



Republic of Zambia

MINISTRY OF EDUCATION, SCIENCE AND VOCATIONAL TRAINING

JUNIOR SECONDARY SCHOOL SYLLABUS

ZAMBIAN LANGUAGES

GRADES 8-9



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PREFACE

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

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

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

The syllabus has been reviewed in line with the Outcome Based Education principles which seek to link education to real life experiences that give learners skills to access, criticise analyse and practically apply knowledge that help them gain life skills. Its competences and general outcomes are the expected outcomes to be attained by the learners through the acquisition of knowledge, skills, techniques and values which are very important for the total development of the individual and the nation as a whole. Effective implementation of outcomes Based Education requires that the following principles be observed clarity of focus, Reflective designing, setting high expectations for all learners and appropriate opportunities

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

Chishimba Nkocha
Permanent Secretary

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

ACKNOWLEDGEMENT

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

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

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

We pay special tribute to cooperating partners especially JICA and UNICEF for rendering financial support in the production of this syllabus.

C. N. M Sakala (Mrs)

Director – Standards and Curriculum

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

INTRODUCTION

Quality in education is closely tied to the ability to read and write. This is very important because the intellectual capacity of a learner largely depends on the ability to express oneself intelligently and clearly.

It is for this reason that the Ministry of Education, Science and Vocational Training attaches great importance to literacy and language so as to equip learners with the necessary linguistic knowledge and skills to face the challenges of life.

The 2012 syllabus reflects the major components in the teaching and learning situation within the school system. These components are; Listening and Speaking, Reading, Writing and Language structure.

In addition, the literature, summary and translation outcomes have been included. These changes have consequently greatly improved the status of the teaching and learning of Zambian languages. Other changes include the shift from the behavioural approach to the outcomes based syllabus and integration of specific skills, knowledge and values. A teacher, before going to teach, should be aware of the kind of knowledge she/he wants to impart to the learners, the skill and of what value are the knowledge and skills to the learners. 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. When teachers plan to teach, they should focus on helping learners acquire necessary knowledge, skills and values that will enable them achieve the desired outcomes. The format outlines what the learners need to know, understand and be able to do successfully.

An Outcome Based Education to learning has the following needs:

- Caring for the environment
- Ways of learning
- Valuing the learner
- Active learning (co-operation, inquiry, cross-cutting and entrepreneur integration, problem-solving etc) and clear criteria for assessing.

Note that most of the outcomes are loaded with more than one learning outcome to be achieved. For example.

- Identify concrete, countable and abstract nouns
- Create praises, songs, poems.

In such a case, these should be separated as follows:

- Identify concrete nouns
- Identify countable nouns
- Identify abstract nouns etc.

THE TEACHING OF ORTHOGRAPHY

This is a cross-cutting issue that must be integrated in writing different pieces of work. The lack of implementing a commonly accepted spelling convention for the given language reflects itself not only in the way the same word is spelt differently by two or more different learners but in the way the same word is spelt in several different ways by the same learner in the same pieces of work. The following are some key issues to look at:

- Correct spellings
- Short and long vowels
- Punctuations
- Fusion of vowels (vowel fusion rules)
- Soft and hard sounds, e.g. bala (read) and bbala (strap) Chitonga, bbola (ball) bola (rot) in Chitonga
- Relationship prefixes, e.g. in Luvale nya-Musole (the mother of), muka-Mulenga (wife of /husband of) in Kiikaonde.
- Long sounds in copula sentences, e.g. in Silozi: niitumezi (Thank you); Muuntu (it's a person) in Icibemba etc.
- Enclitics (post word affixes), e.g. in Chitonga: waliko (he/she has been there).
- Compound of nouns e.g. in Kiikaonde kyanda-mali, abeekala- calo (citizens) in Icibemba..

KEY COMPETENCES

The focus at Junior Secondary School level is to produce a learner with high levels of competences in communication skills and life skills. These competences are to:

1. Communicate effectively in both speech and listening.
2. Apply the knowledge, skills, positive attitudes and value systems of vocational skills in real life.
3. Apply knowledge, skills, positive attitudes and value systems of life skills and entrepreneurship in real life situations.

Zambian Languages play a key role in the attainment of adequate levels of these skills.

TIME ALLOCATION

Due the importance of each language aspect to be covered, more time has been allocated to the teaching of Zambian Languages by way of increasing the number of periods from 3 to 5 periods per week.

RATIONALE

The reason for teaching Zambian Languages is to promote the holistic development of the social, effective, physical, intellectual, moral and spiritual qualities of the learners. 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. More advanced aspects of language learning and teaching will assist learners to acquire additional linguistic skills which enhance their knowledge of e.g. communicative skills. 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.

The learners should learn literature with a view to appreciating the skills and knowledge of; so acquire and apply them to real life situations.

GENERAL AIM.

At the end of the two years of junior Secondary 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 distinct.

GENERAL OUTCOMES FOR GRADE 8:

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

COMPONENT	TOPIC	SPECIFIC OUTCOME Learners:	CONTENT		
			Knowledge	Skills	Values
8.1. Listening and Speaking	8.1.1 Conversations, Speeches and Meetings,	8.1.1.1 Identify and discuss facts from opinions in conversations, speeches, or meetings on issues e.g. water sanitation hygiene, gender, corruption.	<ul style="list-style-type: none"> • Factual information/Opinion from conversations, speeches, or meetings. 	<ul style="list-style-type: none"> • Identifying and analysis on facts and opinions • Effective communication 	<ul style="list-style-type: none"> • Knowledge of factual information opinions
	8.1.2 Debates	8.1.2.1 Debate on any given issue e.g Child abuse gender etc.	<ul style="list-style-type: none"> • Focus on topic and theme, clarity in speech, facts evidence, and need of wider vocabulary, appropriate language. • Effective communication(Listening to each other's opinion/views) 	<ul style="list-style-type: none"> • Effective communication in debating • Research for facts 	<ul style="list-style-type: none"> • Knowledge of debating skills.

