



Republic of Zambia

Ministry of Education, Science, Vocational Training and Early Education

**PRIMARY SCHOOL ZAMBIAN LANGUAGES SYLLABUS
(GRADES 1 – 7)**



Prepared by the: Curriculum Development Centre

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LUSAKA-ZAMBIA.

2013

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VISION

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

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PREFACE

This syllabus was initially produced as a result of the Basic School Curriculum Reforms carried out by the Ministry of Education, under the Basic Education Sub Sector Investment Programme (BESSIP) from 1999 to 2002.

The reforms were necessitated by the need to solve long-standing problems in the existing curriculum such as being overloaded, compartmentalized, examination oriented and inflexible. The reforms were also an attempt by the Ministry of Education to capture the latest technological, economic, political and social developments in a fast changing world. In response to these reforms, the syllabuses have been revised in five learning areas. The learning areas are; Literacy and Languages, Integrated Science, Creative and Technology Studies, Mathematics and Social and Developmental Studies. The curriculum focuses on the development of literacy, numeracy, practical skills and personality.

It is my sincere hope that this 2012 outcomes based syllabus will greatly improve the quality of education provided at Lower and Upper Primary School level as defined and recommended in the policy document, 'Educating Our Future' 1996.

Nkosha C.

Permanent Secretary

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

ACKNOWLEDGEMENTS

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

Many individuals, institutions and organisations were interviewed throughout the country in order to gather their views on the existing curriculum and also to accord them an opportunity to make suggestions for the new curriculum. The Ministry of Education, Science, Vocational Training and Early Education wishes to express heart-felt gratitude to all those who participated for their valuable contributions, which resulted in the development of this syllabus.

The Curriculum Development Centre worked closely with other sister departments and institutions to create this document. We sincerely thank the Directorate of Standards and Curriculum, the Directorate of Teacher Education and Specialised Services, the Examinations Council of Zambia, the University of Zambia, Schools and other institutions too numerous to mention, for their steadfast support.

We pay special tribute to cooperating partners for rendering support in the production of this syllabus.

Special appreciation also goes to the Curriculum Development Centre support staff and all those who were involved in the development of this syllabus in one-way or another.

INTRODUCTION

This revised version of the syllabus reflects the educational requirements as stated in the policy document, 'Educating Our Future' (1996) which emphasises, among other things, literacy and life skills. Clear outcomes have been stated in such a way that the content is spread out to show the knowledge, skills, and values to be attained by learners in school.

The syllabus has two parts. These are; Literacy and Language.

- 1. The Literacy Component: Grades 1-7:**

This covers reading and writing at Grades 1-7 and consolidating and further developing the literacy skills in Zambian Languages.

- 2. The Language Component: Grades 1-7:**

The Language Component covers listening, comprehension, vocabulary, oral and written expression, reading, information gathering, giving and following instructions, awareness of similarities between Zambian Languages, Zambian culture, life skills, literature and culture, translations and crosscutting themes.

METHODOLOGY

The teaching methodology should be based on a communicative approach whose features include:

1. Integration of the basic literacy and language skills;
2. Using the literacy and language skills in real life situations;
3. Teaching literacy and language in context;
4. Using authentic teaching materials;
5. Using a variety of reading and writing activities, including writing about real experiences and for a real purpose;
6. Pacing learners in ability groups;
7. Using continuous assessment; and
8. Using varied learner-centred communicative, interactive and participatory techniques such as:
 - Role play
 - Drama
 - Problem-,solving
 - Information transfer
 - Pair or group discussion
 - Field trips or project work
 - Case studies
 - Debate

GENERAL OUTCOMES FOR GRADES 1-7

1. Listening and Speaking

The Listening and Speaking skills are very important. Learning to listen accurately and respond to the spoken word increases the learners' confidence, builds up their receptive skills and allows them to be exposed to different forms of language.

This is the reason why listening and speaking skills are the basis of all language work.

Therefore, by the end of Grade 7, a learner should:

- a) Perform the following outcomes using the appropriate language forms:
 - Identify and classify;
 - Describe, narrate and report;
 - Find out;
 - Deny and concede;
 - Express and elicit intellectual attitudes;
 - Express personal meaning;
 - Get things done;
 - Communicate for social purposes;
 - Express concepts and relationships;
 - Talk about quality and quantity;
 - Understand the most common and useful grammatical terms and their functions;
- b) Manipulate accurately and appropriately the core structures in the context of the functions set in (a) above;
- c) Use language effectively in and out of school, and demonstrate by responding in an appropriate way a spoken message;
- d) Use the spoken language forms which are appropriate to different social contexts.

2. Reading

In reading, a learner will be required to read for comprehension from the beginning, and then be introduced to the types of functional reading, which will enable learners to gradually read for specific purposes in crucial areas.

By the end of Grade 7, a learner should:

- a) Understand the different types of reading materials which they are likely to meet both in and out of school, i.e. texts and passages in the Learner's Books and graded supplementary readers, reading materials in real life, e.g. signs, instructions, etc.; and reading materials related to other learning areas;
- b) Have a reading vocabulary of at least 2500-3000 words, including a basic sight vocabulary of names, signs and labels needed by the learner to operate in any society and be able to read with understanding a wide variety of narrative, functional and instructional materials;
- c) Read for pleasure and for specific information;
- d) Read at a speed appropriate to their purpose (a speed of at least 100 words a minute is recommended for reading for pleasure by the end of Grade 7);
- e) Begin to read critically and make judgements on the materials read.

Writing

Writing in Grades 1-7 comprises learning to form letters and write neatly and legibly (handwriting), learning to spell (spelling) and learning to do grammatical exercises and controlled, guided and free writing. By the end of Grade 7, the learners should have acquired those writing skills necessary for work in all learning areas for continued learning, and for the world of work if they do not continue beyond Grade 7.

Therefore, by the end of Grade 7, learners should be able to:

- a) Produce the kind of writing which is likely to be required of them if they leave school after Grade 7, e.g. letters (both formal and informal); filling in forms; writing telegrams; writing a simple report, etc.;
- b) Produce the kind of writing in addition to the above that will be required of them in Grade 8, e.g. continuous free prose writing and written work as required by other learning areas;
- c) Spell and punctuate correctly;
- d) Express clearly and correctly in writing their personal experiences, ideas, opinions and knowledge;
- e) Take pride in their written work by writing work by writing neatly and keeping their work clean.

ZAMBIAN LANGUAGES PRIMARY SCHOOL SYLLABUS

GRADE 1

GENERAL OUTCOMES:

- Develop listening, speaking, reading and writing skills.
- Use language to communicate in different situations

Key competences

- Show skills of reading initial sounds i.e. letters, syllables and word.
- Demonstrate basic skills in reading and writing common words and simple sentences.

