

# English

## Senior High

Grade 12

# Teacher Guide

Standards-Based



Papua New Guinea

Department of Education

**'FREE ISSUE  
NOT FOR SALE'**



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**Department of Education**

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**Issued free to schools by the Department of Education**

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Curriculum Panel (CP), Syllabus Advisory Committee (SAC), and Board of Studies (BoS) Committee members are also acknowledged for their consideration and endorsement of the syllabus.

# Acronyms

AAL	Assessment As Learning
AFL	Assessment For Learning
AOL	Assessment Of Learning
BOS	Board Of Studies
CDD	Curriculum Development Division
CP	Curriculum Panel
ESD	Education for Sustainable Development
CSD	Character and Social Development
NDoE	National Department of Education
KSAVs	Knowledge, Skills, Values and Attitude
OBC	Outcomes-Base Curriculum
OBE	Outcomes-Base Education
PNG	Papua New Guinea
SAC	Syllabus Advisory Committee
SBA	Standards-Based Assessment
SBC	Standards-Based Curriculum
SBE	Standards-Based Education
SCG	Subject Curriculum Group
STEAM	Science, Technology, Engineering, Arts, and Mathematics
STEM	Science, Technology, Engineering, and Mathematics

## Secretary's Message

Given the Government's decision to use the Standards-Based Curriculum (SBC) in the Papua New Guinea's National Education system in 2013; the English SBC is an important resource for delivering relevant and quality education. The English SBC is aligned to set benchmarks and descriptive standards that guide directions for the goals of studying English. The subject English is important for students' interpersonal communication skills and knowledge as that is the language of national and global communication.

The English SBC is significant for teaching literacy skills as that will enable students to progressively develop proficiencies in the language of international business and politics. Through the study of English, necessary knowledge, skills, attitudes, and values will be imparted to students as they are exposed to the importance of contemporary cultural, social, political, economic, historical and environmental issues which shape meanings and realities of PNG and the world. Thus, students are expected to develop positive attitudes to life at school and in society to enable harmonious living with others. Grade 12 students are expected to learn and demonstrate proficiency in communicating effectively in English through reading, writing, speaking and listening, in a variety of situations as in the market place, in business, and in the technological world.

The ultimate aim of a Standards-Based Education in PNG is to prepare students for pathways to careers, higher education, and citizenship preparedness of the knowledge, skills, values, and attitudes that they can use to work, study and live in the 21<sup>st</sup> century.

Grade 12 teachers are expected to effectively plan, teach, and assess these knowledge, skills, values, and attitudes. This teacher guide describes what teachers are expected to know and do to enable all their students to effectively learn and demonstrate the expected levels of proficiency in all the grade level knowledge, skills, values and attitudes, and attain the national content standard benchmark for English.

I commend and approve this Grade 12 English Teacher Guide to be used by teachers in all high schools throughout Papua New Guinea.



.....  
**UKE W. KOMBRA, PhD.**  
Secretary for Education



# Introduction

English is the most common language that connects a linguistically diverse nation as Papua New Guinea (PNG) locally, nationally, and globally. English is the official language for learning science, technology, business, politics, social science, culture and arts etc.... Studying English enables students to connect with others in an intelligent and practiced way of sending, receiving, synthesizing and evaluating messages. Hence, learners' develop interpersonal communication skills through their academic studies that will connect them to appropriate pathways. Therefore, it is important to learn English because the GoPNG in its Vision 2050 stressed that PNG needs to have a "well-educated" workforce (National Strategic Plan Task Force, 2009, p. 10).

Having fluency and a functional approach to understanding the English language/subject is critical in preparing students for careers, higher education, and citizenship in the 21<sup>st</sup> century and beyond. The English course aims to train, and equip students with necessary knowledge, skills, attitudes, and values to communicate effectively in various situations. Students will learn that English is a language that illustrates culture, gender, class, and ethnicity perspectives. Through studying English, students will recognise the importance of contemporary cultural issues, and in their discussions, give meanings to contexts and realities. These should enable development of positive attitudes to school life and in general to interact harmoniously with society at large.

