Republic of Zambia

MINISTRY OF EDUCATION

ZAMBIAN LANGUAGES SYLLABUS
ORDINARY LEVEL SECONDARY EDUCATION
FORM 1 – 4

VISION

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

PREFACE

The Zambian Languages Secondary Ordinary Level School Syllabus has been developed to facilitate learning that will promote competences in learners from Form 1 to 4. It has been designed to equip learners with skills to assess, criticize, analyse and practically apply knowledge that will help them gain life skills.

The syllabus has been aligned with the Competence-Based Curriculum with 21st Century Skills. It links well with the Upper Primary Level in the development of essential skills of listening, speaking, reading and writing. The aim is to nurture effective communication both in speech and writing. Once the learners acquire knowledge, skills, techniques and positive values, they are expected to attain competences that are key in fostering total development of the individual, society and the nation as a whole.

The content provided in the syllabus has been packaged to stimulate learners in thinking reflectively, logically, creatively, and critically so as to promote the formation of positive social behaviour and socially desirable attitudes. The activities provided are aimed at engaging learners in linguistic practice thereby fostering proficiency.

Cross-cutting themes and emerging issues such as National Values and Principles, Corruption, Climate Change and Financial Education have been incorporated in the syllabus to ensure that learners cultivate a positive mindset, skills, values and positive attitudes that prepare them to live responsible lives and be protected from life threatening vices.

It is anticipated that the syllabus will enhance learning at Secondary Ordinary Level and create a deeper understanding and appreciation of the suggested activities, to make teaching and learning more engaging, exciting and meaningful.

Joel Kamoko, (Mr.)
Permanent Secretary- Education Services
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

The design and development of the Zambian Languages syllabus is the culmination of a series of activities which involved many stakeholders. I, therefore, wish to thank individuals, institutions and organisations that provided the technical input to the successful development of this syllabus. These include; the teachers, lecturers from colleges of education and public universities as well as representatives from cooperating partners. I also wish to thank officials from the Directorate of Secondary Education in the Ministry of Education for their valuable contribution to this process.

Finally, I would like to express my gratitude to the staff in the Directorate of Curriculum Development for their diligence and commitment in ensuring that the syllabus development process is concluded successfully.

Charles Ndakala, (Dr.)
Director – Curriculum Development
MINISTRY OF EDUCATION

TABLE OF CONTENT

Introduction

The Zambian Languages Syllabus for secondary ordinary level builds on the foundation laid at upper primary in literacy and Language. It provides content which should allow learners to acquire more advanced competences in listening and speaking, reading fluency, reading comprehension, vocabulary use, writing and language structure. It also provides topics and subtopics on customs and traditions because Zambian Languages also carry the culture of the Zambian people.

Rationale for Teaching Zambian Languages

Zambian Languages are vehicles through which most Zambians communicate with each other. Therefore, it is important that learners learn Zambian Languages in order to know how to use the language correctly and appropriately as well to appreciate the technical aspects of the language which cannot be acquired outside formal instruction. Teaching and learning Zambian Languages will enable learners become experts in translation, interpretation, writing, editing and publishing, among others. It will also act as a resource for cultural preservation and increase learners' opportunities for further education.

Structure of the Syllabus

This syllabus is divided into five (5) components: Listening and Speaking, Reading, Writing, Language Structure and Translation. Segmenting the syllabus into these components provides a convenient way of organising the content that will be taught. **However, at lesson delivery, the teacher should ensure that necessary components are integrated into one lesson**.

Each of the five components is further divided into topic, sub-topic, specific competence, learning activities and expected standards.

Take note that each subtopic has one or more specific competences which learners are expected to acquire. Similarly, each specific competence has one or more suggested activities which learners should engage in. **The suggested activities are not exhaustive for each specific competence**. Hence, teachers should provide more activities, depending on the needs of the learners. The expected standards provide criteria upon which the teacher will base his/her judgement of the learners' performance in that particular activity. **In this regard, teachers are encouraged to scaffold struggling learners so that they can also meet the expected standards**.

Suggested Teaching Methodology

The teaching of Zambian Languages will follow the communicative language teaching methodology. This methodology prioritises both the rules of grammar and the rules governing the appropriate use of language in different contexts. Maximum learner participation through communicative activities is key. The goal of teaching language is to develop communicative competence in learners. Teaching language

using the Communicative Language Teaching Method should consider all four dimensions namely: Grammatical competence, Sociolinguistic competence, Discourse competence as well as Strategic competence. Under Grammatical competence, learners should be taught rules governing the correct use of the language. In terms of sociolinguistic competence, learners should be taught how they can use the language item they are learning appropriately in different situations while in Discourse competence learners should be taught how words and sentences are used in connected text/speech through cohesion, coherence, reference and inference. In strategic competence, learners should be taught how to initiate, sustain, repair and/or end conversation or communication.

Some recommended teaching strategies include but not limited to:

Teacher exposition
Group work
Pair work
Role play
Simulation
Demonstration
Debate
Question & answer
Elicitation
Project/Field research

Note that not all learners learning Zambian Languages are first speakers of the language. Other learners come to school speaking a dialect which is different from the standard variety being taught in school. Therefore, teachers should provide explicit instruction especially at the beginning of the lesson to ensure that every learner understands the teaching point. Notwithstanding, learners should be engaged in lessons in order to prompt their prior knowledge of the topic.

Time Allocation

Zambian Languages at Secondary Ordinary level is allocated 3 hours 20 minutes per week. This translates into 5 periods of 40 minutes each. For effective use of the allocated time, teachers are guided that reading comprehension and composition should be allocated two (2) periods each. Other lessons can take single periods.

Assessment

Assessment is a significant part of the teaching and learning process. This is so because assessment serves various purposes to different stakeholders such as parents, teachers, learners, administrators, and the Ministry of Education. Essentially, teachers should conduct assessments to inform their teaching, that is, assessment for learning. This entails establishing competences where the learners are doing well and where they are struggling. This information should then help the teacher to determine appropriate teaching strategies to respond to learners' needs. This type of assessment can be conducted in various ways such as classroom exercises, observations, projects and tests. Assessments of learning will also be conducted by the Ministry of Education at different levels as well as by the Examinations Council of Zambia (ECZ). ECZ will provide detailed procedures and guidelines on how School-Based Assessment and high-stakes examinations will be conducted.

Competences to be Developed

The 2023 Zambia Education Curriculum Framework has outlined twelve competences that learners should attain as they complete the cycle of our education system. The table given below outlines the competences to be attained by learners at the end of ordinary level in Zambian Languages. The table also breaks down each competence into descriptors:

S/N	COMPETENCE	DESCRIPTORS
1	**Analytical Thinking**	- Grasp and breakdown information and effectively share with others - Break down problems - Evaluate situations and solutions
2	**Citizenship**	- Practise environmental sustainability - Engage fully in civic activities - Treat others with kindness, empathy and fairness - Accept responsibility for one's deeds - Promote social justice - Show respect for human dignity - Demonstrate principles of patriotism and national identity - Display orderliness in one's actions - Resolve conflict and build consensus in a group - Understand cultural roots of Zambian society and how the local superstructure functions in relation to the global environment
3	**Collaboration**	- Respect the views of group members while working together - Participate fully in the group towards accomplishing given tasks - Listen to other group members and make meaningful contribution to a given task
4	**Communication**	- Use appropriate language (verbal and non-verbal) in different situations - Apply good listening, speaking reading and writing skills - Express oneself using different media and symbols - Effectively share one's thoughts and emotions and understand others - Express oneself (spoken and written) clearly and effectively - Manage one's emotions - Speak effectively in public

		▪ Ask for feedback ▪ Take turns when conversing with others ▪ Demonstrate self confidence
5	**Creativity and Innovation**	• undertake a project • Organise information and ideas • Justify one's reasoning and procedures • Ask thoughtful questions • Understand connections between seemingly unrelated subject matter • Generate new ideas, possibilities and actions from existing ones • Express one's ideas through life experiences
6	**Critical Thinking**	▪ Solve complex problems ▪ Analyse texts to improve the ability to understand ▪ Establish opinions about what is right and wrong ▪ Solve problems with innovative solutions ▪ Deal with life challenges ▪ Ensure opinions are based on facts ▪ Become more open minded towards different views ▪ Make one's own decision and form own opinion ▪ Ask the right questions ▪ Think about both the short- and long-term consequences of one's action ▪ Evaluate the credibility of sources of information ▪ Conduct research ▪ Participate in debates and discussions on global issues ▪ Gather and assess relevant information using abstract ideas ▪ Provide answers to criticisms
7	**Emotional Intelligence**	▪ Manage own emotions and be considerate of other people's emotions ▪ ▪ Establish opinions about what is right and wrong ▪ Solve problems with innovative solutions ▪ Deal with life challenges ▪ Ensure opinions are based on facts ▪ Become more open minded towards different views ▪ ▪

		.
8	**Environmental Sustainability**	• Show personal role in environmental management
9	**Problem Solving**	• Present reasoned explanations for phenomena, patterns • Make sense of the gathered information from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or biases • Analyse the problematic situation and identify the resources at their disposal to find a solution • Develop plan for problem solving and gather supporting information.