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
1.1 Listening and Speaking	1.1.1 Greetings	1.1.1.1 Demonstrate different forms of greetings.	<ul style="list-style-type: none"> • Good morning, good afternoon, good evening 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	1.1.2 Relationships	1.1.2.1 Talk about themselves and their families	<ul style="list-style-type: none"> • Nuclear; father, mother, children and extended family e.g. mother, father, brother, sister, nephew, niece, cousin, grand father/mother. 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	1.1.3 Responsibilities	1.1.3.1 Talk about chores and responsibilities of members of a family	<ul style="list-style-type: none"> • Domestic unisex chores and responsibilities, e.g. washing, sweeping, cooking 	<ul style="list-style-type: none"> • Effective communication 	<ul style="list-style-type: none"> • Knowledge
	1.1.4 Story-telling	1.1.4.1 Narrate simple stories 1.1.4.2 Relate simple stories	Story telling (introduction, body and conclusion) The meaning of the original story. Number of characters (names), source of story (places)	<ul style="list-style-type: none"> • Confidence • Creative thinking • Application 	<ul style="list-style-type: none"> • Knowledge
	1.1.5 Description	1.1.5.1 Describe pictures	E.g. road signs, market place, bus station, hospital, police station.	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	1.1.6 Counting	1.1.6.1 Count objects.	Concord/ agreement (1- 10) i.e. prefix + number e.g. ko – mwe (Tonga) kamo (Kiiikaonde)	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	1.1.7 Poems, rhymes and tongue twisters	1.1.7.1 Recite rhymes, poems or tongue twisters	Simple rhymes, poems and tongue twisters on cross – cutting issues(Health)	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	1.1.8 Riddles and puzzles	1.1.8.1 State riddles and puzzles 1.1.8.2 Explain puzzles.	Riddles and puzzles.	• Application	• Knowledge
	1.1.8 Simple messages	1.1.8.1 Retell simple messages.	Simple messages.	• Application	• Knowledge
	1.1.9 Colours	1.1.9.1 Identify main colours.	Yellow, red, blue green, white, black, orange, brown.	• Application	• Knowledge
	1.1.10 Days of the week	1.1.10.1 Name days of the week.	Days of the week in familiar language	• Application	• Knowledge
	1.1.11 Commands	1.1.11.1 Respond to simple commands	E.g Stand up, sit down, jump, open the door.	• Application	• Knowledge
	1.1.12 Houses	1.1.12.1 Identify houses in the locality	Traditional and modern houses	• Application	• Appreciation
	1.1.13 Denying confirming, affirming and correcting	1.1.13.1 Deny, confirm and affirm statements 1.1.13.2 Correct wrong statements	Denying; <i>No, not like that.</i> Confirming; <i>yes,</i> Affirmation; <i>it is true,</i> Correcting; te Chanda ni Bwalya ... (Icibemba), haki maabani ki maloba (Silozi)	• Application	• Knowledge
	1.1.14 Plurals	1.1.14.1 Form plurals of nouns.	Nzolo/ba nzolo (kiikaonde), musimbi/basimbi(Tonga), kasumbi/tusumbi	• Application	• Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			(luvale), nkhuku/nkhuku (cinyanja)		
1.2 Reading	1.2.1 Letters, shapes, objects.	1.2.2.1 Carry out a variety of visual discrimination exercises	Discriminating the letters, objects and shapes.	• Application	• Knowledge
	1.2.2 Eye movement.	1.2.2.1 Demonstrate left to right eye movement.	Eye movement; left to right	• Application	• Awareness
	1.2.3 Jigsaw puzzles	1.2.3.1 Fit pieces of a jigsaw.	Jigsaw puzzles (sorting, matching and building the pieces)	• Application	• Knowledge
	1.2.4 Initial sounds	1.2.4.1 Identify common initial sounds.	<ul style="list-style-type: none"> • Short vowels: a, e, i, o, u. • Long vowel sounds: aa ee, ii, oo, uu • Consonants: Specific to each language. • Other sounds: bb, kk, ch, ny, ŋ, W.... 	• Application	• Knowledge
	1.2.5 Syllables	1.2.5.1 Read and relate syllables to their sounds.	<ul style="list-style-type: none"> • Mono consonants syllables e.g. ba, ma, ta • Di consonant syllable: mwa, kwa, • Tri consonants syllables: Ndwa, mbwa, nthā, • Quardral 	• Application	• Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			consonants syllable: Mphwa, Nkhwa.		
	1.2.6 Letters of the alphabet	1.2.6.1 Recognise sounds of the letters of the alphabet.(Zambian languages) 1.2.6.2 Recognise capital and small letters of the alphabet(Zambian languages)	<ul style="list-style-type: none"> • Sounds of alphabet e.g. /e/, /k/, /g/ • Letters e/E, k/K, g/G 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	1.2.7 Word formation	1.2.7.1 Form and read words from syllables 1.2.7.2 Demonstrate understanding of simple words.	<ul style="list-style-type: none"> • Common words: mata, Zamaya, kaka mama, tate • Word to picture matching 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	1.2.8 Sentence formation	1.2.8.1 Form and read simple sentences. 1.2.8.2 Demonstrate understanding of simple sentences	<ul style="list-style-type: none"> • Read simple sentences of the Subject + Verb (S+V) and Subject + Verb + Object (S + V+O) • Sentence to picture matching 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	1.2.7 Paragraph formation	1.2.7.1 Form and read short paragraphs. 1.2.7.2 Identify the theme of a passage.	<ul style="list-style-type: none"> • Sentence arrangement (three short sentences) s+v+o • Main idea 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	1.2.8 Extensive reading	1.2.8.1 Retell what they have read.	Retelling a story	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	1.2.9	1.2.9.1 Locate required	<ul style="list-style-type: none"> • Answering questions 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	Comprehension	information from a short text 1.2.9.2 React to instructions read.	based on the passage • Different ways of reacting to instructions		
	1.2.10 Locating information	1.2.10.1 Locate information from print sources.	Conventions of print sources e.g. map.	• Application	• Knowledge
1.3 Writing	1.3.1 Manipulation	1.3.1.1 Demonstrate different manipulative skills	• Mould; Shapes and letters • Drawing and tracing things • Finger and hand manipulation • Pattern writing	• Application	• Knowledge
	1.3.2 Posture	1.3.2.1 Demonstrate correct sitting posture.	Sitting like Leo (up right)	• Application	• Knowledge
	1.3.3 Hand writing	1.3.3.1 Write legibly and neatly.	Hand writing (cursive writing)	• Application	• Knowledge
	1.3.4 Syllable formation	1.3.4.1 Form syllables by using vowels and consonants.	Disyllable formation (mono di)	• Application	• Knowledge
	1.3.5 Plural formation	1.3.5.1 Write words in singular and plural forms.	Nzolo/ba nzolo (kiikaonde), musimbi/basimbi(Tonga), kasumbi/tusumbi(luv ale), nkhuku/nkhuku (cinyanja)	• Application	• Knowledge
	1.3.6 Word and sentence	1.3.6.1 Write words from syllables	• Common words: mata, Zamaya, kaka	Application	Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	formation	1.3.6.2 Write simple sentences	mama, tate <ul style="list-style-type: none"> • Write simple sentences of the Subject + Verb (S+V) and Subject + Verb + Object (S + V+O) • Capital and small letters 		
	1.3.7 Spellings	1.3.7.1 Write dictated words and sentences.	Common words and simple sentences	• Application	• Knowledge
	1.3.8 Punctuation	1.3.8.1 Punctuate given sentences	The full stop (.)	• Application	• Knowledge
	1.3.9 Composition	1.3.9.1 Write short paragraphs on topical issues. (maximum of three sentences)	HIV and AIDS, Corruption, Child Abuse and Road Safety	• Application	• Knowledge

GRADE 2

GENERAL OUTCOME:

- Develop listening, speaking, reading and writing skills.

Key competences

- Demonstrate basic skills in reading and writing short paragraphs
- Show understanding of short written text