Teachers will prepare and teach students English knowledge, skills, values and attitudes in these six strands:

1. Reading;
2. Writing;
3. Listening;
4. Speaking;
5. Communication; and
6. English Grammar.

Moreover, the English curriculum has embedded STEAM into its design as equal opportunities are to be provided for all students to learn, apply and master STEAM principles and skills. STEAM is an integral component of the core curriculum. All students are expected to study STEAM and use STEAM related skills to solve problems relating to both the natural and the physical environments. The aim of STEAM education is to create a STEAM literate society. It is envisioned that the study of STEAM will motivate students to pursue and take up academic programs and careers in STEAM related fields. Therefore, teachers need to consider the STEAM principles and skills when preparing English lessons for teaching.

English is to be time-tabled for eight periods per week in grade 12; 40 minutes per lesson (320 minutes per week).

## Structure of the Teacher Guide

There are four main parts to this teacher guide. They provide essential information on what all teachers should know and do to effectively implement the English curriculum.

Part 1 provides generic information to help the teachers to effectively use the teacher guide and the syllabus to plan, teach and assess students' performance and proficiency on the national content standards and grade-level benchmarks. The purpose of the teacher guide, syllabus and teacher guide alignment, and the four pillars of PNG SBC, that is, morals and values education, cognitive and high level thinking, and 21<sup>st</sup> century thinking skills, STEAM, and core curriculum are explained to inform as well as guide the teachers so that they align SBE/SBC aims and goals, overarching and SBC principles, content standards, grade-level benchmarks, learning objectives and best practice when planning lessons, teaching, and assessing students.

Part 2 provides information on the strands, units, topics and learning objectives. How topics and learning objectives are derived is explained to the teachers to guide them to use the learning objectives provided for planning, instruction and assessment. And to develop additional topics and learning objectives to meet the learning needs of their students and communities where necessary.

Part 3 provides information on SBC planning to help guide the teachers when planning SBC lessons. Elements and standards for SBC lesson plans are described as well as how to plan for underachievers, use evidence to plan lessons, and use differentiated instruction, amongst other teaching and learning strategies.

Part 4 provides information on standards-based assessment, inclusive of performance assessment and standards, standards-based evaluation, standards-based reporting, and standards-based monitoring. This information should help the teachers to effectively assess, evaluate, report and monitor demonstration of significant aspects of a benchmark.

The above components are linked and closely aligned. They should be connected to ensure that the intended learning outcomes and the expected quality of education standards are achieved. The close alignment of planning, instruction and assessment is critical to the attainment of learning standards.

# Purpose of the Teacher Guide

This teacher guide describes what all teachers should know and do to effectively plan, teach, and assess grade 9 English content to enable all students to attain the required learning and proficiency standards. The overarching purpose of this teacher guide is to help teachers to effectively plan, teach, assess, evaluate, record, report and monitor students' learning and mastery of national and grade-level expectations, that is, the essential knowledge, skills, values and attitudes described in the content standards and grade-level benchmarks, and their achievement of the national and grade-level proficiency standards.

To this end, teachers are expected to:

- understand the significance of aligning all the elements of Standards-Based Curriculum (SBC) as the basis for achieving the expected level of education quality;
- effectively align all the components of SBC when planning, teaching, and assessing students' learning and levels of proficiency;
- effectively translate and align the English syllabi and teacher guide to plan, teach and assess different English units and topics, and the essential knowledge, skills, values, and attitudes described in the grade-level benchmarks;
- understand the English national content standards, grade-level benchmarks, and evidence outcomes;
- effectively make sense of the content (knowledge, skills, values and attitudes) described in the English national content standards and the essential components of the content described in the grade-level benchmarks;
- effectively guide students to progressively learn and demonstrate proficiency on a range of English skills, processes, concepts, ideas, principles, practices, values and attitudes.
- confidently interpret, translate and use English content standards and benchmarks to determine the learning objectives and performance standards, and plan appropriately to enable all students to achieve these standards;
- embed the core curriculum in their English lesson planning, instruction, and assessment to permit all students to learn and master the core knowledge, skills, values and attitudes required of all students;
- provide opportunities for all students understand how STEAM has and continues to shape the social, political, economic, cultural, and environment contexts and the consequences, and use STEAM principles, skills, processes, ideas and concepts to inquire into and solve problems relating to both the natural and physical (man-made) worlds as well as problems created by STEAM;
- integrate cognitive skills (critical, creative, reasoning, decision-making, and problem-solving skills), high level thinking skills