FORM 1

1.1 LISTENING AND SPEAKING				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
1.1.1 **CONVERSATIONS**	**1.1.1.1 Dialogue**	1.1.1.1.1 Use appropriate language to discuss cross-cutting issues	• Discussing any given topic on cross-cutting issues (climate change, drug abuse, human rights…) • Presenting findings	• Given topic on cross-cutting issues discussed accordingly • Findings presented logically
	1.1.1.2 Debates	1.1.1.2.1 Debate on any given issues	• Debating on simple topics (climate change, drug abuse, human rights…)	• Simple topics debated accordingly
	1.1.1.3 Cultural Values	1.1.1.3.1 Discuss aspects of local cultures	• Discussing myths and beliefs in local culture • Presenting findings	• Myths and beliefs in local culture discussed accordingly • Findings presented logically
		1.1.1.3.2 Use appropriate language to discuss positive and negative beliefs in society	• Discussing positive and negative beliefs in society using appropriate language	• Positive and negative beliefs discussed accordingly
	1.1.1.4 Facts and Opinions	1.1.1.4.1 Distinguish facts from opinions in conversations, speeches or meetings	• Distinguishing facts from opinions • Presenting facts and opinions	• Facts distinguished from opinions accordingly • Facts and opinions presented correctly
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCE**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**

1.1 LISTENING AND SPEAKING

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
1.1.2 SONGS	**1.1.2.1 Traditional and Contemporary Songs**	1.1.2.1.1 Explain the value of both traditional and contemporary songs	• Discussing and explaining values of traditional and contemporary songs • Analysing the teachings of traditional and contemporary songs • Singing traditional and contemporary songs	• Traditional and contemporary songs discussed and explained accordingly • Teaching of traditional and contemporary songs analysed accordingly • Traditional and contemporary songs sang accordingly
1.1.3 RIDDLES	**1.1.3.1 Riddles**	1.1.3.1.1 Create riddles	• Saying and responding to riddles • Creating new riddles	• Riddles initiated and responded to correctly • New riddles created accordingly
1.1.4 STORY TELLING	**1.1.4.1 Fiction and Non-fiction Stories**	1.1.4.1.1 Narrate fiction and non-fiction stories on given themes	• Distinguishing fiction from non-fiction stories • Narrating fiction stories • Narrating non-fiction stories	• Fiction and non-fiction stories distinguished accordingly • Fiction stories narrated accordingly • Non-fiction stories narrated accordingly
		1.1.4.1.2 Analyse stories	• Identifying features and elements of stories • Analysing the moral lessons from stories	• Features and elements of stories identified accordingly • Moral lessons from stories analysed correctly
1.1.5 PUBLIC SPEAKING	**1.1.5.1 Talk**	1.1.5.1.1 Deliver a talk to an audience on a given topic	• Gathering information on a given topic • Delivering a talk on a given topic	• Information on a given topic gathered accordingly • Talk on a given topic delivered accordingly

1.2 READING				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
1.2.1 INTENSIVE READING	**1.2.1.1 Reading Comprehension**	1.2.1.1.1 Read form level texts of different genres with understanding	• Reading texts • Answering different types of questions • Summarising the read texts • Paraphrasing the read texts • Discussing meaning of vocabulary	• Texts read accordingly • Questions answered correctly • Texts read summarised correctly • Texts read paraphrased accordingly • Meaning of vocabulary discussed accordingly
1.2.2 READING ALOUD	**1.2.2.1 Fluency**	1.2.2.1.1 Read form level texts of different genres fluently	• Reading aloud with accuracy, pace and expression • Answering oral questions	• Text read aloud fluently • Oral questions answered correctly
1.2.3 EXTENSIVE READING	**1.2.3.1 Reading**	1.2.3.1.1 Read form level texts of different genres	• Reading a variety of texts • Summarising read texts orally	• Variety of texts read accordingly • Read texts orally summarised accordingly
1.2.4 STUDY SKILLS	**1.2.4.1 Reference Resources**	1.2.4.1.1 Locate information in books	• Locating information from given materials • Using index and table of contents to locate information in books	• Information located from given materials accordingly • Information located correctly using the index and table of contents

1.2 READING

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	1.2.4.2 **Skimming and Scanning**	1.2.4.2.1 Skim given text/material to get general information	• Skimming texts (from magazines, newspapers…) • Answering questions	• Given text skimmed correctly • Questions answered correctly
		1.2.4.2.2 Scan given text/material to get specific information	• Scanning texts (from magazines, newspapers…) • Answering questions	• Given text scanned correctly • Questions answered correctly

1.3 WRITING

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
1.3.1 COMPOSITION	1.3.1.1 **Structure of a composition**	1.3.1.1.1 Outline the structure of a composition	• Discussing the structure and features of a composition • Identifying the features of a composition	• Structure of a composition discussed accordingly • Features of a composition identified correctly
	1.3.1.2 **Paragraphing**	1.3.1.2.1 Build paragraphs from given topic sentences	• Discussing topic sentences • Developing a paragraph from topic sentences	• Topic sentences discussed adequately • Paragraph developed accordingly
	1.3.1.3 **Autobiography**	1.3.1.3.1 Write an autobiography	• Discussing the features and structure of an autobiography • Presenting autobiography orally	• Features and structure of an autobiography discussed accordingly • An autobiography presented accordingly

1.3 WRITING

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			• Writing an autobiography	• An autobiography written correctly
	1.3.1.4 Narratives	1.3.1.4.1 Write both fiction and non-fiction narratives	• Discussing the features and structure of fiction and non-fiction narratives • Distinguishing fiction from non-fiction narratives • Writing narrative composition	• Features of fiction and non-fiction narratives discussed effectively • Fiction from non-fiction narratives distinguished effectively • Narrative composition written accordingly
	1.3.1.5 Letter Writing	1.3.1.5.1 Write an informal letter	• Discussing the structure and features of an informal letter • Writing of an informal letter	• Structure and features of an informal letter discussed adequately • Informal letter written correctly
		1.3.1.5.2 Write a semi-formal letter	• Discussing the structure and features of a semi-formal letter • Differentiating semi-formal letter from an informal letter • Writing a semi-formal letter	• Structure and features of a semi-formal letter discussed adequately • Informal letter and semi-formal letter distinguished correctly • Semi-formal letter written correctly
	1.3.1.6 Descriptive Writing	1.3.1.6.1 Write a descriptive essay	• Discussing the structure and features of descriptive composition • Writing descriptive composition (people and	• Structure and features of a descriptive composition discussed accordingly • Descriptive composition written accordingly

1.3 WRITING				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			animals)	
	1.3.1.7 Argumentative Writing	1.3.1.7.1 Write an argumentative composition	• Discussing the structure and features of an argumentative composition • Writing an argumentative composition	• Structure and features of an argumentative composition discussed adequately • Argumentative composition written accordingly
1.3.2 SUMMARY	**1.3.2.1 Note Summary**	1.3.2.1.1 Take notes from any oral source	• Discussing features and structure of note summary • Writing relevant points from an oral source	• Features and structure of note summary discussed accordingly • Relevant points from an oral source written correctly
		1.3.2.1.2 Make notes from a written source	• Discussing features and structure of note summary • Identifying key points from a written source • Writing notes from written sources	• Features and structure of note summary discussed accordingly • Key points from a written source identified accordingly • Notes from a written source written accordingly
	1.3.2.2 Prose Summary	1.3.2.2.1 Summarise short passages	• Discussing the features of prose summary • Identifying key points from a text • Summarising a given text into a paragraph	• Features of a prose summary discussed accordingly • Key points of a text identified accordingly • Given text summarised into a paragraph