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
2.1 Listening and Speaking	2.1.1 Synonyms	2.1.1.1 Use synonyms of nouns	<ul style="list-style-type: none"> • Umulendo/umweni (Icibemba) • Kamwale /mooye (Tonga) 	• Application	• Knowledge
	2.1.2 Antonyms	2.1.2.1 Use antonyms of nouns	<ul style="list-style-type: none"> • Phwevo/ Lunga (Luvale) • Mnyamata / Mtsikana (cinyanja) 		
	2.1.3 Puzzles	2.1.3.1 Solve simple puzzles.	Solving simple puzzles	• Application	• Knowledge
	2.1.4 Following instructions	2.1.4.1 Act upon the instructions.	Instructions e.g. Kwala munyako mi uine fafasi (Silozi)	• Application	• Knowledge
	2.1.5 Singular and plural	2.1.5.1 Use singular and plural words in sentence (in line with	• Singular and plural words.	• Application	• Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	words	noun classes).	E.g. Sipula / Lipula (silozi) Kichi / bichi (Kiikaonde)		
	2.1.6 Riddles and puzzles	2.1.6.1 State and give answers to riddles. 2.1.6.2 Solve simple puzzles.	<ul style="list-style-type: none"> • Stating and answering riddles • Solving simple puzzles 	• Application	• Knowledge
	2.1.7 Story telling	2.1.7.1 Explain the contents of the stories.	<ul style="list-style-type: none"> • Content and meaning of stories. • Episodes 	• Application	• Knowledge
	2.1.8 Fruits	2.1.8.1 Name common fruits.	<ul style="list-style-type: none"> • Masuku, makusu nabungulu, intungolu, mapopolo, mabuyu, nkhyu, mumbita 	• Application	• Knowledge
	2.1.9 Seasons of the year	2.1.9.1 Describe seasons of the year and the activities.	E.g. <ul style="list-style-type: none"> • Mainza – farming • Mupeyo – Harvesting • Cilimo – Preparing the fields. (Citonga) 	Application	Knowledge
	2.1.10	2.1.10.1 Mention different	Occupations e.g.	• Application	• Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	Occupation	occupations in the community.	<ul style="list-style-type: none"> • Umphunzitsi , ulimi, usodzi (Cinyanja) 		
	2.1.11 Quality and quantity	2.1.13.1 Talk about quality and quantity.	<ul style="list-style-type: none"> • Quality – Tiile, nyinyani. • Quantity – ñata, (Silozi) 	• Application	• Knowledge
	2.1.12 Poems and rhymes	2.1.14.1 Recite rhymes and poems	• Simple rhymes and poems	• Application	• Knowledge
	2.1.13 Buying and selling	2.1.15.1 Use language about buying and selling.	• Language on buying and selling in familiar language.	• Application	• Knowledge
2.2 Reading	2.2.1 Reading aloud	2.2.1.1 Read short paragraphs aloud	• Pronunciations, punctuation, intonation, fluency.	• Application	• Knowledge
	2.2.2 Spelling	2.2.2.1 Spell simple words.	• Simple words	• Application	• Knowledge
	2.2.3 Extensive reading	2.2.3.1 Read short stories for pleasure.	• Techniques of accurate reading i.e. good reading habits, vocalization, finger pointing, no head movement.	• Application	• Knowledge
	2.2.4	2.2.4 .1 Read short passages and	• Teaching	• Application	Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT			
			KNOWLEDGE	SKILLS	VALUES	
	Comprehension	stories with understanding.	reference skills • Teaching new vocabulary			
2.3 Writing	2.3.1 Punctuation	2.3.1.1 Use question marks in interrogative statements	Interrogative statements in familiar languages	• Application	Knowledge	
	2.3.2 Dictation	2.3.2.1 Write dictated sentences	Simple sentences	• Application	Knowledge	
	2.3.3 Sentence writing (building)	2.3.3.1 Write simple sentences using the pattern Subject+ Verb+ Object+ Object(SVOO)	E.g Mudenda(S) wakaulila(V) Mutinta(O) bbuku(O)-(citonga)	• Application	Knowledge	
	2.3.4 Composition	2.3.4.1 Write short guided composition on cross cutting issues	2.3.4.2 Write short unguided composition on cross cutting issues	Writing stories in own words. i.e. introduction main body and conclusion known events, experience(environment, HIV/AIDS, child abuse, road safety)	Application	Knowledge
		2.3.5 Hand writing				

GRADE 3

GENERAL OUTCOMES:

- Develop listening, speaking, reading and writing skills
- Develop awareness of Zambian Culture and similarities among Zambian languages.

Key competences

Demonstrate basic skills of:

- Writing legibly and neatly in script and cursive forms.
- Communicating in speech in different situations.

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
3.1 Listening and Speaking	3.1.1 Story telling	3.1.1.1. Retell stories (Traditional and modern).	Coherence, cohesion, voice projection	Application	Knowledge
	3.1.2 Aural Comprehension	3.1.2.1 Listen to a story comprehensively	Content of the story e.g. character, theme	Application	Knowledge
	3.1.3 Information gathering	3.1.3.1 Gather information from different sources, and report back	Objectivity/clarity in expressing/ reporting Social activities e.g. ceremonies	• Application	Knowledge
	3.1.4 Description	3.1.4.1 Describe scenery, events, people and other things.	Descriptive language e.g. use		

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			of adjectives and adverbs	Application	Knowledge
	3.1.5 Proverbs and Idioms	3.1.5.1 Explain proverbs and idioms	Proverbs (akanwa kamwenfu takabepa) and idioms(ukufina amolu)	Application	Knowledge
	3.1.6 Poetry	3.1.6.1 Create and recite poems	Poems on cross cutting issues	Application	Knowledge
	3.1.7 Counting	3.1.7.1 Count objects.	Counting objects (10 – 100)	Application	Knowledge
	3.1.8 Directions	3.1.8.1 Ask for and give simple directions.	Simple directions e.g. turn right, near, opposite	Application	Knowledge
	3.1.9 Time	3.1.9.1 Tell time of the day	Actual time and period; morning(07hours), midday(10 hours), afternoon(12hours), evening (18hours)	Application	Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	3.1.13 Homographs and homonyms	3.1.13 Use words with the same spelling but different sounds. 3.1.1.2 Use words with the same spelling, same sounds but different meaning	E.g, bola (rotten), bola (come)- Citonga lila (intestine), lila (cry)- silozi	Application	Knowledge
	3.1.14 Dialogue	3.1.14.1 Conduct simple dialogues.	Simple dialogues (speech exchange)	Application	Knowledge
3.2 Reading	3.2.1 Comprehension	3.2.1.1 Read silently a given passage and do follow-up activities.	<ul style="list-style-type: none"> • Theme Identification • New/Familiar vocabulary • Question • Answering 	• Application	• Knowledge
	3.2.4 Extensive reading	3.2.3.1 Read supplementary books for pleasure.	Improve language i.e. vocabulary, reading habits	Application	Knowledge
	3.2.3 Scanning	3.2.4.1 Locate information from print sources.	Use of contents page and index page	Application	Knowledge
3.3 Writing	3.3.1 Sentences	3.3.1.1 Construct sentences using the pattern Subject + Verb+ Object + Adjective (SVOA)	E.g Mundia ubena kukyofwa nkinga yakataaka-Kiikaonde (Mundia is riding	Application	Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
3.3 Writing		3.3.1.2 Construct sentences using BUT and AND.	a new bicycle) Use of But and AND. Eg Jinyama A abene Ndalya <i>pesi</i> tiindakkuta (citonga)	Application	
	3.3.2 Dictation	3.3.2.1 Write dictated short paragraphs	Simple paragraphs with correct punctuation marks; full stop, capital and small letters	• Application	Knowledge
	3.3.3 Plurals	3.3.3.1 Form plurals from singular words	Plural and singular forms of words (countable, nouns)	Application	Knowledge
	3.3.4 Paragraphing	3.3.4.1 Construct short paragraphs.	Two paragraphs of five sentences(each paragraph to carry different messages)	Application	Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	3.3.5 Punctuation	3.3.5.1 Punctuate sentences and short paragraphs.	Punctuation marks (the comma)	Application	Knowledge
	3.3.6 Summary	3.3.6.1 Summarise a story.	Summary skills i.e. note making	Application	Knowledge
	3.3.7 Letter writing	3.3.7.1 Write informal letters.	Characteristics of informal letters e.g. one address, salutation, body language, ending	Application	Knowledge
	3.3.8 Translation	3.3.10.1 Translate words from English into Zambian Languages.	Vocabulary e.g. including human parts of the body (external parts)	Application	Knowledge
	3.3.9 Orthography	3.3.11.1 Write words and sentences using the accepted orthography.	Conjunction and disjunction, eg mwa ndu(in the house)- Silozi Mwandu(soaked maize residue porridge)	Application	Knowledge

GRADE 4

GENERAL OUTCOMES:

- Develop listening, speaking, reading and writing skills
- Develop awareness of Zambian Culture and similarities among Zambian languages.

Key Competences:

Demonstrate basic skills and knowledge to:

- Retell a read story
- Punctuate simple sentences and short paragraphs
- Describe various activities, objects, places, actions and simple processes.

