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LITERATURE IN ENGLISH
TEACHING MODULE
FORM 1-TERM ONE



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TEACHING MODULE

FORM 1

TERM ONE

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PREFACE

The advent of the Competence-Based Curriculum (CBC) heralds a new era of dynamic and practical learning experiences designed to equip learners with the 21st century skills. It marks a trans-formative step in improving education quality and relevance.

The Literature in English Teaching Module for Ordinary level has been designed in line with the Competence Based Education principles which seek to link education to real life experiences. The General Competences provided in the 2023 Zambia Curriculum Framework are linked to the content of this module.

The module aims to support teachers of Literature in English in the implementation of the CBC in the absence of approved textbooks. It therefore reflects the Ministry's unwavering commitment to making this journey as smooth as possible for teachers. However, teachers are encouraged to supplement this module with their own research and innovations in order to address any gaps that may arise during implementation.

I hope teachers will make good use of this resource.

Joel Kamoko (Mr.)

Permanent Secretary- Educational Services

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Acknowledgement

The Literature in English Teaching Module for Ordinary Level has been developed through a consultative and participatory process. Many individuals, institutions and organizations were

consulted and accorded an opportunity to make proposals about the content of this teaching module. I would, therefore, like to express my profound gratitude to individuals, institutions and organizations that provided the financial and technical input to the successful development of this teaching module. These include; Teachers, Lecturers from Colleges of Education and Universities, Subject Associations, Civil Society Organizations, and Cooperating Partners.

Finally, I appreciate the commitment and hard work of the staff at the Directorate of Curriculum Development in ensuring the successful completion of the Teaching Module.

Charles Ndakala, (Dr.)

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Contents

Authors	4
PREFACE.....	6
Acknowledgement.....	6
INTRODUCTION.....	10
1.1 INTRODUCTION TO LITERATURE.....	11
TOPIC: 1.1.1 LITERATURE	11
SUB- TOPIC – 1.1.1.1 THE MEANING OF LITERATURE	12
SUB-TOPIC: 1.1.1.2 FUNCTIONS OF LITERATURE	14
1.2 TYPES OF LITERATURE.....	17
TOPIC: 1.2.1 ORAL LITERATURE	17
Sub -Topic: 1.2.1.1 Forms of Oral Literature.....	18
SUB-TOPIC -1.2.1.2 FOLKTALES.....	22
SUB-TOPIC: 1.2.1.3 RIDDLES	27
SUB-TOPIC: 1.2.1.4 PROVERBS.....	33
SUB-TOPIC: 1.2.1.5 SONGS	38
Sub-Topic: 1.2.1.6 Praises	42
SUB- TOPIC – 1.2.1.7 IDIOMS.....	50
Bibliography.....	53

INTRODUCTION

The Literature in English Teaching Module for Ordinary level has been developed to support teachers in the effective delivery of Literature in English lessons under the reformed curriculum. The module is developed based on the approved 2024 Competence-based Literature in English syllabus. It aims to bridge the gap created by the absence of approved textbooks and to equip educators with activities and assessments tailored to the learners' level and needs.

The Ministry understands the challenges that come with transitioning to a new curriculum that is Competence-Based. The choice of the Competence-Based Curriculum (CBC) marks a transformative step in improving education quality and relevance. This module reflects the Ministry's unwavering commitment to making this journey as smooth as possible for teachers, by providing structured guidance, suggested activities, and formative assessments that align with the CBC's objectives. However, teachers are encouraged to supplement this module with their own research and innovations in order to address any gaps that may arise during implementation.

The suggested activities and assessments provided in this module are designed to foster practical and critical thinking skills in learners while ensuring relevance and adaptability to different school contexts. Teachers are encouraged to tailor these pedagogical skills to their unique classroom dynamics and to explore alternative, acceptable approaches which are learner centred. This flexibility is key to ensuring that all learners, regardless of their environment, benefit from meaningful and impactful Curriculum.

It is envisaged that this module will serve as a valuable resource for teachers as they navigate the new Competence-Based Curriculum, enhancing their ability to inspire and equip learners with essential literary knowledge, skills and positive attitudes desired to create a vibrant and responsive education system.

1.1 INTRODUCTION TO LITERATURE

TOPIC: 1.1.1 LITERATURE

INTRODUCTION

Literature is an interesting avenue for learners to learn worthwhile values and skills necessary for their existence by connecting to the real world where they live as well as appreciate life in a broader sense. Various scholars have defined literature differently and some of these definitions will be explored in this topic. Our interactions ranging from social, cultural, spiritual, economic and academic spheres are all filled with literature. This topic will explore the meanings, functions and importance of literature to real life situations.

GENERAL COMPETENCES

The learners will exhibit the following competences:

- Analytical thinking: grasp and breakdown information and effectively share with others.
- Collaboration: learners to participate fully in groups towards accomplishing given tasks.
- Communication: Effectively share one's thoughts and emotions and understand others.
- Emotional Intelligence: communicate and relate effectively with others.



KEY TERMS/VOCABULARY

Some key terms/vocabulary to be introduced in this topic include:

- Analyse- to examine something in detail.
- Artistic-showing skill or imagination in design, expression or performance
- Literary-anything related to literatures which involve written and unwritten works considered to have artistic or intellectual value.
- Genre- type of artistic work that shares common characteristics
- Theme- a central idea in a literary work.

SUB- TOPIC – 1.1.1.1 THE MEANING OF LITERATURE

Overview

In this sub-topic, learners will explore different definitions of literature as well as distinguish Literature in English as a subject from English Language as a subject.

Specific Competence - Learners to:

1.1.1.1.1 Use different definitions to derive the meaning of Literature.

Learning Activities



Learning Activity 1 a- Discussing different definitions of Literature

- Put learners in groups and assign each group to discuss the meanings provided. (*teacher to come up with meanings of literature on flip charts*)
- Plenary: Carry-out a plenary session where meanings of Literature will be presented.

Consolidate on the learners' presentations and highlight the definitions suggested below:

- ✓ Literature is defined as the study of society through oral and written works of art/pieces of writing that are valued as works of art
- ✓ Literature is a study of what goes on in society using written and unwritten works of art.
- ✓ Literature is the written works, especially those that have artistic value and should stand the taste of time.
- ✓ Literature is written or unwritten works that reflect what revolves around us.
- ✓ Writings in prose, poetry and drama expressing ideas on different themes.

Suggested Teaching and Learning Material: Flip Charts, Markers, Textbooks, Novels etc.

Expected Standard: Different definitions to derive the meaning of Literature used accordingly



Assessment Activity

1. Ask learners to explore other definitions of Literature. This activity to be done individually with learners understanding that they would share with their peers in the next activity



Summary

- Conclude the lesson by asking learners to give various definitions of Literature as a recap of the activity.
- Learners give response as discussed.
- Consolidate the activity by stressing the salient points discussed.



Learning Activity 1 b: Distinguishing Literature in English as a subject from English Language as a subject

Display a flip chart with the key differences between Literature in English as a subject and English Language as a subject in terms of purpose, content, approaches and outcomes.

Table 1.