1.3 WRITING				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
				accordingly
	1.3.2.3 Notices and Posters	1.3.2.3.1 Write notices and posters	• Discussing the features of notices and posters • Discussing the purpose of notices and posters • Writing notices and posters	• Features of notices and posters discussed accordingly • Purpose of notices and posters discussed accordingly • Notices and posters written creatively

1.4 LANGUAGE STRUCTURE				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
1.4.1 WORD CLASSES	**1.4.1.1 Parts of Speech**	1.4.1.1.1 Categorise words according to word classes	• Identifying the word classes (*nouns, pronouns, verbs, adverbs, adjectives, conjunctions, locatives, interjections*) • Discussing each word class with examples • Classifying words according to classes	• Word classes identified correctly • Word classes discussed with examples correctly • Words classified according to classes correctly

1.4 LANGUAGE STRUCTURE

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
1.4.2 PUNCTUATION	**1.4.2.1 Punctuation Marks**	1.4.2.1.1 Punctuate sentences	• Explaining the functions of punctuation marks (*capital letters, comma, full stop, exclamation, mark, question mark…*) • Applying punctuation marks in sentences	• Functions of punctuation marks explained accurately • Sentences punctuated correctly
1.4.3 NOUNS	**1.4.3.1 Countable and Uncountable Nouns**	1.4.3.1.1 Use countable and uncountable nouns	• Discussing meaning of countable and uncountable nouns • Identifying countable and uncountable nouns • Sorting countable and uncountable nouns • Constructing sentences using countable and uncountable nouns	• Meaning of countable and uncountable nouns discussed accordingly • Countable and uncountable nouns identified correctly • Countable and uncountable nouns sorted accordingly • Sentences constructed correctly using countable and uncountable nouns
	1.4.3.2 Proper and Common Nouns	1.4.3.2.1 Use proper and common nouns	• Discussing meaning of proper and common nouns • Identifying proper and common nouns • Sorting proper and common nouns • Constructing sentences using proper and common nouns	• Meaning of proper and common nouns discussed accordingly • Proper and common nouns identified correctly • Proper and common nouns sorted accordingly • Sentences constructed correctly using proper and common nouns
	1.4.3.3 Collective, Abstract and	1.4.3.3.1 Use collective, abstract and concrete nouns in	• Discussing meaning of collective, abstract and	• Meanings of collective, abstract and concrete nouns

1.4 LANGUAGE STRUCTURE

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	Concrete Nouns	sentences	concrete nouns • Identifying collective, abstract and concrete nouns • Sorting collective, abstract and concrete nouns • Constructing sentences using collective, abstract and concrete nouns	discussed accordingly • Collective, abstract and concrete nouns identified correctly • Collective, abstract and concrete nouns sorted accordingly • Sentences constructed correctly using collective, abstract and concrete nouns
	1.4.3.4 Structure of a Noun	1.4.3.4.1 Explain the structure of a noun	• Discussing the structure of a noun • Segmenting nouns into constituent parts (prefix and stem)	• The structure of a noun discussed accordingly • Nouns segmented into constituent parts correctly
1.4.4 PRONOUNS	**1.4.4.1 Types of Pronouns**	1.4.4.1.1 Use pronouns	• Discussing the meaning and function of pronouns • Identifying the different types of pronouns (*personal, possessive, and demonstrative*) • Using different types of pronouns in sentences	• The meaning and function of pronouns discussed accordingly • Different types of pronouns identified correctly • Different types of pronouns used in sentences correctly
1.4.5 ADVERBS	**1.4.5.1 Types of Adverbs**	1.4.5.1.1 Use different types of adverbs	• Explaining the meaning and function of adverbs • Identifying different types of adverbs (*adverbs of time, manner, frequency, degree and place*) • Sorting adverbs according	• Meaning and function of adverbs explained correctly • Different types of adverbs identified correctly • Adverbs sorted correctly

1.4 LANGUAGE STRUCTURE

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			to type • Constructing sentences using different types of adverbs	according to type • Sentences constructed using different types of adverbs correctly
1.4.6 VOWELS	1.4.6.1 Long and Short Vowels	1.4.6.1.1 Distinguish word meaning according to vowel length	• Distinguishing word meaning according to short and long vowels • Giving examples of words with long and short vowels	• Meaning of words according to long and short vowels distinguished correctly • Examples of words with long and short vowels given correctly
1.4.7 LOCATIVES	1.4.7.1 Locatives	1.4.7.1.1 Use locatives in sentences	• Explaining meaning and function of locatives • Identifying locatives in sentences and texts • Using locatives in sentences	• Meaning and functions of locatives explained correctly • Locatives correctly identified in sentences and texts • Locatives correctly used in sentences
1.4.8 WORD BUILDING	1.4.8.1 Affixation	1.4.8.1.1 Use prefixes and suffixes to build words	• Explaining the meaning and function of affixation • Identifying the different types of affixes • Classifying affixes according to type • Forming words using affixes	• Meaning and function of affixes explained correctly • Different types of affixes identified accordingly • Affixes classified correctly • Words correctly formed using affixes
1.4.9 IDEOPHONES	1.4.9.1 Types of Ideophones	1.4.9.1.1 Use different types of ideophones in sentences	• Explaining the meaning of idiophones • Identifying idiophones according to type (colour, condition) • Construct sentences using	• Meaning of idiophones explained correctly • Ideophones identified according to type correctly • Sentences constructed using different types of idiophones

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<tr><th colspan="5">1.4 LANGUAGE STRUCTURE</th></tr>
<tr><th>TOPIC</th><th>SUB TOPIC</th><th>SPECIFIC COMPETENCES</th><th>LEARNING ACTIVITIES</th><th>EXPECTED STANDARD</th></tr>
<tr><td></td><td></td><td></td><td>different types of idiophones</td><td>accordingly</td></tr>
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<td>**1.4.10 TENSES**</td>
<td>**1.4.10.1 Present Tense**</td>
<td>1.4.10.1.1 Use different forms of present tense</td>
<td>
- Discussing the functions of different forms of present tense (*present simple, present continuous and present perfect, present perfect continuous*)

- Identifying the present tense marker in words

- Constructing sentences using different forms of the present tense
- Constructing positive and negative sentences in the present tense
- Constructing interrogative sentences in the present tense
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- Meaning and function of present tense explained accordingly

- Present tense marker identified accordingly

- Sentences in the present tense constructed correctly

- Positive and negative sentences in the present tense constructed correctly
- Interrogative sentences in the present tense constructed correctly
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<td>**1.4.10.2 Past Tense**</td>
<td>1.4.10.2 Use different forms of past tense</td>
<td>
- Explaining meaning and function of different forms of past tense (*past simple, past continuous, past perfect, perfect continuous*)

- Identifying the past tense marker in words
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- Meaning and function of Past tense explained accordingly

- Past tense marker identified accordingly
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1.4 LANGUAGE STRUCTURE

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			• Constructing sentences in different forms of past tense • Constructing positive and negative sentences in the past tense • Constructing interrogative sentences in the past tense	• Sentences in the Past tense constructed correctly • Positive and negative sentences in the past tense constructed correctly • Interrogative sentences in the Past tense constructed correctly.
1.4.11 DIRECT AND INDIRECT SPEECH	1.4.11.1 Direct Speech	1.4.11.1.1 Use Direct Speech	• Discussing the meaning and function of direct speech • Identifying direct speech sentences in texts • Punctuate direct speech sentences • Construct sentences to express direct speech	• Meaning and function of Direct speech explained accordingly • Direct speech sentences identified correctly • Direct speech sentences punctuated correctly • Direct speech sentences constructed accordingly.
	1.4.11.2 Indirect Speech	1.4.11.2.1 Construct indirect speech sentences	• Identifying indirect speech sentences • Punctuating indirect speech sentences • Constructing sentences to express indirect speech • Change indirect to direct speech and vice-versa	• Indirect speech sentences identified accordingly • Indirect speech sentences punctuated correctly • Indirect speech sentences constructed accordingly • Indirect sentences correctly changed to direct speech and vice-versa