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
4.1 Listening and Speaking	4.1.1 Story telling	4.1.1.1 Tell different stories.	<ul style="list-style-type: none">• Orderly manner• Tense• Vocabulary: voice projection, introduction, main part, conclusion	Application	<ul style="list-style-type: none">• Knowledge
	4.1.2 Synonyms and antonyms	4.1.2.1 Use antonyms of verbs.	<ul style="list-style-type: none">• Synonyms – Verbs, Zuza-Lunduka (Tonga) Run (English)	Application	Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			Boola/ Koza (Citonga)		
		4.1.2.2 Use synonyms of verbs.	<ul style="list-style-type: none"> Imana / Ikala (Kiikaonde) Bwela / Pita (Cinyanja) 	Application	Knowledge
	4.1.3 Description	4.1.3.1 Describe various activities in rural or urban areas.	<ul style="list-style-type: none"> Descriptive language e.g. tense, sequence indicators, adjectives. Instructions 	Application	Knowledge
		4.1.3.2 Describe objects, places and actions imaginatively.			
		4.1.3.3 Tell someone how to perform a simple process.			
	4.1.4 Hobbies	4.1.4.1 Talk about hobbies	<ul style="list-style-type: none"> Hobbies e.g. recreation sports, reading, writing 	<ul style="list-style-type: none"> Application 	<ul style="list-style-type: none"> Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	4.1.5 Machine parts	4.1.5.1 Name the main parts of common machines.	Parts of a common machine e.g. <ul style="list-style-type: none"> • Bicycle: cheni, spoko, kalanko (Kiikaonde) • Car: Vwili, gilazi, bbooti malisawa (Tonga) 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	4.1.6 Events	4.1.6.1 Report and describe present events	Tense: <ul style="list-style-type: none"> • Present simple tenses. 	Application	Knowledge
		4.1.6.2 Report and describe past events and experiences.	Tense: <ul style="list-style-type: none"> • Past simple tense. 		
	4.1.7 Social language usage	4.1.7.1 Use socially acceptable language in different situations.	<ul style="list-style-type: none"> • Acceptable vocabulary eg at the market, hospital, funeral. 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	4.1.8 Expressive language	4.1.8.1 Express personal feelings and rational thoughts.	<ul style="list-style-type: none"> Language used for expressing personal and rational thoughts 	<ul style="list-style-type: none"> Application 	<ul style="list-style-type: none"> Knowledge
	4.1.9 Life skills	4.1.9.1 Discuss the life skills needed for living together happily.	<ul style="list-style-type: none"> Life skills for happy living e.g. Tolerance, patience, problem solving 	<ul style="list-style-type: none"> Application 	<ul style="list-style-type: none"> Knowledge
4.10 Reading	4.10.1 Comprehension	4.10.1.1 Read a given passage at appropriate pace, with understanding.	<ul style="list-style-type: none"> Efficient reading i.e. acceptable pronunciation, content answering 	<ul style="list-style-type: none"> Application 	<ul style="list-style-type: none"> Knowledge
		4.10.1.2 Retell what has been read and answer questions about it.	<ul style="list-style-type: none"> Passage retelling content, pronunciation 	<ul style="list-style-type: none"> Application 	<ul style="list-style-type: none"> Knowledge
		4.10.1.3 Summarise a story read.	<ul style="list-style-type: none"> Content Summary skills 	<ul style="list-style-type: none"> Application 	<ul style="list-style-type: none"> Knowledge
	4.10.2 Extensive reading	4.10.2.1 Read materials on cross cutting issues.	<ul style="list-style-type: none"> Expand knowledge on various cross- 	<ul style="list-style-type: none"> Application 	<ul style="list-style-type: none"> Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			cutting issues e.g. Health, child abuse, gender base violence		
4.11 Writing	4.11.1 Punctuation	4.11.1.1 Punctuate sentences and short paragraphs.	<ul style="list-style-type: none"> Inverted commas, exclamation mark 	<ul style="list-style-type: none"> Application 	<ul style="list-style-type: none"> Knowledge
	4.11.2 Composition	4.11.2.1 Write a short reports on present events	Tense: <ul style="list-style-type: none"> Present simple tenses. Past simple tense. 	Application	Knowledge
		4.11.2.2 Write short descriptive composition on present events			
		4.11.2.3 Write short description on a process			
		4.11.2.4 Write short description of rural and urban activities.			

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	4.11.3 Translation	4.11.3.1 Translate words, sentences and short paragraphs from a Zambian Language into English.	<ul style="list-style-type: none"> Simple sentence and short paragraphs 	<ul style="list-style-type: none"> Application 	<ul style="list-style-type: none"> Knowledge
4.12 Writing	4.12.1 Dictation	4.12.1.1 Write short dictated stories.	<ul style="list-style-type: none"> Inverted commas, exclamation mark 	Application	<ul style="list-style-type: none"> Knowledge
	4.12.2 Conjunctive and disjunctive	4.12.2.1 Write sentences using conjunctives and disjunctives.	<ul style="list-style-type: none"> Conjunctives and disjunctives 	<ul style="list-style-type: none"> Application 	<ul style="list-style-type: none"> Knowledge
	4.12.3 Semi Informal letter	4.12.3.1 Write a semi-formal letter.	<ul style="list-style-type: none"> Characteristics of a semi formal letter e.g. address, salutation, body language, ending 	<ul style="list-style-type: none"> Application 	<ul style="list-style-type: none"> Knowledge
	4.12.4 Preposition	4.12.4.1 Write sentences using prepositions.	<ul style="list-style-type: none"> Orthographic rules: Preposition e.g. Ku, Mu, Pa,wa. 	<ul style="list-style-type: none"> Application 	<ul style="list-style-type: none"> Knowledge

GRADE 5

GENERAL OUTCOMES:

- Develop listening, speaking, reading and writing skills
- Develop awareness of Zambian Culture and similarities among Zambian languages.

Key Competences:

- Demonstrate skills and knowledge to express feelings, thoughts, experiences and convictions clearly and effectively in speech and writing at this level.
- Demonstrate ability to read with steady and clear comprehension.