(analysis, synthesis and evaluation skills), values (personal, social, work, health, peace, relationship, sustaining values), and attitudes in lesson planning, instruction and assessment;

- meaningfully connect what students learn in English with what is learnt in other subjects to add value and enhance students' learning so that they can integrate what they learn and develop in-depth vertical and horizontal understanding of subject content;
- formulate effective SBC lesson plans using learning objectives identified for each of the topics;
- employ SBC assessment approaches to develop performance assessments to assess students' proficiency on a content standard or a component of the content standard described in the grade-level benchmark;
- effectively score and evaluate students' performance in relation to a core set of learning standards or criteria, and make sense of the data to ascertain students' status of progress towards meeting grade-level and nationally expected proficiency standards, and
- use evidence from the assessment of students' performance to develop effective evidence-based intervention strategies to help students' making inadequate or slow progress towards meeting the grade-level and national expectations to improve their learning and performance.

# How to use the Teacher Guide

Teacher guide provides essential information about what the teacher needs to know and do to effectively plan, teach and assess students learning and proficiency on learning and performance standards. The different components of the teacher guide are closely aligned with SBC principles and practice, and all the other components of PNG SBC. It should be read in conjunction with the syllabus in order to understand what is expected of teachers and students to achieve the envisaged quality of education outcomes.

The first thing teachers should do is to read and understand each of the sections of the teacher guide to help them understand the key SBC concepts and ideas, alignment of PNG SBC components, alignment of the syllabus and teacher guide, setting of content standards and grade-level benchmarks, core curriculum, STEAM, curriculum integration, essential knowledge, skills, values and attitudes, strands, units and topics, learning objectives, SBC lesson planning, and SBC assessment. A thorough understanding of these components will help teachers meet the teacher expectations for implementing the SBC curriculum, and therefore the effective implementation of grade 12 English Curriculum. Based on this understanding, teachers should be able to effectively use the teacher guide to do the following:

## **Determine Learning Objectives and Lesson Topics**

Units, topics and learning objectives have been identified and described in the teacher guide and syllabus. Lesson objectives are derived from topics that are extracted from the grade-level benchmarks. Lesson topics are deduced from the learning objectives. Teachers should familiarise themselves with this process as it is essential for lesson planning, instruction and assessment. However, depending on the context and students' learning abilities, teachers would be required to determine additional learning objectives and lesson topics. Teachers should use the examples provide in this teacher guide to formulate learning objectives and lesson topics to meet the educational needs of their students. What is provided here is not exhaustive. Teachers should develop additional learning objectives to target the learning needs of all their students.

## **Identify and Teach Grade Appropriate Content**

Grade appropriate content has been identified and scoped and sequenced using appropriate content organisation principles. The content is sequenced using the spiralling sequence principles. This sequencing of content will enable students to progressive learn the essential knowledge, skills, values and attitudes as they progress deep into their schooling. What students learn in previous grades is reinforced and deepen in scope with an increase in the level of complexity and difficulty in the content and learning activities. It is important to understand how the content is organised so that grade appropriate content and learning activities can be selected, if not already embedded in the benchmarks and learning objectives, to not only help students learn and master the content, but ensure that what is taught is rigorous, challenging, and comparable.

### **Integrate the Core Curriculum in Lesson Planning, Instruction and Assessment**

Teachers should use this teacher guide to help them integrate the core curriculum – values, cognitive and high level skills, 21<sup>st</sup> century skills, STEAM principles and skills, and reading, writing, and communication skills – in their lesson planning, instruction and assessment. All students in all subjects are required to learn and master these skills progressively through the education system. Teachers are expected to plan, teach and assess the core curriculum.

