Explain the cultural background of literary works.	• Cultural background of literary work	• Application Of taught content; • Effective Communication	• Knowledge of;
	12.5.2 Writer's Purpose and Values	12.6.2.1 Demonstrate awareness of the writer's purpose and values.	• Purpose and values of writer		• Knowledge of;
	12.5.3 Comparisons of Experiences	12.6.3.1 Compare and relate what is read to other books and to their own experiences.	• Reader's experiences	• Application Of taught content; • Analysis	• Knowledge of;
	12.5.4 Figures of speech	12.6.4.1 Explain uses of figures of speech.	• Uses of figures of speech	• Application Of taught content;	• Knowledge of;
	12.5.5 Literary Terminologies	12.6.5.1 Use literary terminologies.	• Literary terminologies	• Application Of taught content;	• Knowledge of;
	12.5.6 Critiquing texts	12.6.6.1 Analyze and evaluate literary works.	• Analysis and evaluation of literary works	• Critical thinking • Application Of taught content; Of taught content; • Analysis • Critical thinking • Application Of taught content;	• Knowledge of;

GLOSSARY

These literary terms should be integrated in the main lesson of the day.

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.

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.
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 of; or skills.
14. chauvinism: 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.
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.
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 of;
28. euphemism: a literary technique in which an accurate but explicit word is substituted with a gentler and less distasteful term.
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.
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.

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.
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.
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.
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.
55. opera: a dramatical piece of work that is accompanied by music; a musical play.
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 bleak 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.
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;
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.
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.
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 of;. 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 of; content/information for the learner and the teacher.
 - Intelligence the level of making things get understood clearly.