1.4 LANGUAGE STRUCTURE

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
1.4.12 ACTIVE AND PASSIVE VOICE	**1.4.12.1 Active and Passive Sentences**	1.4.12.1.1 Use active and passive voice	• Explaining the meaning and function of active and passive voice • Distinguishing active from passive voice • Identifying active and passive voice • Constructing sentences in the active and passive voice • Changing sentences from active to passive voice and vice versa	• Meaning and function of active and passive voice explained correctly • Active voice correctly distinguished from passive voice • Active and passive voice identified accordingly • Sentences in the active and passive voices constructed accordingly • Sentences changed from active to passive voice and vice versa accordingly
1.4.13 FIGURATIVE LANGUAGE	**1.4.13.1 Proverbs**	1.4.13.1.1 Use proverbs	• Discussing the meaning and use of proverbs • Categorising proverbs according to specific functions • Identifying appropriate proverbs in which to use particular situations • Identifying appropriate situations in which to use particular proverbs	• Meaning and use of proverbs discussed accordingly • Proverbs categorised correctly according to specific functions • Appropriate proverbs to be used in particular situations identified correctly • Appropriate situations in which to use particular proverbs identified correctly
	1.4.13.2 Sayings	1.4.13.2.1 Use sayings	• Discussing the meaning and use of saying • Categorising sayings according to specific	• Meaning and use of sayings discussed accordingly • Sayings categorised according to specific

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<tr><td colspan="5" align="center">**1.4 LANGUAGE STRUCTURE**</td></tr>
<tr><td>**TOPIC**</td><td>**SUB TOPIC**</td><td>**SPECIFIC COMPETENCES**</td><td>**LEARNING ACTIVITIES**</td><td>**EXPECTED STANDARD**</td></tr>
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<td></td>
<td></td>
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<td>functions
• Using sayings in discourse

• Identifying appropriate situations in which to use particular sayings</td>
<td>functions
• Sayings used in discourse appropriately
• Appropriate situations in which to use particular sayings identified correctly</td>
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<td>**1.4.14 VOCABULARY**</td>
<td>**1.4.14.1 Word Meaning**</td>
<td>1.4.14.1.1 Use form level vocabulary</td>
<td>• Discussing meaning of selected vocabulary

• Presenting meanings of vocabulary

• Using selected vocabulary in sentences</td>
<td>• Meaning of selected vocabulary discussed accordingly
• Meanings of selected vocabulary presented correctly
• Selected vocabulary correctly used in sentences</td>
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<td>**1.4.14.2 Counting Numbers**</td>
<td>1.4.14.2.1 Count from 1 to 1000 000 in a Zambian language</td>
<td>• Counting from 1 to 1000 000 in a Zambian language</td>
<td>• Numbers from 1 to 1000, 000 counted correctly in a Zambian language</td>
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1.5 TRANSLATION				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
1.5.1 TRANSLATION	**1.5.1.1 Concepts in Translation**	1.5.1.1.1 Explain the concepts used in translation	• Discussing meaning and importance of translation • Discussing basic concepts in translation (*translation and interpretation; source and target language; interlingual and intralingual*) • Distinguishing concepts in translation	• Meaning and importance of translation discussed accordingly • Basic concepts in translation discussed accordingly • Translation concepts differentiated accordingly
	1.5.1.2 Translation Techniques	1.5.1.2.1 Apply various translation techniques to translate a text from English into a Zambian Language and vice-versa	• Translating a text from English into a Zambian Language and vice-versa using various techniques (*literal translation, substitution, borrowing, loaning, transliteration, description, generalisation*)	• Various translation techniques used accordingly to translate texts from source language into target language and vice versa

FORM 2

2.1 LISTENING AND SPEAKING				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
2.1.1 CONVERSATIONS	**2.1.1.1 National Values**	2.1.1.1.1 Use appropriate language in discussions	• Discussing national values and principles (*patriotism, respect, hard work …*)	• National values and principles discussed accordingly using appropriate language
	2.1.1.2 Debate	2.1.1.2.1 Use appropriate language to debate with evidence	• Gathering information on given topic • Debating (*introducing motion, proposing, opposing, interjecting, rebutting ...*)	• Information on given topic gathered accordingly • Given topic debated accordingly
	2.1.1.3 Cultural Values	2.1.1.3.1 Use appropriate language to discuss cultural values	• Discussing cultural values (*respect, hospitality, dressing, responsibility…*) • Presenting findings from groups	• Cultural values discussed accordingly • Findings presented accordingly
	2.1.1.4 Facts and Opinions	2.1.1.4.1 Distinguish facts from opinions	• Distinguishing facts from opinions in conversations, speeches or meetings	• Facts distinguished from opinions accordingly
2.1.2 DRAMA	**2.1.2.1 Play**	2.1.2.1.1 Using appropriate language to act out plays on given cross-cutting themes	• Acting out plays on cross-cutting issues (*human, rights, mental health, social and emotional, learning …*)	• Plays acted out accordingly1 Using appropriate language

2.1 LISTENING AND SPEAKING				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
2.1.3 SONGS	**2.1.3.1 Traditional and Contemporary Songs**	2.1.3.1.1 Analyse the meaning of contemporary and traditional songs	• Listening to songs and answering oral questions • Singing songs • Discussing meaning in songs	• Songs listened to attentively and questions answered correctly • Songs sang accordingly • Meaning in songs discussed accordingly
2.1.4 RIDDLES AND PUZZLES	**2.1.4.1 Puzzles**	2.1.4.1.1 Analyse puzzles	• Initiating puzzles • Providing answers	• Puzzles initiated accordingly • Answers provided correctly
2.1.5 STORY TELLING	**2.1.5.1 Fiction Stories**	2.1.5.1.1 Tell fiction stories	• Narrating fiction stories • Analysing the moral lessons in fiction stories	• Fiction stories narrated coherently • Teachings in fiction stories analysed accordingly
2.1.6 PUBLIC SPEAKING	**2.1.6.1 Speech**	2.1.6.1.1 Use appropriate language to deliver a speech on a given topic	• Delivering a speech	• Speech delivered accordingly

2.2 READING				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
2.2.1 INTENSIVE READING	**2.2.1.1 Reading Comprehension**	2.2.1.1.1 Read a variety of form level texts with understanding	- Reading texts - Answering questions - Discussing vocabulary - Summarising read texts - Paraphrasing texts	- Form level texts read accordingly - Questions answered correctly - Vocabulary discussed accordingly - Form level text summarised accordingly - Form level text paraphrased accordingly
2.2.2 READING ALOUD	**2.2.2.1 Reading Fluency**	2.2.2.1.1 Read form level texts	Reading aloud form level texts with accuracy, pace and expression	Form level texts read with accuracy, pace and expression
2.2.3 EXTENSIVE READING	**2.2.3.1 Extensive Reading**	2.2.3.1.1 Read a variety of texts	- Reading a variety of texts - Summarising read texts orally and/ or in writing	- Variety of texts read accordingly - Read texts summarised accordingly
2.2.4 STUDY SKILLS	**2.2.4.1 Reference Resources**	2.2.4.1.1 Locate information in books	Locating information from given materials (*dictionaries, magazines…*)	Information located from given materials accordingly
	2.2.4.2 Skimming and Scanning	2.2.4.2.1 Skim and scan different materials	- Finding specific and general information (from *magazines, newspapers, books…*) - Answering questions	- Specific and general information skimmed and scanned correctly - Questions answered correctly

2.3 WRITING				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
2.3.1 COMPOSITION	**2.3.1.1 Biography**	2.3.1.1.1 Write a biography of a given personality	• Discussing the features of a biography • Writing a biography	• Features of a biography discussed accordingly • A biography written accordingly
	2.3.1.2 Expository Writing	2.3.1.2.1 Write expository composition	• Discussing the features of an expository composition • Writing an expository composition	• Features of an expository composition discussed accordingly • An expository composition written accordingly
	2.3.1.3 Letter Writing	2.3.1.3.1 Write an application letter	• Discussing the structure and features of a formal letter • Writing an application letter (*job, services…*)	• Structure and features of a formal letter discussed accordingly. • Application letter written correctly
	2.3.1.4 Descriptive Writing	2.3.1.4.1 Write a descriptive composition	• Discussing the structure and features of a descriptive composition • Writing a descriptive composition (*places, objects*)	• The structure and features of a descriptive composition discussed accordingly • A descriptive composition written accordingly
	2.3.1.5 Report Writing	2.3.1.5.1 Write a report about a given event	• Discussing the features and structure of a report • Writing a report on a given event	• Features of a report discussed accordingly. • A report written correctly
	2.3.1.6 Minutes	2.3.1.6.1 Write minutes of proceedings	• Discussing the structure and features of minutes • Writing minutes of a recorded meeting (*club/class, meetings…*)	• The structure and features of minutes discussed adequately. • Minutes written accordingly