### **Integrate Cognitive, High Level, and 21<sup>st</sup> Century Skills in Lesson Planning, Instruction and Assessment**

Teachers should integrate the cognitive, high level and 21<sup>st</sup> century skills in their annual teaching programs, and give prominence to these skills in their lesson preparation, teaching and learning activities, performance assessment, and performance standards for measuring students' proficiency on these skills. English focuses on developing and harnessing responsible and evidence-based reasoning, decision-making, problem-solving, analysis, synthesis, and evaluation skills. In addition, it envisaged all students attaining expected proficiency levels in these skills and will be ready to pursue careers and higher education academic programs that demand these skills, and use them in their everyday life after they leave school at the end of grade 12. Teachers should use the teacher guide to help them to effectively embed these skills, particularly in their lesson planning and in the teaching and learning activities as well as in the assessment of students' application of the skills.

### **Integrate Science, Technology, Engineering, Arts and Mathematics (STEAM) Principles and Skills in Lesson Planning, Instruction and Assessment**

Teachers should draw from both the syllabus and teacher guide them to integrate STEAM principles and skills, and methodologies in their lesson planning, instruction and assessment. STEAM teaching and learning happens both inside and outside of the classroom. Effective STEAM teaching and learning requires both the teacher and the student to participate as core investigators and learners, and to work in partnership and collaboration with relevant stakeholders to achieve maximum results. Teachers should use the syllabus, teacher guides and other resources to guide them to plan and implement this and other innovative and creative approaches to STEAM teaching and learning to make STEAM principles and skills learning fun and enjoyable and, at the same time, attain the intended quality of learning outcomes.

### **Identify and Use Grade and Context Appropriate, Innovative, Differentiated and Creative Teaching and Learning Methodologies**

SBC is an eclectic curriculum model. It is an amalgam of strengths of different curriculum types, including behavioural objectives, outcomes, and competency. Its emphasis is on students attaining clearly defined, measurable, observable and attainable learning standards, i.e., the expected level of education quality. Proficiency (competency) standards are expressed as performance standards/criteria and evidence outcomes,

that is, what all students are expected to know (content) and do (application of content in real life or related situations) to indicate that they are meeting, have met or exceeded the learning standards. The selection of grade and contextually appropriate teaching and learning methodologies is critical to enabling all students to achieve the expected standard or quality of education. Teaching and learning methodologies must be aligned to the content, learning objective, and performance standard in order for the teacher to effectively teach and guide students towards meeting the performance standard for the lesson. They should be equitable and socially inclusive, differentiate, student-centred, and lifelong. They should enable STEAM principles and skills to be effectively taught and learned by students. Teachers should use the teacher guide help them make informed decisions when selecting the types teaching and learning methodologies to use in their teaching of the subject content, including STEAM principles and skills.

### **Plan Standards-Based Lessons**

SBC lesson planning is quite difficult to do. However, this will be easier with more practice and experience over time. Effective SBC lessons plans must meet the required standards or criteria so that the learning objectives and performance standards are close aligned and the expected learning outcomes can be attained. Teachers should use the guidelines and standards for SBC lesson planning and examples of SBC lesson plans provided in the teacher guide to plan their lessons. When planning lessons, it is important for teachers to ensure that all SBC lesson planning standards or criteria are met. If standards are not met, instruction will not lead to the attainment of intended performance and proficiency standards. Therefore, students will not attain the national content standards and grade-level benchmarks.

### **Use Standards-Based Assessment**

Standards-Based Assessment has a number of components. These components are intertwined and serve to measure students' achievement of the learning standards and evaluate, report, and monitor their achievement of the national and grade-level expectations, i.e., the essential knowledge, skills, values and attitudes they are expected to master and demonstrate proficiency on. Teachers should use the information and examples on standards-based assessment to plan, assess, record, evaluate, report and monitor students' performance in relation to the learning standards.

### **Make Informed Judgements About Students' Learning and Progress Towards Meeting Learning Standards**

Teachers should use the teacher guide to guide them to effectively evaluate students' performance and use the evidence to help students to continuously improve their learning as well as their classroom practice.