Key Differences	Literature in English as a subject	English Language as a subject
Purpose	To develop an appreciation for literary works and critical thinking.	To develop proficiency in reading, writing, speaking and listening in English for effective communication
Content	Includes genres of literature, literary criticism and stylistic devices.	Covers listening and speaking, comprehension, composition, structures and summary
Approaches	Uses literary analysis, thematic discussions, dramatic performances and personal interpretations	Uses drills, exercises (<i>composition writing, reading comprehension</i>) and oral communication activities
Outcomes	Enhances creativity, critical thinking, cultural awareness, didactic and aesthetic appreciation of literary works	Improve fluency, accuracy and effectiveness in English communication for academic and social interactions.

- Refer to the table above, lead a discussion to distinguish Literature in English as a subject from English Language as a subject. (*key differences in terms of purpose, content, approaches and outcomes*)

Consolidate key differences on the distinction between Literature in English as a subject and English Language as a subject

- ✓ Literature in English focuses on analyzing and appreciating written and oral artistic works while English Language emphasizes mastery of the language for communication and academic purposes

Suggested Teaching and Learning Material: Flip Charts, Markers, Textbooks

Expected Standard: different definitions to derive the meaning of Literature used accordingly



Assessment Activity

1. Administer a quiz on the differences between Literature in English as a subject and English Language as a subject



Summary

Literature in English focuses on analyzing and appreciating written and oral artistic works while English Language emphasizes mastery of the language for communication and academic purposes

SUB-TOPIC: 1.1.1.2 FUNCTIONS OF LITERATURE

Overview

In our day to day interactions, we encounter artistic works that cover the oral and printed material. Broadly speaking, they form part of the literary world. In this sub-topic, learners will explore the functions of Literature.

Specific Competence: Learners to:

1.1.1.2.1 Relate the functions of Literature to real life situations



Learning Activity 1 a - Discussing the different functions of Literature

- Put learners in groups and assign each group to discuss the different functions of Literature provided. (*teacher to come up with different functions of literature on flip charts*)
- Plenary: Carry-out a plenary session where functions of Literature will be presented.

Consolidate the learners' presentations and highlight the functions suggested below:

Functions of Literature include:

- ✓ For entertainment/recreation: literature can provide people with entertainment and pleasure.
- ✓ For education: literature can teach people about history, culture and the world. It can also help people develop their moral code and sense of self.
- ✓ For national integration: literature unites people as they learn and appreciate other people's culture.
- ✓ For transmission and preservation of culture: literature preserves cultural heritage by documenting traditions, histories, and languages. It provides a means for future generations to understand their roots and the evaluation of their societies.
- ✓ For economic empowerment: literature helps to improve people's economic status through activities such as plays, poetry reciting and script writing.
- ✓ For sharpening artistic and verbal skills: literature helps to improve one's language abilities both orally and written work.

Suggested Teaching and Learning Material: Flip Charts, Markers, Textbooks.

Expected Standard: Functions of Literature related to real life situations accordingly.



Assessment Activity

1. Administer an end of activity exercise on the functions of literature.



Summary

Conclude the activity by highlighting the salient points of the activity.

The functions of Literature include:

- educating
- entertaining
- informing



Learning Activity 1 b- The importance of Literature

Put learners in groups and assign each group to discuss the importance of Literature provided.
(teacher to come up with ways of determining the importance of literature on flip charts)

Plenary: Carry-out a plenary session where functions of Literature will be presented.

Consolidate on the learners' presentations and highlight the importance suggested below:

- ✓ Fosters empathy: Reading literature helps to understand other people's emotions.
- ✓ Enriches personal life: Literature helps people to develop holistically
- ✓ Helps gain valuable insights into human experience
- ✓ Teacher to suggest other points on the importance of literature.

Suggested Teaching and Learning Material: Flip Charts, Markers, Textbooks

Expected Standard: Functions of Literature related to real life situations accordingly.



Assessment Activity

1. Conduct a debate on the importance of literature



Summary

The importance of literature is to.

- ✓ Foster empathy,
- ✓ enrich personal life
- ✓ help gain valuable insights into human experience



Learning Activity 1 c- Relating the importance of Literature to the learner's personal and societal contexts.

- Put learners in pairs and assign them to discuss the relationship between the importance of Literature and the learners' personal and societal contexts provided.
(teacher to come up with ways of relating the importance of literature to the learner's personal and societal contexts on flip charts)
- **Plenary:** Carry-out a plenary session where relating the importance of Literature to the learners' personal and societal contexts will be presented.

Consolidate the learners' presentations and highlight the relationship between the importance of Literature and the learners' personal and societal contexts suggested below:

- ✓ Gaining new insights: literature helps people to gain new knowledge and deeper understanding of issues in society.
- ✓ Perspectives: Exposure to different narratives and viewpoints sharpens analytical skills and creativity.

- ✓ Understanding other cultures: It introduces learners to different traditions, histories, and social norms, fostering respect and understanding.
- ✓ Moral reforms: Many literary works address issues such as injustice, inequality, oppression, inspiring activism and reform.
- ✓ Behavioral change: Literature helps people to change thought patterns towards socially acceptable behaviors.
- ✓ Self-introspection: Reading stories, poems, and essays allow learners to relate to characters, emotions, and experiences, helping them better understand their own identity and emotions.
- ✓ Attainment of careers such as: law, acting, script writing and journalism...

Suggested Teaching and Learning Material: Flip Charts, Markers, Textbooks

Expected Standard: Functions of Literature related to real life situations accordingly



Assessment Activity

1. Administer a class test on the functions and importance of Literature



Summary

Literature plays a crucial role in:

- shaping an individual's personal growth and societal awareness.
- It serves as a mirror to human experiences;
- allowing learners to explore different perspectives
- cultures, and
- historical events.
- By engaging with literature, learners develop;
- critical thinking
- emotional intelligence
- a deeper understanding of their world.

1.2 TYPES OF LITERATURE

TOPIC: 1.2.1 ORAL LITERATURE

INTRODUCTION

This topic provides learners with a comprehensive exploration of Oral Literature and its various forms as used in different linguistic contexts. This will help learners to have a deeper understanding of oral literature as used in their own cultural settings. Oral literature is formed through various expressive forms that are passed down verbally, rather than in written form. It refers to stories, myths, legends, poetry, songs, and other forms of expression that are passed down orally from generation to generation.

GENERAL COMPETENCE

The learners will exhibit the following competences:

- Analytical thinking: grasp and breakdown information and effectively share with others.
- Problem solving: analyze problematic situations and identify resources at their disposal to find solutions.
- Critical thinking: become more open minded towards different views.
- Creativity and Innovation: justify one's reasoning and procedures.
- Collaboration: learners to participate fully in groups towards accomplishing given tasks.
- Communication: Effectively share one's thoughts and emotions and understand others
- Emotional Intelligence: communicate and relate effectively with others.
- Citizenship: understand cultural roots of Zambian society and how the local superstructure functions in relation to the global environment.

Hook: Chinua Achebe once said, 'a lizard without a tail cannot climb an iroko tree.'
Why do you think Achebe said those words?