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
5.1 Listening and Speaking	5.1.1 Listening Comprehension	5.1.1.1 Listen comprehensively to a passage read aloud.	<ul style="list-style-type: none"> • Six to eight sentence passage. 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	5.1.2 Story telling.	5.1.2.1 Narrate fiction and non-fiction stories	Contents: <ul style="list-style-type: none"> • Character and confidence building, fluency. • Logical order of ideas 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	5.1.3 Asking for information and explanations	5.1.3.1 Ask for information and explanations.	<ul style="list-style-type: none"> • Questions, Directions, Vocabulary: Courtesy • Politeness 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	5.1.4 Extracting information	5.1.4.1 Extract and relate information from	<ul style="list-style-type: none"> • Content e.g. People's experiences, moods 	Application	<ul style="list-style-type: none"> • Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		conversations.	and opinions		
	5.1.5 Life Skills	5.1.5.1 Express sympathy, interest, concern, hope, apology and forgiveness.	<ul style="list-style-type: none"> • Use correct vocabulary to express feelings 	<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Knowledge
5.2 Reading	5.2.1 Comprehension	5.2.1.1 Read fiction and non-fiction passages with understanding	<ul style="list-style-type: none"> • Read and understand content from passage 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	5.2.2 Summary	5.2.2.1 Explain the meaning of summary. 5.2.2.2 Identify content and non content words 5.2.2.3 Compose different summaries.	<ul style="list-style-type: none"> • Writing of main ideas from a passage. • Content words (words that give meaning on their own) Non-content words (words that need the support of other words to give meaning) • Word and sentence summaries 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	5.2.3 Oral reading	5.2.3.1 Read aloud with acceptable pronunciation and appropriate expression.	<ul style="list-style-type: none"> • Pronunciation, expression, punctuation marks, voice projection 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	5.2.4 Paraphrasing	5.2.4.1 Paraphrase what	<ul style="list-style-type: none"> • Content (Vocabulary, 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	passages	has been read from narratives, passages, tables, graphs, maps, plans and mathematical diagrams.	sentence construction		
	5.2.5 Idioms	5.2.5.1 Show an understanding of idiomatic language.	• Language usage, vocabulary, idioms	• Application Interpreting	• Knowledge
	5.2.6 Summary	5.2.6.1 Summarise a story.	• Summary types: compressed, thematic	• Application	• Knowledge
	5.2.7 Extensive Reading	5.2.7.1 Locate information from print sources	• Skimming, scanning note making	• Application	• Knowledge
	2.2.8 Phonology	2.2.8.1 Locate phonic patterns	• Locating diagraphs and blends	• Application	• Knowledge
5.3 Writing	5.3.1 Composition	5.3.1.1 Write compositions. Structure i.e. introduction, body and conclusion Handwriting	• Structure i.e. introduction, body and conclusion, Handwriting, logic, clarity, neatness	• Application	• Knowledge
	5.3.2 Reports	5.3.2.1 Write reports on events and situations in the local community.	• Tense, Vocabulary, sentence construction • Note taking	• Application	• Knowledge
	5.3.3 Reporting	5.3.3.1 Report personal experiences.	• Tense content (Vocabulary experience)	• Application	• Knowledge
	5.3.4 Reporting	5.3.4.1 Report briefly on a	• Tense, Content (main	• Application	• Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		conversation, speech or scene by giving the main points.	points)		
	5.3.5 Notices and advertisement	5.3.5.1 Write notices and advertisements.	<ul style="list-style-type: none"> • Summary, Vocabulary, size of letters, spellings, Heading, clarity 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	5.3.6 Translation	5.3.6.1 Translate short, paragraphs from English into Zambian languages	<ul style="list-style-type: none"> • Content vocabulary terminologies punctuation, logic 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	5.3.7 Free writing	5.3.7.1 Use a variety of writing styles e.g. personal, imaginative and functional.	<ul style="list-style-type: none"> • Essay writing, writing, logic, neatness, styles, synthesis. 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	5.3.8 Handwriting	5.3.8.1 Demonstrate how to use cursive writing respecting lines and margins	<ul style="list-style-type: none"> • Cursive writing (Richard Marion (script) 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	5.3.9 Sequencing	5.3.9.1 Arrange sentences in logical order.	<ul style="list-style-type: none"> • Logic sentence arrangement 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	5.3.10 Dictation	5.3.10.1 Write from dictation	<ul style="list-style-type: none"> • Dictation: words, sentences, spellings 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Application
5.4 Language	5.4.1 Use of Tenses	5.4.1.1 Write a paragraph using a selected tense	<ul style="list-style-type: none"> • Present, Past, Future • Vocabulary, Sentence arrangement 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	5.4.2 Grammar	5.4.2.1 Build up words	<ul style="list-style-type: none"> • Word building 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		using different infixes, stems and suffixes.	(Affixation) e.g. Akudya (Cinyanja) • A – prefix, - ku- infix -dy- stem -a suffix		
	5.4.3 Praises Poems	5.4.3.1 Recite common praises and poems	• Recite praises and Poems about God, Chiefs, heroes and natural beauties	• Application	• Knowledge
	5.4.4 Denying affirming and correcting	5.4.4.1 Deny, affirm and correct propositions, and note discrepancies and anomalies.	• Content of • Express agreement and disagreement • Formulate different questions	• Application	• Knowledge
	5.4.5 Noun classes	5.4.5.1 List nouns according to noun prefixes.	• Noun classes 1-6 (singular and plural prefixes) • Listing in correct order	• Application	• Knowledge
	5.4.6 Figures of speech.	5.4.6.1 Use various figures of speech	• Smiles, metaphors, satire vocabulary	• Application	• Knowledge
	5.4.7 Requests, instructions, warning, suggestions	5.4.7.1 Influence other people through making requests and giving instructions, warnings, advice and suggestions.	• Correct use of language: wider vocabulary to express respect, responsibility, leadership	• Application	• Knowledge
	5.4.8 Quantity Impact and seek factual	5.4.8.1 Talk about quantity and seek factual information	• In area, mass, capacity, weight and height) factual	• Application	• Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	information		information		
	5.4.9 Dramatising plays	5.4.9.1 Dramatise various activities in a play.	<ul style="list-style-type: none"> • Emphasis • Irony • Imitation 	• Application	• Knowledge
	5.4.10 Debates	5.4.10.1 Debate cross-cutting issues.	• Theme debate (cross cutting issues such as health, gender, HIV/AIDS, and child abuse	• Application	• Knowledge
	5.4.11 Meanings of proverbs and sayings	5.4.11.1 Use and give meanings of proverbs, and sayings.	• Proverbs and sayings	• Application	• Knowledge
	5.4.12 sentence construction	5.4.12.1 Construct meaningful sentences using	• Given vocabulary and language	• Application	• Knowledge
	5.4.13 Tenses	5.4.13.1 Change word forms to suitable tenses.	• Vocabulary, past, present and future tenses	• Application	• Knowledge
	5.4.14 Punctuation	5.4.14.1 Punctuate a given passage	• Punctuation: comma, full stop, exclamation and question marks etc.	• Application	• Knowledge
	5.4.15 Direct and indirect speech	5.3.15.1 Change direct into indirect speech and vice versa.	<ul style="list-style-type: none"> • (Interchanging) • Tense charge, quotes. 	• Application	• Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	5.4.16 Dictation	5.4.16.1 Write dictated short paragraphs	<ul style="list-style-type: none"> • Vocabulary (words and sentences) 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
5.5 Writing	5.5.1 Verb forms	5.5.1.1 Identify and positive and indicate the negative form of a verb in a sentence.	<ul style="list-style-type: none"> • Negative form of verb e.g. hani – (will not) in Silozi 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	5.5.2 Negative form	5.2.2.1 Change sentences from positive to negative form and vice versa.	<ul style="list-style-type: none"> • Positive and negative forms: correct reversal 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	5.5.3 Reduplicated and compound nouns	5.5.3.1 Write reduplicated and compound nouns.	<ul style="list-style-type: none"> • Reduplicated and compound/words: to show new meaning. 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	5.5.4 Homographs	5.5.4.1 Write words that are spelt the same but with different meanings.	<ul style="list-style-type: none"> • Intonation/ vocabulary (Similarly spelt words with different meanings) e.g. ca- (eat) ca- (burn) (Silozi) 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	5.5.5 Vowel doubling	5.5.5.1 Write words whose meanings are differentiated by double vowels.	<ul style="list-style-type: none"> • Double vowel words e.g. mata (run) maata (strength) in Silozi. Tola (stuntedness) Toola (pick) in Kiiikaonde. • 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	5.5.6 Affixes	5.5.6.1 Use negative prefixes or suffixes of a verb.	<ul style="list-style-type: none"> Negative suffixes & prefixes e.g. Te – ni Teyo (it is not) etc. 	<ul style="list-style-type: none"> Application 	<ul style="list-style-type: none"> Knowledge

GRADE 6

General Outcomes:

- Develop listening, speaking, reading and writing skills.
- Develop appreciation of literature, culture and life skills.

Key Competences:

- Demonstrate skills and knowledge to express feelings, thoughts, experiences and convictions clearly and effectively in speech and writing at this level.
- Demonstrate ability to read with steady and clear comprehension.