It is important that teachers evaluate the performance of students in relation to the performance standards and progressively the grade-level benchmarks and content standards to make informed judgements and decisions about the quality of their work and their progress towards

meeting the content standards or components of the standards. Evaluation should not focus on only one aspect of students' performance. It should aim to provide a complete picture of each student's performance. The context, inputs, processes, including teaching and learning processes, and the outcomes should be evaluated to make an informed judgement about each student's performance, identify the causal factors for poor performance, gaps in students learning, gaps in teaching, teaching and learning resource constraints, and general attitude towards learning. Evidence-based decisions can then be made regarding the interventions for closing the gaps to allow students to make the required progress towards meeting grade-level and national expectations.

### **Prepare Students' Performance Reports**

Reporting of students' performance and progress towards the attainment of learning standards is an essential part of SBC assessment. Results of students' performance should be communicated to particularly the students and their parents to keep them informed of students' academic achievements and learning challenges as well as what needs to be done to enable the students' make positive progress towards meeting the proficiency standards and achieve the desired level of education quality. Teachers should use the information on the reporting of students' assessment results and the templates provided to report the results of students' learning.

### **Monitor Students' Progress Towards Meeting the National Content Standards and Grade-Level Benchmarks**

Monitoring of student's progress towards the attainment of learning standards is an essential component of standards-based assessment. It is an evidence-based process that involves the use of data from students' performance assessments to make informed judgements about students' learning and proficiency on the learning standards or their components, identify gaps in students' learning and the causal factors, set clear learning improvement targets, and develop effective evidence-based strategies (including preplanning and reteaching of topics), set clear timeframes, and identify measures for measuring students' progress towards achieving the learning targets.

Teachers should use the teacher guide to help them use data from students' performance assessments to identify individual students' learning weaknesses and develop interventions, in collaboration with each student and his/her parents or guardians, to address the weaknesses and monitor their progress towards meeting the agreed learning goals.

### **Develop Additional Benchmarks**

Teachers can develop additional benchmarks using the examples in the teacher guide to meet the learning needs of their students and local communities. However, these benchmarks will not be nationally assessed as these are not comparable. They are not allowed to set their own content standards or manipulate the existing ones. The setting of national content standards is done at the national level to ensure that required learning standards are maintained and monitored to sustain the required level of education quality.



## **Avoid Standardisation**

*The implementation of English curriculum must not be standardised.* SBC does not mean that the content, lesson objectives, teaching and learning strategies, and assessment are standardised. This is a misconception and any attempt to standardise the components of curriculum without due consideration of the teaching and learning contexts, children's backgrounds and experiences, and different abilities and learning styles of children will be counterproductive. It will hinder students from achieving the expected proficiency standards and hence, high academic standards and the desired level of education quality. That is, they should not be applied across all contexts and with all students, without considering the educational needs and the characteristics of each context. Teachers must use innovative, creative, culturally relevant, and differentiated teaching and learning approaches to teach the curriculum and enable their students to achieve the national content standards and grade-level benchmarks. And enable all students to experience success in learning the curriculum and achieve high academic standards.

What is provided in the syllabus and teacher guide are not fixed and cannot be changed. Teachers should use the information and examples provide in the syllabus and the teacher to guide them to develop, select, and use grade, context, and learner appropriate content, learning objectives, teaching and learning strategies, and performance assessment and standards. SBC is evidence-based hence decisions about the content, learning outcomes, teaching and learning strategies, students' performance, and learning interventions should be based on evidence. Teaching and learning should be continuously improved and effectively targeted using evidence from students' assessment and other sources.

# Syllabus and Teacher Guide Alignment

## *What Teachers Should Know*

A teacher guide is a framework that describes how to translate the content standards and benchmarks (learning standards) outlined in the syllabus into units and topics, learning objectives, lesson plans, teaching and learning strategies, performance assessment, and measures for measuring students' performance (performance standards). It expands the content overview and describes how this content - identified in the content standards and their components (essential knowledge, skills, values or attitudes) – can be translated into meaningful and evidence-based teaching topics and learning objectives for lesson planning, instruction and assessment. Grade 12 English comprises of grade 11 & 12 syllabus and grade 12 teacher guide. These two documents are closely aligned, complimentary and mutually beneficial. They should be used together to plan lessons, teach relevant content, and assess the levels of students' proficiency. They are essential focal points for teaching and learning the essential English knowledge, skills, values and attitudes.