Key Terms /Words/Vocabulary:

The following are some of the key terms/words/vocabulary that will be used in this topic:

- Folktale-story passed down through generations, often orally.
- Praises-artistic work meant to give admiration or exaltation.
- Puzzle-a game/toy/problem designed to test creativity.
- Song-music that can be used in story telling
- Idioms- phrases with hidden meaning
- Proverbs- wise sayings
- Riddles- form of verbal puzzles
- Riddler-the person asking riddles

Sub -Topic: 1.2.1.1 Forms of Oral Literature

Overview

This section focuses on helping learners discuss oral literature and distinguish the forms into which oral literature exist. Forms of Oral Literature include folktales, Praises, Proverbs, Idioms and among others riddles.

Specific Competence - Learners to:

1.2.1.1.1 Use forms of oral literature in different linguistic contexts.

Learning activity:



Activity 1 a: Discussing Oral Literature

- Lead a discussion on the meaning of Oral Literature. (*Oral Literature is literature that is transmitted by word of mouth from one generation to the next...*)
- Divide the class into groups and task each group to come up with a narrative story of their own.
- Let each group representative present to the class their story orally.
- Conduct a class discussion of what each group presented based on an oral story.

Consolidate the activity by modelling an oral story characterized by the key features to the class as noted below:

- ✓ An Oral Story must have the following features: plot (sequence of events), setting (time and place), point of view (first person, second person, and third person narration) characters (people, animals or even non-human objects)
- ✓ Oral literature refers to a body of works that are passed down through generations by word of mouth, rather than written texts. It includes myths, folktales, legends, songs, proverbs, and epic, which often reflect the cultural, social, and historical aspects of a particular community. In the context of Zambia, Oral Literature comprises Oral Prose, in its various forms, Oral Poetry, in all its forms, and what are called fixed forms of oral literature like the riddle and the proverb.

Suggested Teaching and Learning Material: Recorded Songs, Radio, Phone, Flip Charts, Markers, Storybooks ...

Expected Standard: Forms of Oral Literature used in different linguistic contexts appropriately



Assessment Activity

1. Put learners in pairs to come up with an oral story from their cultural setting or background bearing the key features they learnt in the learning activity.



Summary

Oral literature refers to a body of works that is passed down through generations by word of mouth, rather than written texts.

It includes:

- myths
- folktales
- legends
- songs
- proverbs
- epics

These often reflect the cultural, social and historical aspects of a particular community.



Learning Activity 1 b: Distinguishing forms of Oral Literature

- Introduce a lesson on the distinction of forms of Oral Literature (*Folktales – old traditional stories, Praises – exaltations, Idioms – expressions with specific meaning, Proverbs – wise sayings, and Riddles – statements that offer puzzles to be solved...*)
- In pairs, task learners to distinguish the different forms of oral literature.
- Conduct a class discussion on the different forms of oral literature.

Consolidate the activity by highlighting the different forms of oral literature and their differences.

Teacher may consider the following suggested forms of oral literature:

- ✓ Folktale: a story that is passed down through generations, and typically involving common people, animals or supernatural elements. This story serves to impart cultural values and traditions.
- ✓ Praises: These are spoken or sung expressions that show admiration, respect for individuals, deities or communities. These expressions can change according to the context in which they are delivered. This makes them an important vehicle for cultural expression and storytelling.
- ✓ Idioms: These are expressions or phrases that have a hidden meaning, which is different from the dictionary (literal) meaning of the individual words. These words or phrases are understood according to the culture in which they are used. For example: “Break the ice” means to initiate conversation or ease the tension in a social situation, not to literally break ice.
- ✓ Proverbs: These are short, traditional sayings that convey wisdom or advice. They serve as lessons or reflections on life. For example: “A stitch in time saves nine.”
- ✓ Riddles: These are a form of verbal puzzles, often used to engage in playful or serious exchanges. It poses a problem for the audience to solve with answers typically revealing some hidden or deeper truth.

Suggested Teaching and Learning Material: Recorded Songs, Radio, Phone, Flip Charts, Markers, Storybooks ...

Expected Standard: Forms of Oral Literature used in different linguistic contexts appropriately.



Assessment Activity

1. Administer a quiz on the distinction of the forms of oral literature



Summary

Forms of oral literature include :

- folktales
- praises
- proverbs
- riddles
- songs
- idioms

These forms are a rich cultural heritage that a particular community houses and passes down by word of mouth from generation to generation.

SUB-TOPIC -1.2.1.2 FOLKTALES

Overview

Folktales were earlier on referred to as Folklore. Folklore includes the stories, customs and beliefs of an entire group. They are called folktales because they come from a common people, or folk. Folktales play a very important role when it comes to human culture and tradition for they pass down values, beliefs and customs from one generation to the next orally. This sub-topic will focus on folktales and their types. It will also discuss functions of folktales as well as analyse them. There will also be aspects of retelling and acting out folktales.

Hook: Have you ever been told a story by your grandmother or grandfather?

Specific Competence- Learners to:

1.2.1.2.1 Demonstrate understanding of folktales



Activity 1 a: Discussing folktales and types of folktales

- Initiate a discussion based on various folktales.
- Put learners in groups and give them reference material that contains different types of folktales.
- Each group should be given a type of folktale to discuss
- Group representatives to present to the class the task they were assigned.

Consolidate the discussion on folktales and types of folktales by considering the suggested types below:

- ✓ Fairy tales: Are stories that often feature magic, happy endings and moral lessons.
- ✓ Fables: Fables are short fictitious stories in which animal characters act like humans. A fable teaches a moral lesson about humans.
- ✓ Trickster: These are stories about characters that use cunning to outwit others and get away what they want. Usually, the small animals like Kalulu get to outwit big animals like the Lion.
- ✓ Animal tales: These feature animals as main characters, often with human-like qualities.
- ✓ Legend: is a fragment of a community's history often with exaggerations or supernatural elements. It usually has a measure of truth in it and maybe based on a person who was regarded as a hero/heroine.
- ✓ Myths: Is an oral narrative or oral poem that explains how something came into being. Many myths explain such phenomena of life, death and natural phenomena. The characters in a myth are usually gods or some other supernatural beings.
- ✓ Magic tales: Magic tales include supernatural elements, magic and imaginary creatures.

Suggested Teaching and Learning Material: Radio, Phone, Flip Charts, Markers, Storybooks ...

Expected Standard: Understanding of Folktales demonstrated clearly.



Assessment Activity

1. Ask learners to give a summary of some of the folktales that have been discussed. (*Learners are expected to indicate what type it is by writing individually.*)
2. Give learners an exercise to distinguish various types of folktales.



Summary

Folktales play a very important role when it comes to human culture and tradition for they pass down values, beliefs, and customs from one generation to the next.

Types of folktales include:

- fable
- fairytales
- legends
- myths and which pass values, cultural beliefs and historical events for the benefit of the younger generation.



Activity 1 b: Discussing functions of folktales

- Lead a discussion on the functions of folktales
- Put learners in groups and distribute given samples of folktales that should help them recognize the functions of the given folktales.
- Group secretaries present what their groups discussed.
- Engage the learners in a quick class discussion.
- Task the learners with a question that will require them to document some folktales after enquiring from their parents and guardians (*This is in preparation for the next lesson in which they have to tell folktales*).