	8.1.3 Play	8.1.3.1 Develop plays on a given theme e.g. corruption deforestation e.t.c	<ul style="list-style-type: none"> • Audience, Theme and appropriate language, plot, setting, characterisation • Themes (Gender Based Violence, Corruption Environment, HIV/AIDS, deforestation, Health Governance, Climate change, WASH, CSE and Financial Education etc) 	<ul style="list-style-type: none"> • Applying of literary skills for developing plays • Creativity • Critical thinking 	<ul style="list-style-type: none"> • Appreciating plays • Knowledge of plays.
	8.1.4 Story- telling	8.1.4.1 compose or narrate a good story	<ul style="list-style-type: none"> • Elements of good story, i.e. Coherence, cohesion, suspense, voice projection, diction, register. 	<ul style="list-style-type: none"> • Composition and narrating a story. • Creativity • Critical thinking 	<ul style="list-style-type: none"> • Appreciating of good stories. • Critical thinking • Language proficiency.
	8.1.5 Poetry	8.1.5.1 Recite praises and poems	<ul style="list-style-type: none"> • Intonation, rhyme, repetition, stress, figures of speech, alliteration • Reciting Classification 	<ul style="list-style-type: none"> • Applying of key knowledge in reciting praises and poem. • Recitation of praises and poems 	<ul style="list-style-type: none"> • Appreciating phrases Knowledge praises and of poems
		8.1.5.2 Create praises, songs, poems.	<ul style="list-style-type: none"> • Intonation, rhyme, repetition, stress, figures of speech, Reciting, creating Classification 	<ul style="list-style-type: none"> • Applying of key knowledge in reciting praises and poem. • Recitation of praises and poems. 	<ul style="list-style-type: none"> • Appreciating praises and poems

	8.1.5. Songs	8.1.5.3 Discuss the value of both traditional and modern songs.	<ul style="list-style-type: none"> • information, education (in marriages, ceremonies), entertainment 	<ul style="list-style-type: none"> • Analysing traditional and modern songs 	<ul style="list-style-type: none"> • appreciating the value traditional and modern songs.
	8.1.6 Speech	8.1.6.1 Deliver speeches in an appropriate manner.	<ul style="list-style-type: none"> • Type of audience salutation, body language, eye contact, voice projection, pauses • Appropriate language. 	<ul style="list-style-type: none"> • Applying effective communication 	<ul style="list-style-type: none"> • Knowledge of delivering speeches appropriately.
	8.1.7 Culture	8.7.1. Identify different cultural practices.	<ul style="list-style-type: none"> • Practices on: food, greetings, dressing manners 	<ul style="list-style-type: none"> • Identifying of cultural practices. 	<ul style="list-style-type: none"> • Appreciating of cultural practices.
8.2 Entrepreneurship and Language	8.2.1 Importance of Entrepreneurship	8.2.1.1 Discuss the importance of Language in entrepreneurship.	<ul style="list-style-type: none"> • Creating new products and jobs. • Marketing • Effective communication 	<ul style="list-style-type: none"> • Applying of effective communication in entrepreneurship 	<ul style="list-style-type: none"> • Knowledge of appropriate language in entrepreneurship

COMPONENT	TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge	Skills	Values
8.3. Reading	8.3.1 Intensive Reading	8.3.1.1 Read given passages with understanding.	<ul style="list-style-type: none"> Understanding i. e content e.g. facts, opinions and terminologies, difficult vocabulary, figures of speech, themes. Surface, inference, summary (titles, filling in blanks). 	<ul style="list-style-type: none"> Analysing of comprehension texts. comprehension 	<ul style="list-style-type: none"> Knowledge of understanding passages.
	8.3.2 Extensive Reading	8.3.2.1 Read different texts from other subject areas with understanding	<ul style="list-style-type: none"> Reading techniques i.e skimming and scanning, note making. 	<ul style="list-style-type: none"> Applying of skimming and scanning in reading 	<ul style="list-style-type: none"> Knowledge of skimming and scanning.
	8.3.3 Reference Skills	8.3.3.1 Identify key aspects of references to locate information	<ul style="list-style-type: none"> Key aspects of references: contents page, Glossary/index and by alphabetical order. 	<ul style="list-style-type: none"> Applying of referencing skills in locating information 	<ul style="list-style-type: none"> Knowledge of use of references.
		8.3.4.1 Use references to locate information from written sources.	<ul style="list-style-type: none"> Location of information 		

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
8.4. Writing	8.4.1. Compositions	8.4.1.1 Write autobiographies.	<ul style="list-style-type: none"> Format e.g. Date of birth, career, education, general description 	<ul style="list-style-type: none"> Applying autobiographies writing skills 	<ul style="list-style-type: none"> Knowledge of autobiographies.
		8.4.1.2 Write informal letter.	<ul style="list-style-type: none"> Key elements in letter writing; address, salutation or personal introduction, body, informal language, Clatty tone, paragraphing, ending on WASH,CSE, Financial Education 	<ul style="list-style-type: none"> Applying informal letter writing skills 	<ul style="list-style-type: none"> Knowledge of informal letters.
		8.4.1.3 Write narrative essays.	<ul style="list-style-type: none"> Real or imagined story. Use of 1st person, order of story e.g title, introduction topic, narrative language i.e phrases and clauses (soon after, before, later) on cutting issues i. WASH, CSE, Financial Education 	<ul style="list-style-type: none"> Applying, essays writing skills. 	<ul style="list-style-type: none"> Knowledge of narrative essays
		8.4.1.4 Write explanatory essays.	<ul style="list-style-type: none"> Title, introduction topic, sentences, explanatory language, clarity, WASH, SCE, Financial Education 	<ul style="list-style-type: none"> Applying: essays writing skills 	<ul style="list-style-type: none"> Knowledge of explanatory essays.
		8.4.1.5 Write a report on various events and activities.	<ul style="list-style-type: none"> Introductory paragraph, i.e. good topic sentence Main points. Conclusion, use of correct tense, format. Objectivity 	<ul style="list-style-type: none"> Applying: reporting skills 	<ul style="list-style-type: none"> Knowledge of writing description
		8.4.2.1 Describe Sceneries	<ul style="list-style-type: none"> Order e.g. clear topic sentence, Concluding paragraph 	<ul style="list-style-type: none"> Applying: describing a scenery, process or event 	<ul style="list-style-type: none"> Knowledge of description.