2.3 WRITING				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
	2.3.1.7 Articles	2.3.1.7.1 Write articles for magazines and newspapers	• Discussing the structure and features of an article. • Writing an article	• The structure and features of an article discussed adequately • An article written accordingly
	2.3.1.8 Argumentative Writing	2.3.1.8.1 Write an argumentative composition	• Discussing the features and structure of an argumentative composition • Writing an argumentative composition	• The features and structure of an argumentative composition discussed accordingly • An argumentative composition written accordingly
2.3.2 SUMMARY	**2.3.2.1 Prose Summary**	2.3.2.1.1 Summarise given texts	• Discussing features of prose summary • Identifying key points of a text • Summarising a given text into a paragraph	• Features of prose summary discussed accordingly • Key points of a text identified accordingly • A given text summarised into a paragraph accordingly
2.3.3 DICTATION	**2.3.3.1 Passages**	2.3.3.1.1 Write dictated text	• Writing a dictated text	• Dictated text written correctly

2.4 LANGUAGE STRUCTURE				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
2.3.1 NOUNS	**2.4.1.1 Noun Classes**	2.4.1.1.1 Categorise nouns into noun classes	• Discussing the concept and function of noun classes • Categorising nouns according to classes	• Concepts and functions of noun classes discussed accordingly • Nouns categorised according to classes correctly
		2.4.1.1.2 Analyse grammatical agreement in sentences	• Identifying grammatical agreement in sentences • Expressing agreement in sentences according to nouns classes • Constructing sentences that express subject – object grammatical concord	• Grammatical agreement identified accordingly • Agreement in sentences according to grammatical number of nouns expressed correctly • Sentences that express subject-object grammatical concord constructed correctly
2.4.2 PRONOUNS	**2.4.2.1 Types of Pronouns**	2.4.2.1.1 Classify pronouns according to type	• Identifying the different types of pronouns (*Possessive, Demonstrative…*) • Classifying pronouns according to type • Using different types of pronouns in sentences	• Different types of pronouns identified correctly • Pronouns classified according to type correctly • Different types of pronouns used in sentences correctly
2.4.3 ADJECTIVES	**2.4.3.1 Types of Adjectives**	2.4.3.1.1 Use adjectives in sentences	• Discussing the meaning and function of adjectives • Identifying different types of adjectives (*number,*	• Meaning and functions of adjectives discussed • Different types of adjectives identified correctly

		2.4 LANGUAGE STRUCTURE		
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			colour, quality …) • Sorting adjectives according to type • Constructing sentences using different types of adjectives	• Adjectives sorted correctly according to type • Sentences constructed using different types of adjectives correctly
2.4.4 CONJUNCTIONS	**2.4.4.1 Types of Conjunctions**	2.4.4.1.1 Use different types of conjunctions in sentences	• Discussing different types of conjunctions • Identifying conjunctions in sentences (coordinating, correlative, contrastive…) • Classifying conjunctions according to type • Discussing the role of conjunctions in sentences (contrast, reason, condition, addition comparison) • Using conjunctions in sentences	• Different types of conjunction discussed accordingly • Conjunctions identified accordingly • Conjunctions classified according to type correctly • The role of conjunctions in sentences discussed explicitly • Conjunctions used in sentences correctly
2.4.5 INTERJECTIONS	**2.4.5.1 Interjections**	2.4.5.1.1 Use interjections	• Identifying interjections in sentences • Using interjections in sentences	• Interjections in sentences identified accordingly • Interjections used in sentences correctly
2.4.6 PUNCTUATION	**2.4.6.1 Punctuation Marks**	2.4.6.1.1 Punctuate texts	• Discussing the use of punctuation marks (*capital, letters, comma, full stop, exclamation mark, question mark…)*	Use of punctuation marks discussed accordingly • Texts punctuated accordingly

2.4 LANGUAGE STRUCTURE

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			• Applying punctuation marks in texts	
2.4.7 WORD BUILDING	**2.4.7.1 Affixation**	2.4.7.1.1 Use affixes to build words	• Identifying affixes in words • Building words from stems and roots using affixes	• Affixes in words identified accordingly • Words built correctly from stems and roots using affixes
	2.4.7.2 Derivation	2.4.7.2.1 Derive nouns from verbs and vice-versa	• Forming nouns from verbs and vice-versa • Using derived words in sentences	• Nouns and verbs formed correctly • Derived words used in sentences correctly
2.4.8 ONOMATOPOEIA	**2.4.8.1 Onomatopoeia**	2.4.8.1.1 Use onomatopoeia	• Identifying onomatopoeic words • Constructing sentences with onomatopoeic words	• Onomatopoeic words identified accordingly • Sentences constructed using onomatopoeic words correctly
2.4.9 TENSES	**2.4.9.1 Future Tense**	2.4.9.1.1 Use different forms of future tense	• Identifying the future tense marker in words • Constructing sentences in the future tense • Constructing positive and negative sentences in the future tense • Constructing interrogative sentences in the future tense	• Future tense marker identified accordingly • Sentences in the future tense constructed correctly • Positive and negative sentences in the future tense constructed correctly • Interrogative sentence in the future tense constructed correctly.

2.4 LANGUAGE STRUCTURE				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
2.4.10 ACTIVE AND PASSIVE VOICE	**2.4.10.1 Active and Passive Sentences**	2.4.10.1.1 Construct sentences in active and passive voice	• Identifying sentences in active and passive voice • Constructing sentences in the active and passive voice • Changing sentences from active to passive voice and vice versa	• Sentences in active and passive voice identified accordingly • Sentences in active and passive voices constructed accordingly • Sentences changed from active to passive voice and vice versa accordingly
2.4.11 FIGURATIVE LANGUAGE	**2.4.11.1 Proverbs**	2.4.11.1 Use different types of proverbs	• Discussing the meaning and use of proverbs • Categorising proverbs according to specific functions • Identifying appropriate proverbs to use in particular situations	• Meaning and use of proverbs discussed accordingly • Proverbs categorised according to specific functions correctly • Appropriate proverbs to use in particular situations identified correctly
	2.4.11.2 Sayings	2.4.11.2.1 Use sayings in sentences	• Discussing the meaning and use of saying • Categorising sayings according to specific functions • Identifying appropriate sayings to use in particular situations	• Meaning and use of sayings discussed accordingly • Sayings categorised according to specific functions correctly • Appropriate sayings to use in particular situations identified accordingly

2.4 LANGUAGE STRUCTURE				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
2.4.12 VOCABULARY	**2.4.12.1 Word Meaning**	2.4.12.1.1 Use form level words in sentences	• Discussing meaning of given vocabulary • Presenting meanings of vocabulary • Using selected vocabulary in sentences	• Meaning of selected vocabulary discussed accordingly • Meanings of selected vocabulary presented correctly • Selected vocabulary used in sentences correctly

2.5 TRANSLATION				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
2.5.1 TRANSLATION	**2.5.1.1 Translation Techniques**	2.5.1.1.1 Apply various translation techniques to translate text from English into a Zambian language and vice-versa	• Translating a given text using various techniques (*Adaptation, amplification, compensation, particularisation, established, equivalent and reduction*)	• Translation techniques used appropriately