Consolidate the activity by highlighting the suggested functions of folktales as below:

Folktales play the functions of-

- ✓ entertainment
- ✓ education
- ✓ moral guidance
- ✓ cultural preservation
- ✓ inspire imagination and creativity

Suggested Teaching and Learning Material: Radio, Phone, Flip Charts, Markers, Storybooks ...

Expected Standard: Understanding of Folktales demonstrated clearly.



Assessment Activity

1. Give an end of topic exercise on the functions of folktales



Summary

Folktales play the functions of:

- entertainment
- education
- moral guidance
- cultural preservation
- inspire imagination and creativity

Specific Competence -Learners to

1.2.1.2.2 Retell/Tell folktales



Activity 1 c: Telling folktales

- Give a platform to the learners to make a presentation on a collection of folktales they were tasked with in the previous activity.
- Learners give feedback on each folktale presented.
- Initiate a quick discussion after each narration, for example: (a) what type of a folktale is this? (b) What is its function? Etc.

Suggested Teaching and Learning Material: Radio, Phone, Flip Charts, Markers, Storybooks ...

Expected Standard: Folktales told logically



Assessment Activity

1. Evaluate the ability of learners to tell folktales confidently in relation to plot, setting, character etc.



Summary

Key points of telling a folktale should include:

- Maintain originality
- Avoid exaggerations or understating

Specific Competence- Learners to

1.2.1.2.3 Analyze folktales



Activity 1 d: Analysing folktales

In analysing folktales, consider the following:

- Setting, Plot, Characters, Themes, Moral lessons, Structure ...
- Display teaching aids (one at a time) on which different folktales are written.
- Assign learners to read each folktale aloud.
- After the reading, conduct a plenary session in terms of themes, moral lessons, characters, setting, plot, structure ...
- Define the terms: theme, character, setting, plot and structure.

Discuss suggested themes below:

- Good vs Evil- The struggle between good and evil teaches moral lessons and promotes good behavior.
- Nature and the Environment- This brings out the importance of living in harmony with the natural world.
- Love and Relationships- Help to reinforce social bonds and values.
- Transformation and Growth- Frequently feature characters undergoing transformation often symbolizing personal growth and self-empowerment.

Suggested Teaching and Learning Material: Radio, Phone, Flip Charts, Markers, Storybooks ...

Expected Standard: Folktales analysed accordingly.



Assessment Activity

1. Give Individual work on a given folktale where the learners are required to reveal its characteristics (*Themes, Moral lessons, Characters, Setting, Plot, Structure ...*)
2. In groups, give learners a specific folktale that they will act out in the following activity.

Give guidelines to the learners on how to act out folktales such as:

- Staging
- Costume
- Voice projection
- Facial expression



Summary

To analyse a folktale, consider some of the following:

- Setting
- Plot
- Characters
- Themes
- Moral lessons
- Structure

Specific Competence- Learners to:

1.2.1.2.4 Act out folktales



Activity 1 e: Acting given folktales

The following are types of folktales: Fairytales, Fables, Trickster, Legends, Myths, Animal and Magic tales.

- Allow each group to act out the assigned folktale
- Plenary sessions should follow after the acting.

Consolidate the acting by emphasizing the guidelines provided in the previous activity

Suggested Teaching and Learning Material: Radio, Phone, Flip Charts, Markers, Storybooks ...

Expected Standard: Folktales acted out skillfully



Assessment Activity

1. Grade the learners according to the acting guidelines



Summary

To act out a folktale, consider some of the following:

- Staging
- Costume
- Voice projection
- Facial expressions

SUB-TOPIC: 1.2.1.3 RIDDLES

Overview

Riddles are a fascinating form of word puzzle that challenges one to think critically and creatively. Defined as questions or statements that present a puzzle, riddles often require lateral thinking and creativity to interpret their meanings and arrive at the correct answer. They are not only entertaining but also serve various educational and cultural functions. In this sub-topic, learners will discuss riddles, their types and functions. They will also learn how to ask and respond to riddles as well as relating riddles to real life.

Specific Competence – Learners to:

1.2.1.3.1 Relate riddles to real life situations.



Learning activity 1 a: Discussing riddles and their types

- Divide the class into small groups and each group to be tasked to discuss riddles and write the answers on the papers provided.
- Riddle-relay activity- Learners in those small groups to rotate to each riddle station where they have to discuss the type of riddle before moving on to the next one.
- Hold a plenary session discussing the various types of riddles encountered after the riddle relay.

Consolidate the learners’ presentations and highlight the definitions and types of riddles as suggested below:

Riddles have been defined differently by various scholars. Some of the definitions are:

- ✓ A riddle is a statement or question that presents a puzzle, often requiring creative thinking to arrive at an unexpected answer.
- ✓ A riddle is a phrase or statement that presents a problem to be solved.
- ✓ Riddles are a mirror of language, culture and art of particular societies.

Types of riddles include:

- ✓ An enigma is a type of riddle that employs the use of allegorical or metaphorical devices. Examples include:

Riddle: I run, yet I have no legs. What am I?

Answer: A river.

Riddle: The more there is, the less you see. What is it?

Answer: Darkness.

- ✓ A conundrum: is a type of riddle which involves questions that often play on words or puns, leading to humorous or clever answers. Examples include:

Riddle: What has a face but cannot smile?

Answer: A clock

Riddle: How do we know the ocean is friendly?

Answer: It waves

- ✓ Story riddles: this type presents riddles in a story form where a scenario or narrative is given that leads to a question. Example:

Riddle: The Farmer's dilemma

A farmer had a cat, a rat, and groundnuts. One day, he needed to cross a river, but his boat could only carry him and one of the items at a time. How did the farmer get all three across the river safely?

Answer:

To solve the farmer's dilemma of transporting a cat, a rat, and groundnuts across a river safely, the farmer must strategically shuttle the items one at a time while preventing the cat from eating the rat or the rat from eating groundnuts. The solution involves seven carefully planned crossings:

Take the rat across first, leaving the cat and groundnuts on the starting side. The rat is safe alone on the opposite bank.

Return alone to the starting side, leaving the rat temporarily on the far bank.

Take the cat (or groundnuts) across, dropping it off on the far bank.

Bring the rat back to the starting side to prevent it from being left with the cat or groundnuts.

Take the groundnuts (or cat) across, leaving it with the previously transported item. For example, if the cat was taken earlier, the groundnuts now join it on the far bank.

Return alone to the starting side, leaving both the cat and groundnuts safely on the far bank.

Take the rat across one final time, completing all movements without conflicts.

- ✓ Logical riddles: These challenge the participants to use reasoning and deduction to arrive at the answer as they often involve situations that need careful analysis.

Example:

Riddle: You see a boat filled with people. It has not sunk, but when you look again, you do not see a single person on the boat. Why?

Answer: All the people on the boat were married.

- ✓ Brain teasers: are puzzles that require imaginative thinking and problem-solving skills as they often involve wordplay or clever twists in logic.

Example:

Riddle: What has many keys but cannot open a single lock?