	8.4.3 Summary	8.4.3.1 Open and maintain personal diaries.	<ul style="list-style-type: none"> • Features of a diary: Day, month, year, diary maintenance Brevity (abbreviations, signs, personal codes) 	<ul style="list-style-type: none"> • Applying: maintaining a diary 	<ul style="list-style-type: none"> • Knowledge and appreciation of a diary.
		8.4.2.2 Write advertisements, notices or posters.	<ul style="list-style-type: none"> • Features of a good advertisement Title, clarity, brevity, attractive language, theme 	<ul style="list-style-type: none"> • Applying advertisement writing Skills 	<ul style="list-style-type: none"> • Knowledge of writing advertisements, notices or posters.
	8.4.3 Note Taking	8.4.3.1 Take notes of the proceedings of a meeting.	<ul style="list-style-type: none"> • Shortened words, acronyms and main points, clarity, attentiveness • Minute writing orderliness guidelines e.g. Date, Venue, time agenda, 	<ul style="list-style-type: none"> • Applying effective communication 	<ul style="list-style-type: none"> • Knowledge of note taking

COMPONENT	TOPIC	SPECIFIC OUTCOME Learners should:	CONTENT		
			Knowledge	Skills	Values
8.5 Language Structure	8.5.1 Noun Classes	8.5.1.1 Identify and discuss the structure of noun classes.	<ul style="list-style-type: none"> Noun structure and classes e.g Prefix + Stem: mu-nthu (person), Cinyanja (Augment) + Prefix + Stem. (u – mu – ntu (person), Icibemba Classification. 	<ul style="list-style-type: none"> Applying noun classes 	<ul style="list-style-type: none"> Knowledge of the structure of noun classes
		8.5.1.2 Use Secondary forms of nouns class prefixes	<ul style="list-style-type: none"> Secondary noun class e.g Honorific – ba mwiisho, diminutive – kamwiisho, pejorative, kimwiisho (Kiikaonde) 		<ul style="list-style-type: none"> Knowledge of Secondary noun prefixes
		8.5.1.3 Identify and classify adjectives according to noun classes	<ul style="list-style-type: none"> Adjectives according to class: Musali <i>yaca likobe</i> (C1.1) Basali <i>babaca likobe</i> (C1.2) silozi, Cisamu <i>cipati</i>, (C1.7) Chitonga 	<ul style="list-style-type: none"> Applying: adjectives 	<ul style="list-style-type: none"> Knowledge of adjectives
	8.5.2 Word building	8.5.1. Use prefixes, infixes, suffixes to build words.	<ul style="list-style-type: none"> Affixation(prefix – beginning, infix-middle, suffix-en) e.g <i>mu-lim-i, a-le-ly-a</i> Change in meaning due to affixation e.g. <i>lima (cultivate) mu-lim-I (farmer)</i>. 	<ul style="list-style-type: none"> Applying prefixes, infixes, suffixes 	<ul style="list-style-type: none"> Knowledge of word building using affixation.
	8.5.3 Type of Nouns	8.5.3.1 Identify different types of nouns.	<ul style="list-style-type: none"> Countable and uncountable nouns, concrete and abstract nouns. Concordial agreement, e.g <i>Musimbi mubotu</i> (The girls is beautiful) in Chitonga. 	<ul style="list-style-type: none"> Applying of; identifying different types of nouns and pronouns 	<ul style="list-style-type: none"> Knowledge of different types of nouns
	8.5.4. types of Pronouns	8.5.4.1 Identify and use different and use personal Pronouns.	<ul style="list-style-type: none"> Personal pronouns e.g 1st person <i>ine</i>, 2nd person <i>iwe</i>, 3rd person <i>ba-</i> Separable and inseparable pronouns e.g <i>ine, swebo, halo, ifwe (I or me, us, them, we) Tuleya (we are eating), baunka (they have gone)</i> 	<ul style="list-style-type: none"> identifying personal pronouns 	<ul style="list-style-type: none"> Knowledge of use of personal pronouns.