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
6.1 Listening and Speaking	6.1.1 Aural Comprehension	6.1.1.1 Answer questions based on a story or play.	<ul style="list-style-type: none"> • Answering surface, inference and vocabulary questions appropriately. 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	6.1.2 Story/Play	6.1.2.1 Discuss main episodes in a story or play.	<ul style="list-style-type: none"> • Main features of a story / play: literacy analytical sequence Scenes, events • And sub-themes 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	6.1.3 Miming	6.1.3.1 Mime words or a play.	<ul style="list-style-type: none"> Miming (imitate) correctly 	<ul style="list-style-type: none"> Application 	<ul style="list-style-type: none"> Knowledge
	6.1.4 Conversation	6.1.4.1 Identify the main points of an conversation and give an logical conclusion.	<ul style="list-style-type: none"> Main points of a convention theme sub-themes logical conclusion. 	<ul style="list-style-type: none"> Application 	<ul style="list-style-type: none"> Knowledge
	6.1.5 Reporting	6.1.5.1 Report facts on an issue e.g. HIV/AIDS, Human Rights, Democracy.	<ul style="list-style-type: none"> Facts on HIV/AIDS Human Rights 	<ul style="list-style-type: none"> Application 	<ul style="list-style-type: none"> Knowledge
	6.1.6 Debates/ Speech	6.1.6.1 Reproduce information from a speech or debate and give an opinion about it.	<ul style="list-style-type: none"> Agreeing and disagreeing on the debate Speech. 	<ul style="list-style-type: none"> Application 	<ul style="list-style-type: none"> Knowledge
	6.1.7 Processes	6.1.7.1 Describe processes and activities.	<ul style="list-style-type: none"> Steps or stages of processes Events. 	<ul style="list-style-type: none"> Application 	<ul style="list-style-type: none"> Knowledge
	6.1.8 Descriptions	6.1.8.1 Describe a location.	<ul style="list-style-type: none"> Proximity Directions, position (i.e. right, front, behind, above). 	<ul style="list-style-type: none"> Application 	<ul style="list-style-type: none"> Knowledge

	6.1.9 Customs and Traditions	6.1.9.1 Talk about customs and traditions.	<ul style="list-style-type: none"> • Customs and traditions. (Value, occasions and appropriacy) 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Appreciation • Knowledge
	6.1.10 Proverbs	6.1.10.1 Give correct meaning of proverbs.	<ul style="list-style-type: none"> • Proverbs; correct meaning and usage (advise, warning, praise) 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	6.1.11 Composing	6.1.11.1 Compose and use appropriate songs, praises and poems on crosscutting issues.	<ul style="list-style-type: none"> • Songs • Praises • Poems, e.g. food, nutrition, environmental issues • (Rhyming, stanza, theme) 	<ul style="list-style-type: none"> • Creativity • Application 	<ul style="list-style-type: none"> • Knowledge
	6.1.12 Dramatising	6.1.12.1 Dramatise stories, legends and folklores.	<ul style="list-style-type: none"> • Dramatizing stories legends. • Folklores (role. Playing, purpose and value) 	<ul style="list-style-type: none"> • Creativity • Application 	<ul style="list-style-type: none"> • Knowledge
	6.1.13 Debating	6.1.13.1 Debate issues of	<ul style="list-style-type: none"> • Debating 	<ul style="list-style-type: none"> • Critical thinking 	<ul style="list-style-type: none"> • Knowledge

		the day in a logical manner.	skills (Vocabulary, voice projection, clarity and protocol)	• Application	
	6.1.14 Social information	6.1.14.1 Identify, classify and use information.	<ul style="list-style-type: none"> • Identification • Classification (about countries, people, customs, law and order, agriculture, conservation, current affairs, Historic subjects and topical issues such as HIV and AIDS, democracy, gender and governance) 	• Application	• Knowledge
	6.1.15 Scientific information	6.1.15.1 Identify, classify and use information about Maths, measurement of time, Science,	<ul style="list-style-type: none"> • Identification • Classification 	• Application	• Knowledge

6.1 Listening and Speaking		communication sight and light.			
	6.1.16 Descriptions	6.1.16.1 Describe and report experiences, past events, arrangements and intentions.	<ul style="list-style-type: none"> • Describing Reporting, (nature, time, reason etc) 	• Application	• Knowledge
	6.1.17 Intensifiers	6.1.17.1 Use intensifiers correctly.	<ul style="list-style-type: none"> • Intensifiers (very much), Mbiri – Nyanja(Hahul u – (Silozi) • (Kapati – (Chitonga) 	• Application	• Knowledge
	6.1.18 Inquiring	6.1.18.1 Find out about opinion, feelings and beliefs of other people.	<ul style="list-style-type: none"> • Probing people’s opinions, feelings and beliefs. counseling 	• Application	• Knowledge
	6.1.19 Denying and Affirming	6.1.19.1 Make statements that deny, or affirm	<ul style="list-style-type: none"> • Vocabulary for: • denying(no, not true, never, not at all), • affirming (yes, welcome, I accept go 	• Application	• Knowledge

6.1 Listening and Speaking			ahead)		
	6.1.20 Opinions	6.1.20.1 Express opinions	<ul style="list-style-type: none"> • Vocabulary for expressing: • Necessity, • Criticism, • Probability, • Certainty, • Doubt, • Inducement, • deductions 	• Application	• Knowledge
	6.1.21 Meaning	6.1.21.1 Express personal meaning	<ul style="list-style-type: none"> • Vocabulary for expressing: • Prediction, • Satisfaction, • Surprise, • Regret, • Gratitude, • Speculation 	• Application	• Knowledge
	6.1.22 Politeness in	6.1.22.1 Use polite expressions	<ul style="list-style-type: none"> • Vocabulary for expressing politeness in: • Requests, • Suggestions, • Instructions, • Directions, • Warnings, • Advice 	• Application	• Knowledge

	6.1.23 Language use	6.1.23.1 Use language socially in different situations	<ul style="list-style-type: none"> • Vocabulary appropriate for: • Seeking, agreement, permission, • responding to directions, • expressing concern, • Sympathy, • planning co-operative activities 	• Application	• Knowledge
	6.1.24 Interpreting information	6.1.24.1 Talk about information set out in charts, maps, diagrams, plans, graphs etc.	<ul style="list-style-type: none"> • Various forms of print form e.g. : • Maps, • Graphs, • Diagrams, • Charts, • Tables. 	• Application	• Knowledge
	6.1.25 Concepts	6.1.25.1 Express ideas in the form of concepts.	• Factual values and justifications	• Application	• Knowledge
	6.1.26 Decision making	6.1.26.1 Give an appropriate logical conclusion to a conversation e.g. on water conservation.	<ul style="list-style-type: none"> • Vocabulary for making conclusion e.g. In conclusion. To sum up. 	• Application	• Knowledge

	6.1.27 Quality and Quantity	6.1.27.1 Talk about quality and quantity.	<ul style="list-style-type: none"> • Vocabulary suitable for expression of quality and quantity e.g. good, better, best more, most, few, less. 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	6.1.28 Speech	6.1.28.1 Discussion contents of a speech e.g. on human rights, citizenship education.	<ul style="list-style-type: none"> • Vocabulary suitable for making oral speech. (Salutation and sequence/order). 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	6.1.29 Classification	6.1.29.1 Classify different types of songs and occasions at which they are sang.	<ul style="list-style-type: none"> • Types of songs (modern and traditional) and occasions (e.g. funeral ceremony, religious, war) harvesting, hunting, pounding 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
6.2 Reading	6.2.1 Reading	6.2.1.1 Read different	<ul style="list-style-type: none"> • Reading and 	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge

	comprehension	types of text and demonstrate understanding.	making correct personal responses from what has been read (scanning)		
	6.2.2 Extensive reading	6.2.2.1 Read materials from other subject areas with understanding.	• Application of language patterns and skills in other subject	• Application	• Knowledge
	6.2.3 Book reference	6.2.3.1 Understand how to use a reference book.	• Skimming and scanning	• Application	• Knowledge
6.2 Reading	6.2.4 Reading comprehension	6.2.4.1 Answer multiple, surface and inference on any topic of the cross-cutting issues.	Answering inference surface and vocabulary questions (passage on cross-cutting issues)	• Application	• Knowledge
	6.2.5 Oral Reading	6.2.5.1 Read aloud with appropriate expression, correct punctuation and other markers.	Reading aloud with appropriate expression and correct punctuations.	• Application	• Knowledge
	6.2.6 Extracting	6.2.6.1 Extract	Extracting	• Interpretation	• Knowledge

	information	information from various print resources.	information from various print resources: Maps, Graphs, Tables, Charts, Plans, Diagrams.		
6.3 Writing	6.3.1 Composition	6.3.1.1 Write short compositions on any given topics using appropriate structures.	Writing compositions e.g. Descriptive, narrative and Argumentative etc	• Application	• Knowledge
6.3 Writing	6.3.2 Keeping a diary	6.3.2.1 Keep a diary.	Keeping a record of daily occurrences	• Application	• Knowledge
	6.3.3 Letter writing	6.3.3.1 Write formal and informal letters .	Letter writing indicating address/es, date, salutation body (punctuations, paragraphing), confusion	• Application	• Knowledge
	6.3.4 Dictation	6.3.4.1 Take dictation.	Writing from dictation (punctuations,	• Application	• Knowledge