Answer: A Piano

Suggested Teaching and Learning Material: Flip charts, markers, papers, pens

Expected Standard: Riddles related to real life situation accordingly



Assessment Activity

1. Administer a quiz on the definition and types of riddles.



Summary

Riddles are a form of oral literature that often involves clever wordplay or similarities, requiring one to think critically and creatively in order to arrive at an answer. Riddles can be categorized into various forms, including:

- Enigma
- Conundrum
- Story
- Logic
- Brainteaser



Learning Activity 1 b: Discussing functions of riddles

- Stick a sheet of paper on the wall with a riddle circled.
- Provide one example of the functions of riddles as a branch. Example: for entertainment.
- Ask learners to fill in the map using the other functions of riddles provided to them on word cards, branching out from the central idea.
- Using this visual representation, the whole class to discuss the functions of riddles in detail.

Consolidate the discussion by highlighting the functions of riddles as suggested below:

- Used for entertainment and socialization.
- Enhance critical thinking.
- Enhance language development.
- Develop problem solving and retention skills.
- Boost memory.
- Promote creativity and imagination.
- Teach logic.
- Transmit indigenous knowledge and culture.

Suggested Teaching and Learning Material: Flip charts, markers, papers, pens

Expected Standard: Riddles related to real life situation accordingly.



Assessment Activity

1. Give learners riddles to solve and relate solutions to real life situations.



Summary

Riddles serve multiple purposes such as:

- Entertainment
- Education
- Cultural expression
- Enhance cognitive skills
- Promote social interaction
- Preserve cultural heritage



Learning Activity 1 c: Solving riddles

- Explain that for a riddle to be solved there is need to have a Riddler and someone to respond.
- Demonstrate to the learners how asking and responding to riddles is done.
- Display a list of riddles with varying difficulty levels.
- Divide learners in teams to solve riddles before passing them to the other team. (*This can be timed for added excitement.*)

Consolidate the discussion by highlighting how asking and responding to riddles is done as suggested below:

- Riddles are often phrased as metaphorical statements rather than direct questions. For example, “Water standing up-Sugar-cane” or “My father’s little hill which is easily destroyed-Porridge”
- A Riddler presents the riddle to a group, often in social or ceremonial settings like storytelling tours or community gatherings. Participants compete to solve it, with answers expected to be concise.
- Some riddles use tonal patterns, rhythmic repetition, or idiophones (sound-based words) to hint at answers. For instance, a riddle might mimic the sound of a needle dropping (“Seh!”) to symbolize an action or object.

Suggested Teaching and Learning Material: Flip charts, markers, papers, pens

Expected Standard: Riddles related to real life situation accordingly.



Assessment Activity

1. Conduct a riddle-competition where learners in two teams take turns to ask each other riddles while you record the scores on the board to determine the winner. (*This should be timed to make it more interesting.*)



Summary

A riddle is a problem to be solved. It requires:

- A Riddler who is the person asking the riddle.
- Participant is a respondent to a riddle.
- Riddles are not just games but they:
 - Reflect real-life situations and cultural values.
 - Are useful in educational settings to develop critical thinking and problem-solving skills.
- Enhance a sense of belonging among learners

SUB-TOPIC: 1.2.1.4 PROVERBS

Overview

Proverbs are a fascinating aspect of language, offering a window into the shared wisdom and cultural values of different societies. These concise, memorable sayings capture universal truths and common experiences, often passed down through generations. Originating from oral traditions, proverbs are a key component of every spoken language, reflecting the collective insights and beliefs of a community. By studying proverbs, one can gain a deeper understanding of human experiences and appreciate the diverse ways in which people across the world express their shared knowledge and observations. This sub-topic will explore the origins, themes and significance of proverbs, highlighting their role in shaping language and culture.

Hook: How do proverbs lead to wise actions?

Specific Competence: Learners to:

1.2.1.4.1 Demonstrate understanding of proverbs



Activity 1 a-Discussing different types of proverbs

Define proverbs

- Lead a discussion on the different types of proverbs
- Ask learners in groups to discuss the following types of proverbs (*religious, humorous, ethical, cooperation, hospitality...*)
- Conduct a plenary session on the discussion

Consolidate the activity by highlighting different types of proverbs as suggested below:

- ✓ A proverb is a short statement or saying that expresses a basic truth. The following are the types of proverbs:
- ✓ Religious: Sayings from the Bible that express general truths about living a godly life. Proverbs 1:7 "The fear of the Lord is the beginning of knowledge; fools despise wisdom and instruction".
- ✓ Humorous: Proverbs that deliver wisdom with a healthy dose of humor. Do not count your chicks before they are hatched. Do not start making plans for something until it is a reality.
- ✓ Cooperation: Emphasize the importance of working together and the strength that comes from it. "If you want to go fast, go alone. If you want to go far, go together.
- ✓ Hospitality: The door is always open to a friend. "Welcoming and treating newcomers with kindness, as if they were already familiar friends."
- ✓ Traditional proverbs: Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime. A proverb that means teaching someone how to do something is more beneficial than just giving them the answer.

Suggested Teaching and Learning Material: Textbooks, flip charts, markers

Expected Standard: Understanding of proverbs demonstrated comprehensively



Assessment Activity

1. Administer a quiz on the types of proverbs the learners have been exposed to.



Summary

A proverb is a wise saying or a short statement that expresses a basic truth. Types of proverbs include:

- Religious
- Humorous
- Cooperation
- Hospitality
- Traditional proverbs.



Learning Activity 1 b: Brainstorming on functions of proverbs

- Lead a discussion on functions of proverbs provided.
- In pairs, learners are asked to give an example of a proverb that can: entertain, teach wisdom, advise, console

Consolidate the activity by highlighting the functions of proverbs the learners have been exposed to, as suggested below:

- ✓ Proverbs have various functions listed below. The list is not exhaustive.
- ✓ Entertainment- Two heads are better than one: This proverb means that two people can do a better job together than one person doing it alone. Example: We need to work together to figure this out. Two heads are better than one
- ✓ Teach wisdom -A good man hates lies; wicked men lie constantly and come to shame. Meaning: good people dislike lies and deception, while bad people are often dishonest and face consequences.
- ✓ Offer advice-Better late than never. Meaning: It is better to be present than to never go to a place or decide on something that you think has a good result. Example: The apology came a long time after the argument, but better late than never
- ✓ Console- Do not cry over spilled milk: This proverb means that people should not get upset over mistakes. Example: It is no use crying over spilled milk – he spent all the money and there is nothing you can do about it.
- ✓ Inspire- Actions speak louder than words. Meaning: what you do must be more than what you say.
- ✓ Sharpen thinking- As a man thinks, so he is. Meaning: we need to guard our hearts because intentions come from our hearts.

Suggested Teaching and Learning Material: Textbooks, flip charts, markers

Expected Standard: Understanding of proverbs demonstrated comprehensively



Assessment Activities

1. Tell learners to write proverbs and their meanings.
2. Learners should state the functions of proverbs they wrote in relation to real life situations.
3. Tell learners to ask their parents/guardians to give them at least two of the proverbs and their meanings from their heritage to be used in the next activity.