8.5.4 Idiophones	8.5.4.1 Identify idiophones associated with colour and condition	<ul style="list-style-type: none"> • Idiophones i.e. colour, <i>cituba buu</i>, (very white) <i>cinunka nsuu</i> (very bad smell) in Chitonga. Condition; <i>cilebyata byaa</i> (lightening) Ibibemba • Identification 	<ul style="list-style-type: none"> • identifying idiophones 	<ul style="list-style-type: none"> • Knowledge of idiophones
8.5.5 Tenses	8.5.5.1 Identify and use the past, present, future and present	<ul style="list-style-type: none"> • Past tense, present, future, present continuous. 	<ul style="list-style-type: none"> • Applying: correct tenses 	<ul style="list-style-type: none"> • Knowledge of different tenses
8.5.6 Adverbs	8.5.6.1 Identify and use adverbs of time, manner, place and frequency.	<ul style="list-style-type: none"> • Adverbs of time, manner, frequency, place. 	<ul style="list-style-type: none"> • Applying adverbs 	<ul style="list-style-type: none"> • Knowledge of types of adverbs
8.5.7 Compound words	8.5.7.1 Write compound words in sentences	<ul style="list-style-type: none"> • Compound words (include: structure of reduplicated words) e.g. Again and again, <i>Kawiri Kawiri (Cinyanja)</i> 	<ul style="list-style-type: none"> • Applying compound words. 	<ul style="list-style-type: none"> • Knowledge of compound words.
8.5.8 Direct speech	8.5.8.1 Identify and use features of direct speech	<ul style="list-style-type: none"> • Features of direct speech, e.g. pronouns, punctuation, position of reporting verbs and types of reporting verbs. 	<ul style="list-style-type: none"> • Applying direct speech 	<ul style="list-style-type: none"> • Knowledge of direct speech
8.5.9 Indirect speech	8.5.9.1 Identify and use of features of indirect speech	<ul style="list-style-type: none"> • Transformation of pronouns, adverbs and tenses, reporting verbs, punctuation. 	<ul style="list-style-type: none"> • Applying indirect speech 	<ul style="list-style-type: none"> • Knowledge indirect speech

COMPONENT	TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge	Skills	Values
8.5.10. Translation	8.5.10.1 Translation	8.10.1.1 Use techniques for translating texts from one languages into another.	<ul style="list-style-type: none"> • Significance of translation • Translation techniques • Phonological equivalents (sound systems of words) i.e. Moses to Mose (Kikaonde, Ibibemba, Cinyanja), Capturing individual words, phrases, sentences 	<ul style="list-style-type: none"> • Applying Translation skills 	<ul style="list-style-type: none"> • Appreciating translation
	8.5.10.2 Borrowed Words	8.10.2.1. Use techniques for translating borrowed words in a target and source languages.	<ul style="list-style-type: none"> • Translation techniques: transliteration, explanation, equivalence e.g table – tebulu (Kiikaonde), possible chinga chitike (Cinyanja), polygamy, maali (Chitonga) 	<ul style="list-style-type: none"> • Applying borrowed words 	<ul style="list-style-type: none"> • Knowledge of borrowed words.

COMPONENT	TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge	Skills	Value
8.6.0. Literature	8.6.1 Classification of Proverbs	8.6.1.1 Classify proverbs according to Situations.	<ul style="list-style-type: none"> • Courage, team work, patience, appreciation, warning leadership 	<ul style="list-style-type: none"> • Applying classifying proverbs 	<ul style="list-style-type: none"> • Knowledge of proverbs
	8.6.2 Figures of speech	8.6.1.2 Use irony, simile, metaphor, hyperbole, euphemism in expressions.	<ul style="list-style-type: none"> • Irony, i.e you are really tall- meaning one is short. • Simile, i.e. as hard as a rock, metaphor, e.g. this is man is a lion, hyperbole, e.g. as much as sand), euphemism e.g. (he has passed on). 	<ul style="list-style-type: none"> • Applying figure of speech 	<ul style="list-style-type: none"> • Knowledge of figure of speech
	8.6.3 Literary analysis	8.6.3.1 Analyse writer's purpose and values, characterisation, plot and setting in given texts..	<ul style="list-style-type: none"> • Characterization (major and minor), plot, setting Writers' purpose i.e. exposing corruption, call to unity, and dignity of humanity. 	<ul style="list-style-type: none"> • Analysing characters, plot setting. 	<ul style="list-style-type: none"> • Knowledge of literary terms

GENERAL OUTCOMES FOR GRADE 9:

- Acquire different levels of linguistic aspects and knowledge
- 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.
- Develop basic note-making and summary skills.
- Interpret information contained in tables, charts and diagrams.
- Acquire knowledge and values of entrepreneurship.
- Develop entrepreneurial skills

COMPONENT	TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge	Skills	Value
9.1 9.1 Listening and Speaking	9.1.1 Judgment	9.1.1.1 Judge implications and inferences of conversations.	<ul style="list-style-type: none"> • Judging e.g. causes, effects, inferences, facts and opinions analysis, comparison, impartiality Techniques of assessing Issues, challenges, conclusions, resolution, analysis it i.e. WASH, CSE, Financial Education 	<ul style="list-style-type: none"> • Applying of implying and inference. 	<ul style="list-style-type: none"> • Knowledge of judging • Appreciating judgment •
	9.1.2 Facts and Opinions	9.1.2.2 9.1.2.1 Identify facts from opinion in conversations speeches or meeting on issues such as gender, HIV/and AIDS, Girls Child	<ul style="list-style-type: none"> • Factual information, opinion 	<ul style="list-style-type: none"> • Distinguishing facts from opinions 	<ul style="list-style-type: none"> • Knowledge of facts and opinions
	9.1.3 Praises, Songs or Poems	9.1. 3.2 Recite praises, songs or poems	<ul style="list-style-type: none"> • phrases songs poems 	<ul style="list-style-type: none"> • reciting phrases, songs poems. 	<ul style="list-style-type: none"> • Appreciating praises songs or poems.
	9.1.4 Culture	9.1.4.3 Discuss aspects of different cultures	<ul style="list-style-type: none"> • Traditions, customs beliefs, myths, dances ceremonies, WASH, CSE financial Education 	<ul style="list-style-type: none"> • Analysing cultural issues 	<ul style="list-style-type: none"> • Appreciating culture. • knowledge of culture