Figure 1: **Syllabus and teacher guide alignment**

Syllabus	Teacher Guide
<p><b>(Outlines the ultimate aim and goals, and what to teach and why teach it)</b></p> <ul style="list-style-type: none"> <li>• Aim and goals of SBE and SBC</li> <li>• Overarching and SBC principles</li> <li>• Content overview</li> <li>• Core curriculum</li> <li>• Essential knowledge, skills, values and attitudes</li> <li>• Strands and sub-strands</li> <li>• Evidence outcomes</li> <li>• Content standards and grade-level benchmarks</li> <li>• Overview of assessment, evaluation, and reporting</li> </ul>	<p><b>(Describes how to plan, teach, and assess students' performance)</b></p> <ul style="list-style-type: none"> <li>• Align all elements of PNG SBC</li> <li>• Determine topics for lesson planning, instruction and assessment</li> <li>• Formulate learning objectives</li> <li>• Plan SBC lesson plans</li> <li>• Select teaching and learning strategies</li> <li>• Implement SBC assessment and evaluation</li> <li>• Implement SBC reporting and monitoring</li> </ul>

Teacher guide should be used in conjunction with the syllabus. These two documents are closely aligned and complimentary. Teachers should use both documents when planning, teaching and assessing grade 12 English content. Syllabus outlines the ultimate aim and goals of SBE and SBC, what is to be taught and why it should be learned by students, the underlying principles and articulates the learning and proficiency standards that all students are expected to attain. On the other hand, the teacher guide expands on what is outlined in the syllabus by describing the approaches or the how of planning, teaching, learning, and assessing the content so that the intended learning outcomes are achieved. It also

describes and provide examples of how to evaluate and report on students' attainment of the learning standards, and use evidence from the assessment of students' performance to develop evidence-based interventions to assist students who are making slow progress towards meeting the expected proficiency levels to improve their performance. Teachers will extract information from the syllabus (e.g., content standards and grade-level benchmarks) for lesson planning, instruction and assessment.

# Learning and Performance Standards

Standards-Based Education (SBE) and SBE are underpinned by the notion of quality. Standards define the expected level of education quality that all students should achieve at a particular point in their schooling. Students' progression and achievement of education standard(s) are measured using performance standards or criteria to determine their demonstration or performance on significant aspects of the standards and therefore their levels of proficiency or competency. When they are judged to have attained proficiency on a content standard or benchmark or components of these standards, they are then deemed to have met the standard(s) that is, achieved the intended level of education quality.

Content standards, benchmarks, and learning objectives are called learning standards while performance and proficiency standards (evidence outcomes) can be categorised as performance standards. These standards are used to measure students' performance, proficiency, progression and achievement of the desired level of education quality. Teachers are expected to understand and use these standards for lesson planning, instruction and assessment.

## Content Standards

Content standards are evidence-based, rigorous and comparable regionally and globally. They have been formulated to target critical social, economic, political, cultural, environment, and employable skills gaps identified from a situational analysis. They were developed using examples and experiences from other countries and best practice, and contextualized to PNG contexts.

Content standards describe what **(content - knowledge, skills, values, and attitudes)** all students are expected to know and do **(how well students must learn and apply what is set out in the content standards)** at each grade-level before proceeding to the next grade. These standards are set at the national level and thus cannot be edited or changed by anyone except the National Subject-Based Standards Councils. Content Standards:

- are evidenced-based;
- are rigorous and comparable to regional and global standards;
- are set at the national level;
- state or describe the expected levels of quality or achievement;
- are clear, measurable and attainable;
- are linked to and aligned with the ultimate aim and goals of SBE and SBC and overarching and SBC principles;
- delineate what matters, provide clear expectations of what students should progressively learn and achieve in school, and guide lesson planning, instruction, assessment;