Summary

The functions of proverbs include:

- ✓ Entertainment
- ✓ Console
- ✓ Offer advice
- ✓ Inspire
- ✓ Sharpen thinking



Learning Activity 1 c: Interpreting Proverbs

- Ask Learners to write down at least two proverbs and their meanings from their heritage that they got from their parents/ guardians.
- Using the learners' proverbs, lead a discussion highlighting the interpretation of the proverbs.

Consolidate the activity by discussing the interpretation of proverbs provided by the learners. Consider the following on the interpretation of proverbs:

Interpretation of proverbs requires one to understand the following characteristics:

- ✓ Short, simple and yet say a lot
- ✓ Easy to remember
- ✓ Timeless
- ✓ Use of metaphorical and/or figurative Language
- ✓ Filled with knowledge (wisdom)
- ✓ Often passed down through generations
- ✓ Reflect the cultural beliefs of the society or tradition from which they originate.
- ✓ Consider the following meaning for some of the proverbs:
- ✓ Slow but sure wins the race means consistent effort leads to success.
- ✓ A rolling stone gathers no moss means people who always move with no roots in place avoid responsibility.
- ✓ Better slow than sorry means it is better to be cautious than to suffer afterwards.
- ✓ Charity begins at home means love your family first before you love others.

Suggested Teaching and Learning Material: Textbooks, flip charts, markers

Expected Standard: Understanding of proverbs demonstrated comprehensively.



Assessment Activity

1. Give learners proverbs to interpret, and write meanings.



Summary

Interpretation of proverbs helps learners to understand how language is used in different contexts. Characteristics of proverbs include:

- Short, simple and yet say a lot
- Easy to remember
- Timeless
- Uses Metaphorical or figurative Language
- Filled with knowledge (wisdom)
- Often passed down through generations
- Reflect the cultural beliefs of the society or tradition from which they originate



Learning Activity 1 d: Using proverbs in different contexts

- Put learners into groups and instruct them to pick a proverb of their choice for role play.
- Tell groups to demonstrate through a role play their chosen proverbs.
- Lead a discussion where learners classify the context in which the chosen proverbs have been used.

Consolidate the activity by highlighting the use of proverbs in different contexts as suggested below:

- ✓ Proverbs can be used in different contexts that imitate real life. Proverbs are used to:
- ✓ teach moral lessons
- ✓ explain complex issues in simple statements
- ✓ express attitudes like sympathy, regret and warning
- ✓ transmit culture, social morality and ideas
- ✓ provide insight into a people's way of life
- ✓ strengthen a society's tradition

You may consider using the following proverbs

- ✓ Do not Put All Your Eggs in One Basket means not investing everything in one thing to avoid losing everything at once. Example: Jane decided to invest her money in different business instead of just one.
- ✓ Practice Makes Perfect means repeatedly doing something helps improve your skills or abilities. Example: Joseph struggled with his mathematics homework at first, but he kept practicing every day. He knew that practice makes perfect and soon he was solving mathematics problems easily.
- ✓ Beggars Cannot Be Choosers means when someone is in need, they should be grateful for whatever they receive, even if it is not exactly what they wanted. Example: When Sililo's car broke down, his friend offered him a ride in an old truck. He accepted gratefully, knowing that beggars cannot be choosers.
- ✓ He Who Laughs Last, Laughs Best means the person who succeeds or has the final say in a situation enjoys the most satisfaction or victory. Example: Despite all the

teasing from his friends, Peter studied hard and passed his examinations. Now he is the one laughing last and laughing best because he out-performed them in the examinations.

Suggested Teaching and Learning Material: Textbooks, flip charts, markers

Expected Standard: Proverbs used correctly in different contexts.



Assessment Activities

1. Tell learners to write a short story using a variety of proverbs of choice in different contexts.

2. Ask learners to perform a dialogue using a variety of proverbs in different contexts.

3. Engage learners in a debate based on a given proverb.



Summary

Proverbs can be used in different contexts that imitate real life such as:

- teaching moral lessons
- explaining complex issues in simple statements
- expressing attitudes like sympathy, regret and warning
- transmitting culture, social morality and ideas
- providing insight into a people's way of life
- strengthening a society's tradition

SUB-TOPIC: 1.2.1.5 SONGS

Overview

Songs are a means which mankind has used for a long time to communicate ideas, emotions and provide social commentary. Some of the uses of songs include- expression of feelings and emotions, inform, pass messages, praise, entertain, educate, socialize, unify and inculcate morals. This sub-topic discusses the functions, classification, analysis, performance and composing songs.

Specific Competence- Learners to:

1.2.1.5.1 Demonstrate understanding of songs



Activity 1 a-Discussing different Functions of songs

- Lead a discussion on functions of songs.
- In pairs, learners give examples of songs that can: express feelings and emotions, entertain, inform, pass messages.

Consolidate the activity by highlighting the functions of songs learners have been exposed to as suggested below:

Songs perform the functions of:

- ✓ passing messages
- ✓ expressing feelings and emotions
- ✓ socializing
- ✓ educating
- ✓ informing
- ✓ unifying
- ✓ inculcating morals
- ✓ entertaining

Suggested Teaching and Learning Material: Radio, phone, flip chart, textbooks, markers

Expected Standard: Understanding of songs demonstrated accordingly.



Assessment Activity

1. Give learners an exercise that will require them to write functions of some given songs.



Summary

Songs perform the functions of:

- passing messages
- expressing feelings and emotions
- socializing
- educating

- informing
- unifying
- inculcating morals
- entertaining



Activity 1 b-Classifying songs

- Lead a discussion on the classification of songs.
- Put learners in groups, ask them to give examples of songs that can be used in: marriage, love, work, praise, politics, occupation, lullaby, worship and funerals.

Consolidate the activity by highlighting how songs are classified according to purpose as suggested below:

- ✓ marriage
- ✓ love
- ✓ work
- ✓ praise
- ✓ politics
- ✓ occupation
- ✓ lullaby
- ✓ worship
- ✓ funerals

Suggested Teaching and Learning Material: Radio, phone, flip chart, textbooks, markers

Expected Standard: Understanding of songs demonstrated accordingly



Assessment Activity

1. Give homework to learners which will require them to identify and classify songs.



Summary

Songs are classified according to how they are used in;

- marriage
- love
- work
- praise
- politics
- occupation
- lullaby
- worship
- funerals

Specific Competence- Learners to:

1.2.1.5.2 Analyse songs



Activity 1 c-Analysing songs

- Expose learners to a known song and allow them to sing it.
- Lead a discussion on the analysis of the song (*meaning, language, message, structure, stylistic features, occasion*).
- Put learners in groups; ask them to provide a song and its analysis.

Consolidate the activity by highlighting what should be considered when analysing a song as suggested below:

- ✓ meaning
- ✓ language
- ✓ message
- ✓ structure
- ✓ stylistic features
- ✓ occasion
- ✓ rhythm

Suggested Teaching and Learning Material: Radio, phone, flip chart, textbooks, markers

Expected Standard: Songs analysed skillfully



Assessment Activity

1. Administer a class exercise by giving learners a song that has to be analysed skillfully.



Summary

To analyse a song skillfully, consider the following:

- meaning
- language
- message
- structure
- stylistic features
- occasion
- rhythm

Specific Competence – Learners to:

1.2.1.5.3 Perform songs



Activity 1 d- Performing different types of songs

- Play a song for the learners to listen to.
- Lead a discussion on the classification of the played songs (*modern, religious, traditional....*)

- Put learners in groups; ask them to perform different songs (*modern, religious, traditional....*)
- Lead a discussion to review performed songs.