COMPONENT	TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge	Skills	Value
9.2.0 Reading	9.2.1 Intensive reading	9.2.1.1 Read different passages with understanding.	<ul style="list-style-type: none"> Understanding the passage in relation context, facts opinions, terminologies, setting theme characterisation, inferences, surface on WASH CSE, financial Education 	<ul style="list-style-type: none"> Comprehending texts 	<ul style="list-style-type: none"> Knowledge of comprehension
	9.2.2 Extensive Reading	9.2.2.1 Read a variety of texts	<ul style="list-style-type: none"> Skimming and scanning Text comparison 	<ul style="list-style-type: none"> Applying of scanning and skimming 	<ul style="list-style-type: none"> Knowledge of scanning and skimming

COMPONENT	TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge	Skills	Value
9.3 Writing	9.3.1 Composition	9.3.1.1 Write unguided compositions	<ul style="list-style-type: none"> Expository/explanatory Argumentative Dialogue on WASH, CSE, financial Education, sanitation 	<ul style="list-style-type: none"> Applying Composing essays 	<ul style="list-style-type: none"> Knowledge of types of essays
	9.3.2 Advertisements	9.3.2.1 Use features of good advertisements	<ul style="list-style-type: none"> Features of advertisement: clarity, brevity, attractiveness, shortened words 	<ul style="list-style-type: none"> Applying: writing advertisement skills 	<ul style="list-style-type: none"> Knowledge of advertisement
	9.3.3 Report Writing	9.3.3.1 Write reports about events or projects.	<ul style="list-style-type: none"> Appropriate tense, clarity brevity, length on one cutting i.e. WASH CSE, financial Education 	<ul style="list-style-type: none"> Applying report writing skills 	<ul style="list-style-type: none"> Knowledge of report writing
	9.3.4 Minutes	9.3.4.2 Take minutes of meetings	<ul style="list-style-type: none"> Use of appropriate language, tense, format (e.g. date, venue, time, agenda, attendance list), accuracy. 	<ul style="list-style-type: none"> Applying minute writing skills 	<ul style="list-style-type: none"> Knowledge of formal letters
	9.3.5. Letter writing	9.3.5.1 Write Semi-formal and formal	<ul style="list-style-type: none"> Characteristics of semi-formal e.g. appropriate language, address, date, salutation, ending. 	<ul style="list-style-type: none"> Applying of letter writing 	<ul style="list-style-type: none"> Knowledge of formal letters
	9.3.6 information Interpretation	9.3.6.2 interpret information from given tables, charts or diagrams	<ul style="list-style-type: none"> Understanding different charts, tables and diagrams e.g. bus fares charts, departures and arrival tables, Central Statistics diagrams and graphs on demography and WASH, CSE, Financial Education Constructing table, charts or diagrams (tabulation) skinning and scanning. 	<ul style="list-style-type: none"> Interpreting information 	<ul style="list-style-type: none"> Knowledge of interpreting information from given sources Knowledge of data collection and tabulation
	9.3.7 using the internet	9.3.9.1 Write procedures on how to send mails on internet	<ul style="list-style-type: none"> ICT skills on computer procedures e.g. sign in, message and send on WASH, and or CSE 	<ul style="list-style-type: none"> Composing short text message summarising texts 	<ul style="list-style-type: none"> Knowledge of summary

9.3 Writing	9.3.8 messages	9.3.8.1 Compose short text messages	<ul style="list-style-type: none"> • Brevity e.g. short form (sms) telegrams. 	<ul style="list-style-type: none"> • Composing internet 	<ul style="list-style-type: none"> • Knowledge of composing
	9.3.9. summary	9.3.9.1 Summarise given texts	<ul style="list-style-type: none"> • Content and functional words. 	<ul style="list-style-type: none"> • Composing short text message summarising texts 	<ul style="list-style-type: none"> • Appreciation of content of: summary
	9.3.10 Note making	9.3.10.1 Make note from given texts	<ul style="list-style-type: none"> • Abbreviations, content and functional words, note form. 	<ul style="list-style-type: none"> • Making notes 	<ul style="list-style-type: none"> • Knowledge of not making.

COMPONENT	TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge	Skills	Value
9.4.0 Language Structure	9.4.2. Word Formation	9.4.2.1 Derive nouns from verbs and vice-versa.	<ul style="list-style-type: none"> Word formation rules e.g. dropping the final /a/ of a verb replacing it with /i/: <i>imba</i> (sing) <i>mwiimbi</i> (singer) Chitonga. 	<ul style="list-style-type: none"> Applying nouns and verb 	<ul style="list-style-type: none"> Knowledge of nouns and verbs
	9.4.3. Idiophones and Onomatopoeia	9.4.3.1 associate idiophones and onomatopoeia with their corresponding movement and condition	<ul style="list-style-type: none"> Movement- <i>cilu-cilu/hopping</i> condition- <i>calikosa ndi ndi/very hard (icibemba)</i> Onomatopoeia (<i>Mukombwe wakalila ati, kkokkolikkoo...</i>) 	<ul style="list-style-type: none"> Classifying idiophones 	<ul style="list-style-type: none"> Knowledge of idiophones
	9.4.4. Tenses	9.4.4.1 Use simple present tense to express habitual action	<ul style="list-style-type: none"> Simple present tense and habitual action e.g. <i>Litapi lipila mwa mezi</i> (fish lives in water) - Silozi 	<ul style="list-style-type: none"> Applying tense 	<ul style="list-style-type: none"> Knowledge of tenses
		9.4.4.2 Use the positive and negative forms of the (simple and continuous present tense).	<ul style="list-style-type: none"> Positive and negative forms of the simple and continuous present tense. 	<ul style="list-style-type: none"> Applying positive and negative forms of verbs 	<ul style="list-style-type: none"> Knowledge of positive and negative forms of verbs
		9.4.4.3 Use the positive and negative forms of the simple and continuous forms of the verb in the past tense.	<ul style="list-style-type: none"> Positive and negative forms of the simple and continuous forms of the verb in the past tense 	<ul style="list-style-type: none"> Applying positive and negative forms of verbs in the past tense 	<ul style="list-style-type: none"> Knowledge of positive and negative forms of verbs
		9.4.4.4 Use positive and negative forms of the future tenses (simple and continuous tense)	<ul style="list-style-type: none"> Positive and negative forms of the future tenses 	<ul style="list-style-type: none"> Applying of use of positive and negative forms of the future tenses 	<ul style="list-style-type: none"> Knowledge of positive and negative forms of verbs