FORM 3

3.1 LISTENING AND SPEAKING				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
3.1.1 CONVERSATIONS	**3.1.1.1 Dialogue**	3.1.1.1.1 Use appropriate language to distinguish facts from opinions on given themes	• Distinguishing facts from opinions in given discourse • Presenting identified facts and opinions on different cross-cutting issues (*HIV and AIDS, climate change, good governance, drug, substance abuse…*)	• Facts distinguished from opinions accordingly • Facts and opinions presented accordingly
	3.1.1.2 Parliamentary Debate	3.1.1.2.1 Debate on issues by providing evidence and rebutting	• Gathering information on a given topic • Debating in a parliamentary style	• Information on a given topic gathered accordingly • Given topic debated accordingly in parliamentary style
	3.1.1.3 Cultural Values	3.1.1.3.1 Use appropriate language to discuss how modernity has affected the Zambian cultural values	• Identifying Zambian cultural values • Discussing how modernity has affected the Zambian cultural values • Suggesting ways of maintaining Zambian cultural values	• Zambian cultural values Identified accordingly • Effects of modernity on Zambian cultural values discussed accordingly • Ways of maintaining Zambian cultural values Suggested accordingly
3.1.2 DRAMA	**3.1.2.1 Play**	3.1.2.1.1 Use appropriate language to act out a play	• Acting out plays	• Plays acted out accordingly using appropriate language
3.1.3 RIDDLES	**3.1.3.1 Riddles**	3.1.3.1.1 Analyse the structure of riddles	• Identifying riddles • Analysing the structure and meaning of riddles	• Riddles identified correctly • Structure and meaning of riddles analysed correctly

3.1 LISTENING AND SPEAKING				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
3.1.4 PUBLIC SPEAKING	**3.1.4.1 Speech**	3.1.4.1.1 Use appropriate language to deliver a speech	• Delivering a speech on a given	• Speech delivered accordingly

3.2 READING				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
3.2.1 INTENSIVE READING	**3.2.1.1 Reading Comprehension**	3.2.1.1.1 Read form level texts	• Reading texts • Answering questions from texts read • Discussing vocabulary from read texts • Summarising read texts • Paraphrasing sentences from read texts	• Form level texts read accordingly • Questions answered correctly • Vocabulary discussed accordingly • Form level text summarised accordingly • Form level text paraphrased accordingly
		3.2.1.1.2 Evaluate materials read	• Evaluating materials read	• Materials evaluated accordingly

3.2 READING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
3.2.2 **EXTENSIVE READING**	**3.2.2.1 Extensive Reading**	3.2.2.1.1 Read a variety of texts	• Reading a variety of texts • Retelling what has been read	• Variety of texts read accordingly • What has been read retold accordingly
3.2.3 **STUDY SKILLS**	**3.2.3.1 Reference Resources**	3.2.3.1.1 Locate information from written source	• Using table of content, glossary and index to locate information	• Information located accordingly using table of content, glossary and index
	3.2.3.2 Skimming and Scanning	3.2.3.2.1 Use appropriate study skills to find appropriate information	• Skimming • Scanning	• Information skimmed accordingly • Information scanned accordingly

3.3 WRITING				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
3.3.1 COMPOSITION	**3.3.1.1 Expository Writing**	3.3.1.1.1 Write an expository composition	• Discussing the features and structure of an expository composition • Writing an expository composition	• Features and structure of an expository composition discussed accordingly • An expository composition written accordingly
	3.3.1.2 Narratives	3.3.1.2.1 Write narrative composition	• Discussing the features and structure of a narrative composition. • Writing of a narrative composition	• The features and structure of a narrative composition discussed accordingly. • A narrative composition written accordingly
	3.3.1.3 Letter writing (recommendation letter)	3.3.1.3.1 Write a recommendation letter	• Discussing the structure and features of a recommendation letter • Writing a recommendation letter	• Structure and features of a recommendation letter discussed accordingly. • A recommendation letter written accordingly
	3.3.1.4 Descriptive Writing	3.3.1.4.1 Write a descriptive essay about an event	• Discussing the structure and features of a descriptive composition about an event • Writing a descriptive composition	• The structure and features of a descriptive composition discussed effectively • Descriptive composition written accordingly
	3.3.1.5 Report Writing	3.3.1.5.1 Write reports on various situations/ events	• Discussing features of a report • Writing a report on given situations/ events	• Features of a report discussed accordingly • Report written accordingly.
	3.3.1.6 Letter to the Editor	3.3.1.6.1 Write a letter to the editor	• Discussing the structure and features of a letter to the editor. • Writing a letter to the editor	• Structure and features of a letter to the editor discussed accordingly • A letter to the editor written correctly

3.3 WRITING				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
	3.3.1.7 Argumentative Writing	3.3.1.7.1 Write an argumentative composition	• Discussing the structure and features of an argumentative composition • Writing an argumentative composition	• Structure and features of an argumentative composition discussed accordingly • An argumentative composition written correctly
	3.3.1.8 Speech Writing	3.3.1.8.1 Write an introductory speech	• Discussing the features and structure of an introductory speech • Writing an introductory speech • Presenting an introductory speech	• The features and structure of an introductory speech discussed accordingly • An introductory speech written correctly • An introductory speech presented accordingly
		3.3.1.8.2 Write key note speech	• Discussing the features and structure of a key note speech • Writing a key note speech • Presenting a key note speech	• Features and structure of a key note speech discussed accordingly • Key note speech written correctly • Key note speech presented accordingly
3.3.2 SUMMARY	**3.3.2.1 Prose Summary**	3.3.2.1.1 Summarise given text	• Identifying relevant points from a given text • Writing prose summary	• Relevant points identified correctly • Prose summary written correctly
	3.3.2.2 Tabulations	3.3.2.2.1 Summarise given text into a table	• Summarising information into table form	• Information summarised into table form accordingly

3.3 WRITING				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
		3.3.2.2.2 Summarise given text into a graph	• Summarising information into a graph	• Information summarised into graph form accordingly
	3.3.2.3 Diary	3.3.2.3.1 Write diary entries	• Discussing features and structure of diary entries • Writing diary entries	• Features and structure of a diary entry discussed accordingly • Diary entries written accurately
	3.3.2.4 Advertisements	3.3.2.4.1 Write advertisements	• Discussing the structure and features of an advert • Writing an advertisement	• Structure and features of an advert discussed accordingly • An advertisement written accordingly
3.3.3 DICTATION	**3.3.3.1 Passages**	3.3.3.1.1 Write dictated text	• Writing a dictated text	• Dictated text written accordingly

3.4 LANGUAGE STRUCTURE				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
3.4.1 NOUNS	**3.4.1.1 Noun Classes**	3.4.1.1.1 Use noun classes to show agreement in sentences	• Categorising nouns according to classes • Constructing sentences that express grammatical agreement according to noun classes • Correcting sentences with wrong agreement	• Nouns categorised correctly according to classes • Sentences that express grammatical agreement according to noun classes constructed correctly • Sentences with wrong agreement corrected
3.4.2 VERBS	**3.4.2.1 Verb Structure**	3.4.2.1.1 Explain the structure of a verb	• Identifying verbs • Analysing the structure of a verb • Constructing sentences using different verb forms	• Verbs identified correctly • Structure of verbs analysed correctly • Sentences using different verb forms constructed correctly
	3.4.2.2 Verbal Extensions	3.4.2.2.1 Apply verbal extensions	• Identifying verbal extensions (causative, reciprocal, reversal) • Discussing the meaning of verbal extensions • Using verbal extensions in sentences	• Verbal extensions identified correctly • Meaning of verbal extensions discussed accordingly • Verbal extension correctly used in sentences
3.4.3 PUNCTUATION	**3.4.3.1 Punctuation**	3.4.3.1.1 Punctuate paragraphs	• Identifying punctuation marks in paragraphs (*capital letters, comma, full stop, exclamation mark, question mark…*) • Punctuating short	• Punctuation in paragraphs identified correctly • Punctuation marks in short paragraphs applied correctly

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<tr><td colspan="5" align="center">**3.4 LANGUAGE STRUCTURE**</td></tr>
<tr><td align="center">**TOPIC**</td><td align="center">**SUB TOPIC**</td><td align="center">**SPECIFIC COMPETENCES**</td><td align="center">**LEARNING ACTIVITIES**</td><td align="center">**EXPECTED STANDARD**</td></tr>
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<td>**3.4.4 WORD BUILDING**</td>
<td>**3.4.4.1 Affixation**</td>
<td>3.4.4.1.1 Use affixes to build words</td>
<td>• Identifying affixes in words

• Using affixes to build words</td>
<td>• Affixes in words identified accordingly