Consolidate the activity by highlighting how songs are performed as suggested below:

When reviewing a performed song consider:

- ✓ Vocal performance -Tone and pitch, emotional expression and technique
- ✓ Instrumentation and arrangement (if necessary)-Musicianship
- ✓ Stage presence and performance energy
- ✓ Pacing and timing
- ✓ Song interpretation and style.

Suggested Teaching and Learning Material: Musical instruments such as drums, guitar, key board, (depending on skills), radio, flip charts, markers, whistles, rattles

Expected Standard: Different types of songs performed correctly



Assessment Activity

1. In groups, assign learners to perform at least one type of a song (*modern, religious, traditional...*)



Summary

- When reviewing a performed song consider:
- Vocal performance -Tone and pitch, emotional expression and technique
- Instrumentation and arrangement (if necessary)-Musicianship
- Stage presence and performance energy
- Pacing and timing
- Song interpretation and style

Specific Competence- Learners to:

1.2.1.5.4 Compose songs



Learning Activity 1 b: Compose Songs

- Lead a class discussion and guide learners on how to compose songs.
- In pairs/groups assign learners to compose, present and review the composed songs.

Consolidate the activity by highlighting on how to compose songs. You may consider the suggested points below:

- Find inspiration
- Choose a song structure
- Create a melody
- Write lyrics

- Choose chords and harmony
- Add rhythm and groove
- Experiment and refine
- Finalize and perform

Suggested Teaching and Learning Material: Musical instruments such as drums, guitar, key board, (depending on skills), radio, flip charts, markers, whistles, rattles

Expected Standard: Different types of songs composed competently.



Assessment Activity

1. In pairs/groups task the learners to compose Songs and present them to the class.



Summary

When composing a song consider the following steps:

- Find inspiration
- Choose a song structure
- Create a melody
- Write lyrics
- Choose chords and harmony
- Add rhythm and groove
- Experiment and refine
- Finalise and perform

Sub-Topic: 1.2.1.6 Praises

Overview

Praises are a form of oral literature that bring out the positive attributes to express admiration of an important event, figure and a relation. Praises can be in types according to what they are expressing. For example, an expression of admiration, approval or gratitude directed towards a figure. Praises can be about God, chiefs, heroes, politicians, parents, beauty, etc. This sub-topic discusses praises and their types as well as equipping learners with necessary skills to recite, analyse and compose praises.

Hook: How did you feel when you were praised?

Specific Competences - Learners to:

1.2.1.6.1 Demonstrate Understanding of Praises



Learning Activity 1 a- Discussing praises and types of praises

- Ask learners to state the important figures in their lives and society that deserve to be praised (*teacher to guide learners on figures that deserve praises as they bring out examples*).
- Initiate a discussion on what praises are and their types. (*from society, Bible or songs...*).

Consolidate the activity by highlighting what praises are and their different types. You may consider the following suggested points below:

- A praise is an expression of admiration, approval or gratitude dedicated to a person or thing. (*Praises about Deities, Chiefs, heroes/heroines, politicians, parents, beauty, nature, self-praise*)

Types of Praises include:

- Praises about parents and elderly people-These are praises in admiration, respect and appreciation of the significance of parents and or elderly people in the lives of the younger generations.
- Praises about self -These praises bring out the good attributes of oneself and how others can either learn from or simply appreciate the virtues.
- Praises about deities - These praises focus on the supernatural existence of deities and, how man exists under their mercies.
- Praises about chiefs- Chiefs as custodians of traditional leadership ought to be praised for their different roles and attributes.
- Praises about heroes/heroines-A hero/heroine is a central character on whom the praise is based. Example: Samukonga Muzala is a Zambian hero in athletics while Barbara Banda is a heroine in women football.
- Praises about politicians-Politicians are political leaders and command a lot of power. For example, the President, ministers, members of parliament, councillors, etcetera. Therefore, the politicians as custodian of political leadership ought to be praised for their different roles and attributes.

Suggested Teaching and Learning Material: radio, recorded songs, phones, flip charts, markers, whistles

Expected Standard: Understanding of praises demonstrated correctly.



Assessment Activities

1. Ask learners to interview their parents/guardians on praises.
2. Learners to present the interview findings to the class.



Summary

A praise is an expression of admiration, approval or gratitude dedicated to a person or thing.
Types of Praises include:

- Praises about parents and elderly people

- Praises about self
- Praises about deities
- Praises about chiefs
- Praises about heroes/heroines
- Praises about politicians

Specific Competence- Learners to:

1.2.1.6.2 Recite Praises



Learning activity 1 b- Reciting praises

- Give a short praise as a guide for learners on how to recite.
- Put learners in groups to practice reciting a praise (*about parents and elderly people, self, God, chiefs, heroes and politicians.*)
- Groups to make presentations through their representatives.

Consolidate the activity by highlighting how praises are recited. You may consider the suggested points below:

When reciting Praises, one needs to consider:

- ✓ language usage
- ✓ voice projection
- ✓ tone and accuracy
- ✓ gestures employed
- ✓ audience

Suggested Teaching and Learning Material: television, projector, speakers, radio, recorded songs, phones, flip charts, markers, whistles, ...

Expected Standard- Praises recited correctly



Assessment Activity

1. In pairs, give learners some praises to recite.



Summary

When reciting praises, consider the following:

- ✓ language use
- ✓ voice projection
- ✓ tone and accuracy
- ✓ gestures employed
- ✓ audience

Specific Competence- Learners to:

1.2.1.6.3 Analyse Praises



Learning Activity 1 c: Analysing Praises

- Guide learners on what to focus on when analysing praises.
- Lead a class discussion on the analysis of praises (*Teacher to use the samples provided*)

Consolidate the activity by highlighting what to focus on when analysing praises. You may consider the suggested points below:

What to focus on when analysing praises include:

- ✓ Message
- ✓ Meaning
- ✓ Context

Suggested Teaching and Learning Material: television, projector, speakers, radio, recorded songs, phones, flip charts, markers, whistles, ...

Expected Standard: Praises analyzed appropriately



Assessment Activity

1. Ask learners to analyse the two praises given and make presentations.

Grey Hair (*an extract from Quills of Desire Revision and Study Guides*)

Age is sign of generations as sweat is a sign of endurance,
Age does sharpen experience into knowledge and wisdom.
Grey hair is rare and not mere hair but a sign of eras gone,
Grey hair must have a foot in your life for you to live long.

When an old man says you are stepping on fire, just listen,
Well educated or uneducated, age is puree, just sheepishly listen.
The consequences of every action can be thwarted by this grey hair,
The grey hair is no novice but veteran and smells every end in the air.

An old man may miss his target with a stone but not a word,
an old man may miss his target with a stick but never a word,
An old man is as a seer and never misses when he says a word.

An old man can tell who will surely grow grey hair, mark his word.