		9.4.4.5. use interrogative words in sentences in the present, past and future tenses.	<ul style="list-style-type: none"> Interrogative words e.g. <i>Hinyi/who-iñahi/how, kudihi/where</i> (Lunda) 	<ul style="list-style-type: none"> Applying interrogative words 	<ul style="list-style-type: none"> Knowledge of interrogative words.
9.4.5 Adverbial Phrases	9.4.5.1 Identify words which function both as adjectives and as adverbs.	<ul style="list-style-type: none"> “Bwino”, <i>“Kale Kamanga ali bwino</i> (adjective) – <i>Anagwira nchito bwino</i> (adverb) – <i>Munthu Wakale</i> (adjective) – <i>Kamanga wadya kale nsima</i> 	<ul style="list-style-type: none"> Identifying words as adjectives and adverbs 	<ul style="list-style-type: none"> Knowledge of adjectives and adverbs. 	
	9.4.5.2 Use reduplication to intensify adverbs.	<ul style="list-style-type: none"> (Reduplicated adverbs adverb). (Cinyanja) 	<ul style="list-style-type: none"> Applying reduplicated 	<ul style="list-style-type: none"> Knowledge of reduplicated adverbs. 	
	9.4.5.3 Identify and use adverbial phrases	<ul style="list-style-type: none"> <i>Akatukanga naufukufuku/He/She</i> left early in the morning (Luvale) Types of adverbial phrases time, place and manner. 	<ul style="list-style-type: none"> Applying adverbial phrases 	<ul style="list-style-type: none"> 	
9.4.6 Direct and Indirect Speech	9.4.6.1 Use direct speech in complex sentences	<ul style="list-style-type: none"> Direct Speech: punctuations, position of reporting verb, tense, pronouns, adverbs. 	<ul style="list-style-type: none"> Applying direct and indirect Speeches 	<ul style="list-style-type: none"> Knowledge of adverbial phrases 	
	9.4.6.2 Use indirect speech in narratives.	<ul style="list-style-type: none"> Indirect Speech: tense, pronouns, adverb changes, punctuations, position of the reporting verb. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Knowledge of direct and indirect speeches. 	

COMPONENT	TOPIC	SPECIFIC OUTCOME	CONTENT		
			Knowledge	Skills	Value
9.5.0 Translations	9.5.1 Translation	9.5.1.1 Translate more complex ideas, phrases or terminologies from one language into another.	<ul style="list-style-type: none"> Idea, phrases of terminologies i.e scientific terms (adaptation/corrupting). Sentences/short passages 	<ul style="list-style-type: none"> Applying translation skills 	<ul style="list-style-type: none"> Knowledge of content: translations
9.6.0 Literature	9.6.1 Personal Opinion	9.6.1.1 Form and express own opinions	<ul style="list-style-type: none"> Terms used in expressing own opinion .e.g. <i>Nihupula kuli../I think that Kamuhupulo waka/ in my view (Silozi)</i> Knowledge of honesty, truthfulness, hard work, courage, moral values 	<ul style="list-style-type: none"> Identifying Characterisations 	<ul style="list-style-type: none"> Knowledge of terms used in expressing own opinions.
	9.6.3 Literary terms	9.6.3.1 Use literary terms in writing.	<ul style="list-style-type: none"> Setting plot, character and theme. 	<ul style="list-style-type: none"> Applying Literary terms 	<ul style="list-style-type: none"> Knowledge of literary terms.
	9.6.4 Writer's purpose	9.6.4.1 Identify the writer's purpose and values.	<ul style="list-style-type: none"> honesty, wisdom, hard work, truthfulness, moral values. 	<ul style="list-style-type: none"> Applying of taught content; purpose of writing 	<ul style="list-style-type: none"> Knowledge of writer's purpose.

GLOSSARY

These literary terms should be taught in an integrated manner.

1. Aesthetic: of the beauty of literary works; connected with the appreciation or criticism of the beautiful.

2. Adrenalin: a chemical substance that pours into a person's blood stream when he is angry, anxious or excited. It increases the level of commitment in a person.
3. Allegory: a carefully written work that describes one thing under the guise of another suggestively similar.
4. Alliteration: a literary device where a close repetition not necessarily of the same letter but definitely of the same sound usually at the beginning of words for the purposes of enhancing clarity in meaning, emphasis or just for artistic beauty.
5. Allusion: association with; a reference to some other experience outside what is under discussion.
 'Lazarus was lucky, Jesus was around'
 This reference or allusion brings a wide world of biblical experience outside the limitation of the topic under discussion.
6. Altruism: the desire to end an argument not necessarily that a consensus or an agreement has been reached but to preserve peace.
7. Ambiguity: double meaning or an expression capable of more than one meaning.
8. Amphibian: a creature that can live both in water and on land.
9. Analogy: it is the description of something known in order to suggest in certain respects something unknown; it is a way of describing a relatively unknown entity by comparing its unknown attributes with those of a known entity.
10. Anti-climax: in a literary work, a point at which the plot begins to disentangle itself in its complexity and sophistication towards the conflict resolution.
- B** 11. Belief: a feeling of certainty that something is right, wrong, exists, or doesn't. If you do not have belief in a lot of things then you are a skeptic.
- C** 12. Character: a person or an animal that plays a role in a dramatic piece of work or in a novel. Different Characters play different parts to produce a complete story.
13. Charlatan: an impostor; an empty pretender to knowledge or skills.