• Words built correctly using affixes</td>
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<td>**3.4.4.2 Derivation**</td>
<td>3.4.4.2.1 Derive nouns from verbs and vice- versa</td>
<td>• Forming nouns from verbs and vice-versa
• Using derived words in sentences</td>
<td>• Nouns and verbs formed correctly
• Derived words used in sentences correctly</td>
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<td>**3.4.4.3 Compound Words**</td>
<td>3.4.4.3.1 Use compound words in sentences</td>
<td>• Discussing the structure and meaning of compound words
• Identifying compound words

• Using compounds words in sentences</td>
<td>• Structure and meaning of compound words discussed accordingly
• Compound words identified correctly

• Compound words used in sentences correctly</td>
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<td>**3.4.4.4 Reduplicated Words**</td>
<td>3.4.4.4.1 Form reduplication of given verbs</td>
<td>• Identifying reduplicated words
• Analysing the structure of reduplicated words
• Using reduplicated words in sentences
• Reduplicating given words</td>
<td>• Reduplicated words identified correctly
• Structure of reduplicated words analysed correctly
• Reduplicated words used correctly
• Given words reduplicated</td>
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3.4 LANGUAGE STRUCTURE				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
				correctly
3.4.5 TENSES	**3.4.5.1 Future Tense**	3.4.5.1.1 Use different forms of future tense	• Identifying different forms of the future tense (*immediate future, remote future …*) • Constructing sentences using different forms of the future	• Different tenses identified accordingly • Sentences constructed using different tenses correctly
3.4.6 **COMPARISON**	**3.4.6.1 Comparatives**	3.4.6.1.1 Use comparatives in sentences	• Identifying comparative markers in language (*size, height, appearance, colour, manner…*) • Constructing sentences to express comparison	• Comparative markers in language identified correctly • Sentences to express comparison constructed correctly
3.4.7 DIRECT AND INDIRECT SPEECH	**3.4.7.1 Direct Speech**	3.4.7.1.1 Change direct speech to indirect speech and vice-versa	• Identifying Direct Speech sentences • Punctuating Direct Speech sentences • Constructing sentences to express Direct speech • Changing sentences from direct to indirect speech and	• Direct Speech sentences identified correctly • Direct Speech sentences punctuated correctly • Direct Speech sentences constructed accordingly • Direct speech sentences

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TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			vice-versa	changed to indirect and vice-versa accordingly
	3.4.7.2 Indirect Speech	3.4.7.2.1 Change indirect speech into direct speech and vice-versa	• Identifying Indirect Speech sentences • Punctuating Indirect Speech sentences • Constructing sentences to express Indirect speech • Changing sentences from indirect to direct speech and vice-versa	• Indirect Speech sentences identified correctly • Indirect Speech sentences punctuated correctly • Indirect Speech sentences constructed accordingly. • Indirect speech sentences changed to direct and vice-versa accordingly
3.4.8 SENTENCE	**3.4.8.1 Sentence Structure**	3.4.8.1.1 Analyse a sentence into parts	• Discussing parts of a sentence (subject-predicate) • Identifying parts of a sentence	• Parts of a sentence discussed accordingly. • Parts of a sentence identified correctly
3.4.9 WORD RELATIONS HIPS	**3.4.9.1 Homophones**	3.4.9.1.1 Use homophones in sentences	• Discussing the meaning of homophones • Identifying homophones • Using homophones in sentences	• Meaning and use of homophones discussed accordingly • Homophones identified correctly • Homophones used in discourse appropriately
3.4.10 **FIGURATIVE** **LANGUAGE**	**3.4.10.1 Proverbs**	3.4.10.1.1 Use different types of proverbs	• Discussing the meaning and use of proverbs • Categorising proverbs according to specific functions • Identifying appropriate proverbs to use in particular	• Meaning and use of proverbs discussed accordingly • Proverbs categorised according to specific functions correctly • Appropriate proverbs to be

3.4 LANGUAGE STRUCTURE				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			situations • Identifying appropriate situations in which to use particular proverbs	used in particular situations identified correctly • Appropriate situations in which to use particular proverbs identified correctly
	3.4.10.2 Sayings	3.4.10.2.1 Use sayings	• Identifying appropriate situations in which to use particular sayings. • Identifying sayings with similar meanings • Discussing the meaning and use of sayings • Categorising sayings according to specific functions Providing sayings to be given in given situations	• Appropriate situations in which to use particular sayings identified correctly • Sayings with similar meanings identified accordingly • Meaning and use of sayings discussed accordingly. • Sayings categorised according to specific functions correctly • Sayings to be provided in given situations provided
	3.4.10.3 Idioms	3.4.10.3.1 Use idioms	• Discussing the meaning and use of idioms • Categorising idioms according to specific functions • Identifying idioms with similar meanings	• Meaning and use of idioms discussed accordingly • Idioms categorised according to specific functions correctly • Idioms with similar meanings identified correctly

3.4 LANGUAGE STRUCTURE				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			• Identifying appropriate situations in which to use particular idioms • Using idioms for given situations	• Appropriate situations in which to use particular idioms identified correctly • Idioms for given situations used accordingly
3.4.11 **VOCABULARY**	**3.4.11.1 Word Meaning**	3.4.11.1.1 Explain meaning of form level vocabulary	• Explaining the meanings of given vocabulary • Using given vocabulary in sentences.	• Meanings of given vocabulary explained correctly • Selected vocabulary used in sentences correctly

3.5 TRANSLATION				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
3.5.1 TRANSLATION	**3.5.1.1 Translation Techniques**	3.5.1.1.1 Apply various translation techniques to translate texts from English into a Zambian language and vice-versa	• Translating a given text using various translation techniques to translate the source language into target language	• A given text translated accordingly

FORM 4

4.1 LISTENING AND SPEAKING				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
4.1.1 CONVERSATIONS	**4.1.1.1 Discussion**	4.1.1.1.1 Use appropriate language to discuss given topics	• Discussing given topics on cross-cutting issues (*Health and Nutrition, mental Health, entrepreneurship education …*)	• Given cross-cutting issues discussed accordingly
	4.1.1.2 Debate	4.1.1.2.1 Present arguments in a logical order	• Gathering information on a given topic • Debating a given topic	• Information on a given topic gathered accordingly • Given topic debated accordingly
	4.1.1.3 Cultural Values	4.1.1.3.1 Identify ways of preserving cultural practices	• Identifying positive and negative practices of the Zambian culture • Discussing ways of preserving positive practices of the Zambian culture	• Positive and negative practices of the Zambian culture identified correctly • Ways of preserving the positive practices of the Zambian culture discussed accordingly
4.1.2 PUBLIC SPEAKING	**4.1.2.1 Speech**	4.1.2.1.1 Deliver a speech to an audience	• Delivering a speech on given topic	• Speech delivered accordingly

4.2 READING				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
4.2.1 INTENSIVE READING	**4.2.1.1 Reading Comprehension**	4.2.1.1.1 Read form level texts	• Reading texts and answering questions from read texts • Discussing vocabulary from read texts • Summarising read texts • Paraphrasing sentences from read texts	• Form level texts read and questions answered correctly • Vocabulary discussed accordingly • Form level text summarised accordingly • Form level text paraphrased accordingly
		4.2.1.1.2 Evaluate materials read	• Evaluating materials • Presenting findings	• Materials evaluated correctly • Findings presented accordingly
4.2.2 EXTENSIVE READING	**4.2.2.1 Extensive Reading**	4.2.2.1.1 Read a variety of texts	• Reading and retelling what is read • Making summaries of what is read	• Texts read and retold accordingly • Summaries of what is read made accordingly

4.3 WRITING				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
4.3.1 COMPOSITION	**4.3.1.1 Essay Writing**	4.3.1.1.1 Write an essay	• Discussing features and structure of an essay • Writing an essay	• Features and structure of an essay discussed accordingly • An essay written correctly
	4.3.1.2 Formal Letter (Complaint letter)	4.3.1.2.1 Write a complaint letter	• Discussing features of a complaint letter • Writing a complaint letter	• Features of a complaint letter discussed accordingly • A complaint letter written correctly
	4.3.1.3 Descriptive Writing	4.3.1.3.1 Write a descriptive composition	• Discussing the features of a descriptive composition. (situations, occasion) • Writing a descriptive composition of an occasion or situation	• Features of a descriptive composition discussed accordingly • A descriptive composition written correctly
	4.3.1.4 Report Writing	4.3.1.4.1 Write reports on witnessed incidences	• Discussing a structure and features of a report • Writing a report on a witnessed incident	• Structure and features of a report discussed accordingly • Report written accordingly
	4.3.1.5 Argumentative Writing	4.3.1.5.1 Write an argumentative composition	• Gathering information on a given topic (economy, climate change …) • Discussing a given topic . • Writing an argumentative composition	• Information on a given topic gathered according • Given topic discussed accordingly • An argumentative composition written accordingly