As a snail with the face as wrinkled as corrugated iron sheets,
as humble as sheep but his words golden and older than the Earth,
only a fool will despise the words of a sage and await misery on Earth,
Only a fool sees mediocrity in a sage as others see a shield of iron sheets.

The Insane Sane (*an extract from A Student's Peer in Poetry Analysis*)

I'm the mad man so they say
but who's mad if I may say?
I carry a ton of dirt and filth yet free,
life for me is comfortable even in a tree.
Mad but a human with all thoughts sane,
and who but a lunatic sees me as insane?
O' my God! Look at the so called sane.

Are they really as free as a wild lioness and its pride?
The headaches over where to sleep, the headaches of when to sweep,
the cars, the pollution, the clothes, the phones, their desires...they drive me insane.
The pollution of the cars and houses is worse than my faecal in a bush, yes mine!
Mine will manure while theirs kill the Earth!

I'm better insane than sane because the sane behave insane!
Anyway, I do not wish to bandy words with the sane insane, I am insane,
let me be the so-called insane with grime but my grin is authentic. Ha ha ha ha ha!



Summary

What to focus on when analysing praises include:

- Message
- Meaning
- Context

Specific Competence- Learners to:

1.2.1.6.4 Compose Praises



Learning Activity 1 b: Composing Praises

- Lead a class discussion and guide learners on how to compose praises.
- In pairs/groups assign learners to compose, present and review the composed praises.

Consolidate the activity by highlighting how to compose praises. You may consider the suggested points below:

- ✓ In composing a praise, you may use some of the following steps:
- ✓ Select a theme -What do you want to communicate to the listener or audience, what is the general message?
- ✓ Include words related to your theme -These will help you to set the tone and mood when rightly used.
- ✓ Needed Structure-This will guide you on how much of words, lines and stanzas or format you will need to communicate your message.
- ✓ Use literary devices- Create similes, metaphors, and symbolism etcetera in line with the praise's theme. These are the ingredients of a good praise and communicate more meaning effectively than long lines or sentences.
- ✓ Add images -These will help the listener to visualize the situation and create a long-lasting impression and memory of the praise.
- ✓ Neatly link ideas -Link the ideas and polish the language used.
- ✓ Get extra ordinary -This can be achieved by avoiding unnecessary clichés but choosing appealing words and creating lines that makes the praise almost real to the listener.
- ✓ Well-chosen words - These words can be carefully added to enrich the language used in the praise.
- ✓ End by reading it aloud in preparation for reciting.

Suggested Teaching and Learning Material: television, projector, speakers, radio, recorded songs, phones, flip charts, markers, whistles,

Expected Standard: Praises composed correctly



Assessment Activity

1. In pairs/groups task the learners to compose praises and present them to the class.



Summary

In composing a praise, consider the following:

- Select a theme
- Include words related to your theme
- Needed structure
- Use literary devices

- Add images
- Neatly link ideas
- Get extra ordinary
- Well-chosen words
- End by reading it aloud in preparation for reciting

SUB- TOPIC – 1.2.1.7 IDIOMS

Overview

Idioms are phrases or expressions whose meanings cannot be understood from the individual words alone. They are a key part of any language, adding colour and cultural depth to communication. Idioms often originate from historical events or everyday experiences and are used to express ideas in a more engaging and relatable way. This sub-topic discusses idioms and their use in different linguistic contexts.

Specific Competences: Learners to:

1.2.1.7.1 Demonstrate knowledge of idioms



Learning Activity 1 a: Discussing idioms

- Put learners in groups and assign each group to discuss different idioms and their meanings. (*Provide some idioms for the learners to consider in their discussion*)
- Ask group representatives to present the findings of their groups.
- Plenary session.

Consolidate the activity by highlighting the idioms that were provided to the learners.

You may consider the following points:

- ✓ Idioms are phrases or expressions whose meanings are not directly derived from the literal meanings of the individual words they contain. They often have cultural or contextual significance, making them unique to specific languages or regions.
- ✓ For example, the idiom “spill the beans” means to reveal a secret, even though it does not literally involve beans.
- ✓ Break the ice means to initiate a conversation in a social setting to ease tension or awkwardness. Example: She told a joke to break the ice in class.
- ✓ Hit the nail on the head means to describe something accurately or to be exactly right. Example: When she explained the problem, she really hit the nail on the head.
- ✓ Piece of cake means something that is very easy to do. Example: The test was a piece of cake; I finished it in no time.
- ✓ Bite the bullet means to endure a painful or difficult situation with courage. Example: I did not want to go to the dentist, but I had to bite the bullet.
- ✓ Burn the midnight oil means to work late into the night. Example: She has been burning the midnight oil to finish her homework.
- ✓ Under the weather means feeling sick or unwell. Example: I am not coming to school today; I am feeling a bit under the weather.
- ✓ When pigs fly means something that will never happen. Example: He will apologise when pigs fly.
- ✓ Cost an arm and a leg means very expensive. Example: This watch cost an arm and a leg.
- ✓ Let the cat out of the bag means to accidentally reveal a secret. Example: He let the cat out of the bag about the new project.

Suggested Teaching and Learning Material: projector, speakers, phones, flip charts, markers, ...

Expected Standard: Knowledge of idioms demonstrated adequately.



Assessment Activities

1. Administer an exercise in tabular form for learners to match the given idioms to their corresponding meanings.
2. Give homework to learners to write down five (5) different idioms. (*the idioms should be explained*)



Summary

- Idioms enrich language by adding;
- Depth, emotions and cultural flavour to communication

Sub-Topic: Uses of Idioms in Different Linguistic Contexts

Specific Competence: Learners to:

1.2.1.7.2 Use idioms in different linguistic contexts



Learning Activity 1 b: Using idioms in different linguistic contexts

Put learners in groups and instruct them to pick an idiom of their choice for dialogue.

- Lead a discussion where learners classify the contexts in which the chosen idioms have been used.

Consolidate the activity by highlighting the use of idioms in different contexts as suggested below:

- ✓ Idioms serve various purposes and their use can vary across linguistic and cultural contexts:
- ✓ Cultural expression-Idioms often reflect cultural beliefs, values, and traditions. They are a way to express ideas unique to a culture. Example: Break the ice which means to initiate conversation or to start a conversation.
- ✓ Enhancing communication- Idioms make communication clear, expressive, and engaging. Example: “Bite the bullet” that is to face a difficult situation bravely (courageously).
- ✓ Building identity-Idioms help create a sense of belonging among speakers of a language or dialect. Example: “Find your roots” encourages one to know their ancestry and cultural background.
- ✓ Humour and creativity- Idioms add humour or creativity to language, making it more relatable and enjoyable. Example: “When pigs fly” that is to describe something impossible.

Suggested Teaching and Learning Material: projector, speakers, phones, flip charts, markers,...

Expected Standard: Idioms used in different contexts appropriately.



Assessment Activity

1. Assign learners to write down idioms in different linguistic contexts.



Summary

Mastering idioms can significantly:

- enhance one's proficiency in a language and
- cultural understanding.
- Their use requires:
- understanding of the linguistic and cultural context to avoid misinterpretation or confusion.

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