14. 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 decisions can no more be delayed.
- D** 18. Denotation: the objective, primary or basic meaning of a word or expression; the meaning that excludes all other shades as a result of the writers feelings or experiences.
19. Dialogue: a literary work in the form of a conversation; a discussion that involves more than one person on the basis of question and answer.
20. Didactic: a literary work that intends to deliver a lesson. In modern literature, a book that is no not didactic is not worth reading.
21. Dope: a strong drug taken for reasons other than medicinal; a very strong stimulant often banned for public use.
22. Drama: a conversation accompanied by body action usually performed in front of an audience.
- E** 23. Electorate: voters.
24. Empathy: the behaviour of one putting oneself into a situation (often a painful one) of another person. – of sympathy = the behaviour of just feeling sorry for someone in a painful situation without wishing to feel the same pain.
25. Entity: something with usually a form of life that is completely independent of the other things.
26. Episode: an incident which forms part of the whole story, plot or narrative.
27. Epistemology: the study of knowledge.

28. Euphemism: a literary technique in which an accurate but explicit word is substituted with a gentler and less distasteful term.
- F** 29. Flashback: a literary technique in which the writer brings the past into the present in order to explain why something is in its present condition.
30. Flaw: a detected error in a literary work.
- H** 31. Hero: the principal male character with positive or admirable attribute in a play or novel. Heroes never die, if they do physically, they continue to live in legendary.
32. Heroine: the female character with attributes like those of a hero.
33. Hoodwink: trick, cheat or deceive.
34. Humour: the light heartedness; ability to replace gloom with laughter.
35. Hyperbole: a literary device consisting of an extravagant statement or exaggeration. It is used to emphasise the importance or extent of something.
- I** 36. Illiteracy: unable to read and write and consequently unable to understand the simple processes of life.
37. Imagery: pictures in words; the art of a writer to not only presented the pictures of what he is talking about but also describes those pictures.
38. Immunity: an ability to be unaffected by something: a king's palace enjoys immunity status so is a diplomatic house or mission in any country – as long as the offender remains on such grounds no one who knows the laws of immunity can touch him.
39. Infringe: violate; break.
40. Insinuation: innuendo; the way of referring to something in an indirect way. Most of the proverbs or wise sayings we use are insinuations of the truth.
41. Irony: sarcasm; use of words with an intention to ridicule a situation. Almost all ironical statements are a direct opposite of what they actually seem to mean.

L	42. Literature:	it is a department of language in poetry or prose, written and unwritten, of accepted quality whose main aim is to express life in its wholeness. It is both an art and a trade that aims at enriching mankind with all aspects of life and living.
	43. Legend:	a traditional popular tale or a person who achieves great fame while he is still alive. A legend may include truth and imaginative material.
	44. Lyric:	it is a poem that expresses personal feelings intended to be sung.
M	45. Metaphor:	an implied comparison; it is a style of writing that conveys the meaning more clearly and generally in a delightful manner of comparison.
	46. Metre:	means 'measure', and may be defined as any form of measured, or regulated, rhythm. All language has stressed and unstressed syllables, and in English poetry metre is the technical term for the rhythmic arrangement of the those syllables.
	47. Miniature:	a highly finished portrait of a reduced image.
	48. Monologue:	a speech where there is only one speaker of soliloquy.
	49. Mood:	the disposition of mind and feelings. We can refer to the moods of anger, happiness, sadness that characterise a novel or part of it.
	50. Moral:	education derived from a literary work directly or by implication; such a story that delivers such education is also called a moral.
	51. Myth:	a traditional story or legend that offers an explanation usually based on religion or supernatural phenomenon often appealing to emotions rather than to reasoning.
N	52. Naivety:	the display of lack of experience, wisdom or judgement.
	53. Narrative:	a story.
	54. Nostalgia:	haunting memories; thoughts that bring back strong wishes for someone to go back in time and space.
O	55. Opera:	a dramatical piece of work that is accompanied by music; a musical play.
P	56. Pandemonium:	confusion; disorder.

57. Pantomime: a play that is presented to the audience without words but only through signs.
58. paradox: a clever statement that contradicts itself i.e. Love makes me blind and it makes me see – it forces the reader to think harder in order to get the meaning.
59. Parallelism: the running side by side of statements or ideas that express similarity in their meaning.
60. Partiality: favouritism.
61. Personification: the presentation of non-living objects or non-humans or abstract ideas as persons. e.g.
 a) a shadow greeted another shadow on 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.
- R** 66. Rhyme scheme: a pattern of rhyme usually denoted by small letters. For example, the above poem has the following rhyme scheme:
 a, b; a, b; a, b; a, b;
- S** 67. Sarcasm: an offensive remark with the sole intention inflicting pain into someone.
68. Satire: a literary work that employs sarcasm and irony to ridicule the ills of the society in order to heal or reverse the order of things.
69. Sensibility: the capacity to feel; the ability to be affected emotionally or otherwise by the environment.
70. Sentimentality: an unworthy or unnecessary or an excessive emotional response to a situation; an over-stimulated emotional response to what we hear and see.