6.3 Writing	6.3.5 Paragraphing	6.3.5.1 Demonstrate an understanding of paragraphing.	orthography). Paragraphing (Value of margin, indicating, upper and lower case letters etc) Neatness/ Accuracy.	• Application	• Knowledge
	6.3.6 Composition writing	6.3.6.1 Use a variety of writing styles: personal, imaginative, narrative and descriptive.	Writing styles for: Personal, Imaginative, Narratives, Descriptive.	• Application	• Knowledge
	6.3.7 Documents	6.3.7.1 Filling in forms correctly	Official documents such as swift cash forms, money order, application forms etc Accuracy in completion.	• Application	• Knowledge
	6.3.8 Notices and Advertisements	6.3.8.1 Write notices, advertisements and tables.	Writing in summary form (Attractiveness, Clarity/ Vividness, Accessibility):	• Application	• Knowledge

			brevity		
	6.3.9 Translation	6.3.9.1 Translate sentences, paragraphs and passages from a Zambian Language into English and vice versa.	Translation rules: Knowledge of both the source and receptor language, culture and vocabulary	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	6.3.10 Summarise a given story.	6.3.10.1 Summarizing: using wider vocabulary to cover sentence meaning.	Summarizing/ critical thinking	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	6.3.11 cursive writing	6.4.11.1 Write legibly with good cursive handwriting.	Writing legibly in cursive form.	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
6.4 Language	6.4.1 Word forms	6.4.1.1 Analyse, identify and use various word forms.	Word forms e.g. plural, singular, tense.	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	6.4.2 Word building	6.4.2.1 Build up words using affixes.	Word building: prefixes e.g. mu-talima infixes e.g. talim (lusalima) suffixes e.g. -ile (Mutalimile)	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge

	6.4.3 Parts of speech	6.4.3.1 Identify and use nouns, verbs, adjectives, conjunctions, adverbs and pronouns in sentences.	Parts of speech: nouns (abstract e.g beauty, love) adjectives (dark, small, tall) pronouns (he, I she, the, there, it) verbs (eat, run, sing, dance) adverbs (slowly, fast, quickly inside) on junctions (and, but, therefore,)	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge
	6.4.4 Sentence building	6.4.4.1 Build up correct sentences using appropriate vocabulary and structural items.	Sentence building using S + V+ D sentence pattern and correct parts of speech syntax.	<ul style="list-style-type: none"> • Application 	<ul style="list-style-type: none"> • Knowledge

6.4 Language	6.4.5 Homographs Antonyms, Synonyms and Homonyms	6.4.5.1 Identify and use homographs, antonyms, synonyms and homonyms in sentences.	e.g. Homographs (some spelling but different meaning) antonyms (opposite meaning) synonyms (some meaning sound and some spelling but different meaning) homonyms	• Application	• Knowledge
6.4 Language	6.4.6 positive and Negative forms	6.4.6.1 Identify parts of the verbs that denote negation and use of positive and negative terms in sentences.	The verb. Positive (going) and negative (not going) terms in sentences e.g Ndaona, tandooni (chitonga).	• Application	• Knowledge
	6.4.7 Tenses	6.4.7.1 Change verbs and sentences from one tense to another.	Verbs (is, was, come). Tenses(present, past)	• Application	• Knowledge
	6.4.8 Regular and irregular nouns	6.4.8.1 Change singular to plural for both	Singular or plural nouns	• Application	• Knowledge

6.4 Language		regular and irregular nouns.	e.g. . Regular (person, people) and irregular nouns (water).		
	6.4.9 Nominalisation	6.4.9.1 Make nouns from verbs.	Changing verbs into nouns ca (eat) sico (food) in Silozi	• Application	• Knowledge
	6.4.10 Noun classes	6.4.10.1 List nouns according to noun prefixes	Noun prefixes .e.g. mu -, ba -, and ka - in muntu, bantu, kantu up to class 8 classifying.	Application	Knowledge
	6.4.11 Compound and reduplicated nouns	6.4.11.1 Identify and use compound words and reduplicated words.	Compound words and reduplicated words e.g. Mfumukazi (Chieftainess) Kabotu – Kabotu (carefully)	Application	Knowledge
	6.4.12 Orthography	6.4.12.1 Write conjunctive and disjunctive words.	Conjunctive e.g. Kulima. Disjunctive : ku lima (to till	Application	Knowledge

			the land).		
	6.4.13 Interrogatives	6.4.13.1 Identify and use interrogative forms of verbs.	Interrogatives e.g. (Why, how, when, what, where, how come) : avoid literal	Application	Knowledge
	6.4.14 Punctuation	6.4.14.1 Punctuate accurately using higher forms.	Punctuation marks e.g. inverted commas, colon, and exclamation marks.	Application	Knowledge
	6.4.15 Short and Long vowels	6.4.15.1 Write two words whose meanings are differentiated by double vowels.	Words e.g. mata (run) maata (strength) in Silozi; mali (money) maali (polygamous) in Chitonga	Application	Knowledge
	6.4.16 Positive and negative sentences	6.4.16.1 Change sentences from positive to negative forms and vice versa.	Positive to negative forms of sentences.	Application	Knowledge

	6.4.17 Vocabulary	6.4.17.1 Give meanings of words from a given context.	Giving meanings of words from context.	Application	Knowledge
	6.4.18 Adjectives	6.4.18.1 Use adjectives to qualify nouns.	Adjectives: e.g. good, tall dark, sweet, cold etc to describe nouns.	Application	Knowledge
	6.4.19 Borrowed terms	6.4.19.1 Write words or names that have been adapted from other languages.	Examples of words that have been adapted from other languages e.g. spoon (supuni/sipun u) Bemba/Chitonga).	Application	Knowledge
	6.4.20 Concord/ Agreement	6.4.20.1 Use prefixes and their concord.	Prefixes and their concord e.g. <u>B</u> asimbi <u>b</u> aleenda (girls are walking) Chitonga. <u>J</u> iike <u>j</u> aatama (a bad egg) in Kiikaonde	Application	Knowledge

GRADE 7

GENERAL OUTCOME(S):

- Develop listening, speaking, reading and writing skills.
- Develop appreciation of literature and culture and life skills.

Key Competences

- Demonstrate high level skills, knowledge and values in a Zambian Language to express feelings, thoughts, experiences and convictions clearly and effectively in speech and writing.
- Demonstrate high level skills, knowledge and values by integrating life skills in academic and challenges in life while at this level and the other levels.