4.3 WRITING				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
	4.3.1.6 Speech	4.3.1.6.1 Write a vote of thanks	• Discussing features of a vote of thanks • Writing a vote of thanks • Delivering a vote of thanks	• Features of a vote of thanks discussed adequately • Vote of thanks written accordingly • Vote of thanks moved accordingly
	4.3.1.7 Curriculum Vitae	4.3.1.7.1 Write a curriculum vitae	• Discussing features and structure of a curriculum vitae • Writing a curriculum vitae	• Features and structure of a curriculum vitae discussed accordingly • Curriculum vitae written correctly
4.3.2 SUMMARY	**4.3.2.1 Prose Summary**	4.3.2.1.1 Summarise a given text	• Identifying relevant points • Writing prose summary	• Relevant points identified accordingly • Prose summary written accordingly

4.4 LANGUAGE STRUCTURE				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
4.4.1 VERBS	**4.4.1.1 Verbal Extensions**	4.4.1.1.1 Apply verbal extensions	• Identifying verbal extensions • Discussing the meaning of verbal extensions (intensive applicative …) • Changing the form of a verb using given verbal extensions	• Verbal extensions identified correctly • Meaning of verbal extensions discussed accordingly • Form of the verb changed correctly using given verbal extensions

4.4 LANGUAGE STRUCTURE				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
4.4.2 WORD BUILDING	4.4.2.1 Compound Words	4.4.2.1.1 Use compound words in sentences	• Discussing the structure and meaning of compound of words • Identifying compound words • Using compound words in sentences	• Structure and meaning of compound words discussed accordingly • Compound words identified correctly • Compound words used in sentences correctly
	4.4.2.2 Reduplicated Words	4.4.2.2.1 Use reduplicated words in sentences	• Discussing the effect of reduplication on the meaning of words • Identifying reduplicated words • Analysing the structure of reduplicated words • Using reduplicated words in sentences	• Effect of reduplication on the meaning of words discussed accordingly • Reduplicated words identified correctly • Structure of reduplicated words analysed correctly • Reduplicated words used correctly
4.4.3 PUNCTUATION	4.4.3.1 Punctuation Marks	4.4.3.1.1 Punctuate longer texts	• Punctuating longer texts (*capital letters, comma, full stop, exclamation mark, quotation mark, question mark, …*)	• Longer texts punctuated correctly
4.4.4 INDIRECT SPEECH	4.4.4.1 Indirect Speech	4.4.4.1.1 Change indirect speech into direct speech and vice-versa	• Identifying Indirect Speech sentences • Punctuate Indirect Speech sentences • Construct sentences to express Indirect speech • Change sentences from	• Indirect Speech sentences identified correctly • Indirect Speech sentences punctuated correctly • Indirect Speech sentences constructed accordingly • Indirect speech sentences

4.4 LANGUAGE STRUCTURE

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			indirect to direct speech and vice-versa	changed to direct and vice-versa accordingly
4.4.5 TENSES	4.4.5.1 Tenses	4.4.5.1.1 Transform sentences from one tense to another	• Identifying different types of tenses (*Present, Past and Future*) • Constructing sentences using different types of tenses • Transforming sentences from one tense to another	• Different types of tenses identified correctly • Sentences using different types of tenses constructed correctly • Sentences form one tense to another transformed correctly
4.4.6 ADVERBIAL PHRASES	4.4.6.1 Adverbial Phrase	4.4.6.1.1 Write sentences containing adverbial phrases	• Identifying adverbial phrases in sentences • Constructing sentences containing adverbial phrases	• Adverbial phrases in sentences identified correctly. • Sentences containing adverbial phrases constructed correctly.
4.4.7 ADVERBIAL CLAUSES	4.4.7.1 Adverbial Clause	4.4.7.1.1 Write sentences containing adverbial clauses	• Identifying adverbial clauses in sentences • Constructing sentences containing adverbial clauses	• Adverbial clauses in sentences identified correctly. • Sentences containing adverbial clauses constructed correctly.
4.4.8 RELATIVE CLAUSES	4.4.8.1 Relative clauses	4.4.8.1.1 Construct sentences containing relative clauses	• Identifying relative clauses in sentences • Constructing sentences containing relative clauses	• Relative clauses in sentences identified correctly • Sentences containing relative clauses constructed correctly

4.4 LANGUAGE STRUCTURE				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
4.4.9 WORD RELATIONSHIPS	**4.4.9.1 Synonyms**	4.4.9.1.1 Use synonyms	• Identifying synonyms of given words • Constructing sentences using synonyms	• Synonyms identified correctly • Sentences using synonyms constructed correctly
	4.4.9.2 Antonyms	4.4.9.2.1 Use antonyms	• Identifying antonyms of given words • Constructing sentences using antonyms	• Antonyms of given words identified correctly • Sentences using antonyms constructed correctly
	4.4.9.3 Homonyms	4.4.9.3.1 Use homonyms	• Identifying homonyms • Constructing sentences using homonyms	• Homophones identified correctly • Sentences using homonyms constructed correctly
4.4.10 ACTIVE AND PASSIVE VOICES	**4.4.10.1 Active and Passive Voice**	4.4.10.1.1 Transform active to passive voice and vice-versa	• Identifying active and passive voice • Constructing sentences in the active and passive voice • Changing sentences from active to passive voice and vice versa	• Active and passive voice identified accordingly • Sentences in the active and passive voices constructed accordingly • Sentences changed from active to passive voice and vice versa accordingly
4.4.11 FIGURATIVE LANGUAGE	**4.4.11.1 Proverbs**	4.4.11.1.1 Use appropriate proverbs for particular situations	• Discussing the meaning and use of proverbs • Categorising proverbs according to specific functions • Identifying proverbs to be used in particular situations • Identifying appropriate	• Meaning and use of proverbs discussed accordingly • Proverbs categorised according to specific functions correctly • Appropriate proverbs to be used in particular situations identified correctly • Appropriate situations in

4.4 LANGUAGE STRUCTURE				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			situations in which to use particular proverbs	which to use particular proverbs identified accordingly
	4.4.11.2 Sayings	4.4.11.2.1 Use appropriate sayings for particular situations	• Discussing the meaning and use of sayings • Categorising sayings according to specific functions • Using sayings in discourse • Identifying appropriate situations in which to use particular sayings	• Meaning and use of sayings discussed accordingly. • Sayings categorised according to specific functions correctly. • Sayings used in discourse appropriately • Appropriate situations in which to use particular sayings identified correctly
	4.4.11.3 Idioms	4.4.11.3.1 Use appropriate idioms for particular situations	• Discussing the meaning and use of idioms • Categorising idioms according to specific functions • Using idioms in discourse • Identifying appropriate situations in which to use particular idioms	• Meaning and use of idioms discussed accordingly • Idioms categorised according to specific functions correctly. • Idioms used in discourse appropriately • Appropriate situations in which to use particular idioms identified correctly
4.4.12 VOCABULARY	**4.4.12.1 Word Meaning**	4.4.12.1.1 Use vocabulary connotatively and denotatively in discourse	• Analysing the denotative and connotative use of vocabulary in a given text • Using selected vocabulary denotatively and connotatively in sentences	• Denotative and connotative use of vocabulary in a given text analysed correctly • Selected vocabulary used denotatively and connotatively in sentences correctly

4.5 TRANSLATION				
TOPIC	**SUB TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
4.5.1 TRANSLATION	**4.5.1.1 Translation Techniques**	4.5.1.1.1 Apply various translation techniques to translate from source language to target language and vice-versa	• Translating a given text using various translation techniques to translate the source language into target language and vice-versa	• A given text translated accordingly

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