71. Setting: the background in terms of time and place against which a work of literature is written. e.g. a book written during World II (time) about Russia (place) must be written in such a way that the events fit in that time and place.
72. Simile: an imaginative comparison for purposes of making explanations clear. Similes are denoted by the use of words such as: as, like, as if – of metaphor.
73. Soliloquy: a loud speech addressed to oneself, of monologue.
74. Structure: form; definable parts of a literary work.
75. Style: the manner in which a writer presents his book. Different writers have different styles – even those who have written on the same subjects have used language differently. Some writers use long and winding phrases and yet others are well known for their brevity.
76. Suspense: a literary technique used by many writers to keep their readers guessing as to what is likely to follow in the plot. The intense the suspense the more interesting the book is likely to be.
77. Suspension of disbelief: the nature of the readers to temporarily put away their faculty of doubt in order to accommodate an unlikely happening. When animals talk in animal narratives we never doubt that ability because we usually employ a willing suspension of disbelief.
78. Symbol: a person, object or idea that stands in for something else in a literary work.
79. Symbolism: representation of ideas and emotions by suggestion rather than by direct impression of imagery.
80. Syntax: the order in which words and expressions are used in a grammatical structure.
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.

T

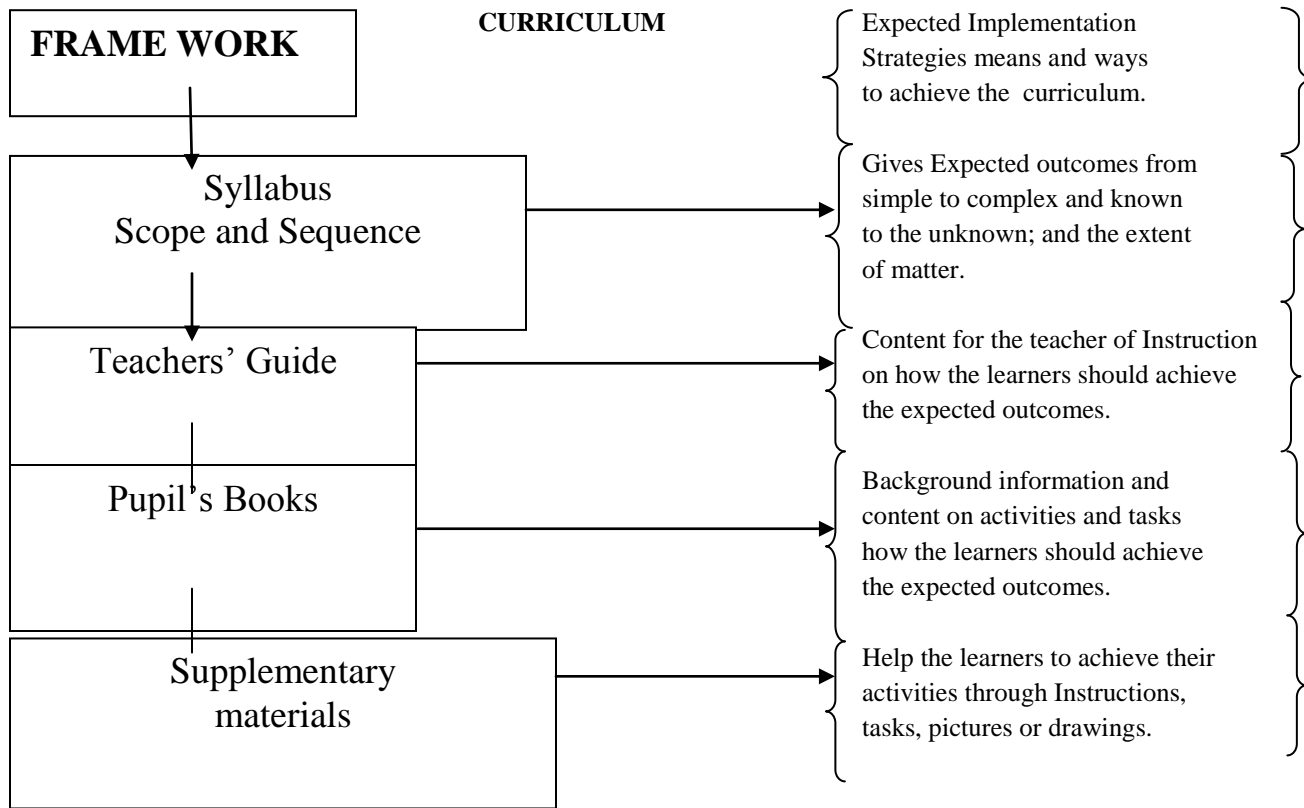
84. Tragedy: a work of art in which the hero dies or fails to achieve his mission which by nature was a hope of the great majority.
- v** 85. Vices: in the quality of life, the negative attributes of humans; the bad side of humans – is kindness and courage are virtues while jealousy and cowardice are vices.
86. Villain: a character with detestable behaviour in a novel or play.
87. Virtues: the good side of a human being, see vices above for contrast.

SYLLABUS INTERPRETATION

A Synopsis of the Process

A syllabus is an educational document that contains a carefully thought out body of knowledge. This is logically sequenced in a set of outcomes which are intended to meet the educational needs of a learner and the expectations and assignments of society.

1. General expected outcomes/terminal objectives.
 2. General expected outcomes for a year.
 3. SPECIFIC-OUTCOMES for a day, week, month/year.
-
- ❖ Sequencing → the expected outcomes according to the depth and wide.
 - ❖ Easy to Complex → known to the unknown → familiar to unfamiliar.
 - ❖ The psycho-motor → hands on activities and tasks.
 - ❖ Affective → which touch the heart and the mind.
 - ❖ Cognitive → analytical and synthetically.
 - ❖ Knowledge → content/information for the learner and the teacher.
 - ❖ Intelligence → the level of making things get understood clearly.



Teaching/Learning Resources

Charts, books