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
7.1 Listening and Speaking	7.1.1 Challenges	7.1.1.1 Identify themes of plays and stories	What theme is? (main lesson taught) main theme, sub-theme	Application	Knowledge
	7.1.2 Songs	7.1.2.1 Use and explain riddles, proverbs, satire and idioms in songs.	Song with Riddles, proverbs, satire and idioms. (lyrics)	Application	Knowledge
	7.1.3 Customs	7.1.3.1 Identify and discuss the customs of a particular group of people.	Customs: artifacts and ceremonies	Application	Knowledge
	7.1.4 Speeches	7.1.4.1 Make a speech, an	Speeches, apology, an introduction and	Application	Knowledge

		apology, an introduction and vote of thanks.	vote of thanks(use of tense and format of written ones)		
	7.1.5 Complex messages transfer	7.1.5.1 Deliver a complex message.	Main message (instruction with main and correct information) e.g. birth of child, funeral message, summon message, Reporting brevity.	Application	Knowledge
	7.1.6 Budgeting	7.1.6.1 Demonstrate understanding of budgeting	Planning (costs, expenditure)	Application	Knowledge
	7.1.7 Debate	7.1.7.1 Debate issues of national importance	Debate formalities. Indication, opposing or proposing motions, points, and opinions, facts on issues such as corruption, governance and child abuse	Application	Knowledge
	7.1.8 Acting	7.1.8.1 Act in a play	Voice projection articulation and annunciation.	Application	Knowledge
	7.1.9 simple research	7.1.9.1 Identify, carry out a simple research project and	Simple research ethics: requesting information,	Application	Knowledge

		report findings	Probing on tact on issues that affect them in their local community		
7.1.10 Description and narration	7.1.10.1	Describe and narrate own and other people's experiences	Beliefs, past events, experiences, arrangements and intentions	Describing/ Narrating	Knowledge
7.1.8 Acting	7.1.8.1	Act in a play	Voice projection articulation and annunciation.	Application	Knowledge
7.1.9 Simple research	7.1.9.1	Identify, carry out a simple research project and report findings.	Simple research ethics: requesting information. Probing on tact on issues that affect them in their local community.	Application	Knowledge
7.1.10 Description and narration	7.1.10.1	Describe and narrate own and other people's experiences	Beliefs, past events, experiences, arrangements and intentions.	Application	Knowledge
7.1.11 Personal opinion	7.1.11.1	Express personal opinions	Stating preferences, approval and disapproval, indifference, enthusiasm, intentions and future arrangements.	Application	Knowledge

7.1.12 Income generation	7.1.12.1 Keep record of income and expenditure	Costing/Spending/Accountability/Profit/Loss/Record keeping/Accounting	Application	Knowledge
7.1.13 Relationships	7.1.13.1 Express concepts about relationships.	Relationships to do with cause and effect, comparisons and contrasts	Application.	Knowledge
7.1.14 Quality and quantity	7.1. 14.1 Talk about quality and quantity.	Terms used for quality and quantity such as good, better, best, more, most	Application	Knowledge
7.1.15 Parts of speech	7.1. 15.1 Demonstrate understanding of all parts of speech.	Parts of speech such as adverbs, adjectives, interjections.	Application	Knowledge
7.1.16 Persuasion	7.1. 16.1 Persuade other people	Persuade other people through polite request, persuasions and giving advice using volitional terms like could, may please	Application	Knowledge
7.1.17 Conversation	7.1.17.1 Identify main points of a conversation.	Main points of a conversation e.g. theme, main points and conclusion, major highlights	Application	Knowledge
7.1.18 Leadership	7.1.18.1 Discuss leadership	Humility/Patience/Honesty/	Application	Knowledge

		qualities	Assertiveness		
	7.1.19 cross cutting issues	7.1.19.1 Narrate stories tales, legends and myths on cross cutting issues.	Cross cutting issues such as HIV/AIDS, Gender, street kids, empathy etc.	Application	Knowledge
7.2 Reading	7.2.1 Comprehension	7.2.1.1 Read a given passage and do follow up activity	Understanding contents i.e. theme, Vocabulary, Reading, Scanning, Skimming	Application	Knowledge
	7.2.2 Extensive reading	7.2.2.1 Read passages silently	Good reading habits	Application	Knowledge
	7.2.3 Reading aloud	7.2.3.1 Read aloud in a lively and expressive manner.	How to read with emotions/ Reading expressively (i.e. intonation, stress, punctuation marks).	Application	Knowledge
	7.2.4 References	7.2.4.1 Use reference and textbooks effectively.	Reference and textbooks (use of reference materials e.g. index, table of content). Skimming Scanning Referencing	Application.	Knowledge
	7.2.5 Extensive	7.2.5.1 Read materials from	Materials from other subject materials.	Application	knowledge

	reading	other subject areas with understanding.			
7.3 Writing	7.3.1 Compositions	7.3.1.1 Write compositions or essays on a given topic.	Layout of a composition e.g. introduction, main body and conclusion (punctuation).	Application.	Knowledge
	7.3.2 Sentence construction	7.3.2.1 Write sentences in active and passive forms.	Active and passive forms of the verbs. Active forms e.g. Kaonde- mwana ubena kuja kajo. Kajo kabana kujiwa	Application.	Knowledge
7.3 Language	7.3.3 Letter writing	7.3.3.1 Write formal and informal letters.	Types of letters e.g. informal and formal. (address, salutation main body conclusion) formal:- two addresses date, salutation, body, conclusion and ending.	Application.	Knowledge.
	7.3.4 Summary	7.3.4.1 Summarise any given story.	Summary skills. Note making putting points together. Content words, objectivity.	Application.	Knowledge
	7.3.5 Translation	7.3.5.1 Translate paragraphs from English	Translation techniques. (knowing source and receptor	Application.	Knowledge

		into Zambian Languages and vice versa.	languages for example) whole sentence meaning conformity		
7.3 Writing	7.3.6 Summary	7.3.6.1 Write notices, announcements, advertisements, obituaries.	Features of notices, advertisements, obituaries or announcements e.g. clarity, brevity.	Application	Knowledge.
	7.3.7 Information extraction	7.3.7.1 Extract information from various sources	Extract information such as: charts, tables, maps and graphs.	Application	Knowledge
	7.3.8 Free writing	7.3.8.1 Use a variety of writing styles.	Reflective use a variety of writing styles such as letters, notes; imaginative, narrative, descriptive (stories).	Application.	Knowledge.
	7.3.9 Note-taking	7.3.9.1 Write notes about a meeting attended and brief others about the main issues discussed.	Note-taking. Attentiveness	Application	Knowledge.
	7.3.10	7.3.10.1 Tabulate,	Conventions of		

	Conventions of writing	indent, title and paraphrase a passage.	writing e.g. from table to graph, identify, topics, themes and content words	Application	Knowledge
	7.3.11 Dictation	7.3.11.1 Take dictation.	Dictation/ Punctuation/ Corrects spelling.	Application	Knowledge
	7.3.12 Spellings	7.3.12.1 Spell words correctly.	Spelling rules , correct use of orthography	Application	Knowledge
7.4 Language	7.4.1 Direct and indirect speeches	7.4.1.1 Write sentences in both direct and indirect speech.	Features of both direct and indirect speeches e.g. punctuation, transforming statements, types of reporting verbs.	Application	Knowledge
	7.4.2 Interrogatives	7.4.2.1 Write interrogatives	Examples and use of interrogatives e.g. Lozi: ŋi, fi	Application	Knowledge
	7.4.3 Nouns	7.4.3.1 Write nouns in both plural and singular forms.	Forms of both singular and plural nouns and those that do not effect for plural or singular e.g. Tonga: Nyemu	Application	Knowledge
	7.4.4 Types of nouns	7.4.4.1 Identify different types of nouns.	Types of nouns: concrete nouns, abstract nouns, compound nouns.	Application	Knowledge

	7.4.5 Noun classes	7.4.5.1 List nouns in each noun class prefixes	Noun structure and classes e.g. prefixes, noun classes 9-18.	Application	Knowledge
	7.4.6 Compound and reduplicated words	7.4.6.1 Identify compound and reduplicated words.	Identify of compound and reduplicated words e.g. nouns, adverbs, adjectives and verbs.	Application	Knowledge
	7.4.7 Parts of speech	7.4.7.1 Identify and use parts of speech correctly.	Parts of speech learnt e.g. nouns, verbs, adjectives and pronouns.	Application	Knowledge
	7.4.8 Punctuation	7.4.8.1 Punctuate sentences and paragraphs correctly.	Different punctuation marks e.g. inverted commas, exclamation marks, questions, commas and full stops.	Application	Knowledge.
	7.4.9 Figures of speech	7.4.9.1 Use proverbs, sayings, praises, idioms, satire, simile and metaphor in writing.	Meanings and examples of different figures of speech like proverbs, sayings, idioms and any others.	Application	Knowledge