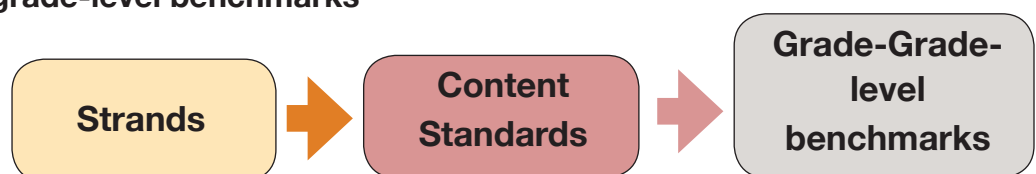
- comprise knowledge, skills, values, and attitudes that are the basis for quality education;
- provide teachers a clear basis for planning, teaching, and assessing lessons;
- provides provinces, districts, and schools with a clear focus on how to develop and organise their instruction and assessment programs as well as the content that they will include in their curriculum.

## Benchmarks

Benchmarks are derived from the content standards and benchmarked at the grade-level. Benchmarks are specific statements of what students should know (i.e., essential knowledge, skills, values or attitudes) at a specific grade-level or school level. They provide the basis for measuring students' attainment a content standard as well as progress to the next grade of schooling. Grade-level benchmarks:

- are evidenced-based;
- are rigorous and comparable to regional and global standards;
- are set at the grade level;
- are linked to the national content standards;
- are clear, measurable, observable and attainable;
- articulate grade level expectations of what students are able to demonstrate to indicate that they are making progress towards attaining the national content standards;
- provide teachers a clear basis for planning, teaching, and assessing lessons;
- state clearly what students should do with what they have learned at the end of each school-level;
- enable students' progress towards the attainment of national content standards to be measured, and
- enable PNG students' performance to be compared with the performance of PNG students with students in other countries.

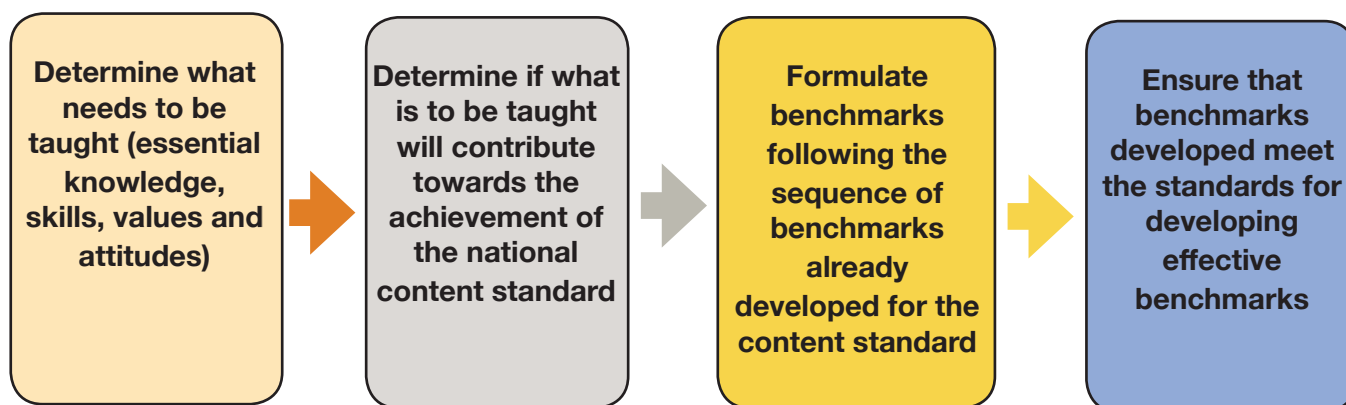
Figure 2: **Approach for setting national content standards and grade-level benchmarks**



## Development of Additional Benchmarks

Teachers should develop additional benchmarks to meet the learning needs of their students. They should engage their students to learn about local, provincial, national and global issues that have not been catered for in the grade-level benchmarks but are important and can enhance students' understanding and application of the content. However, it is important to note that these benchmarks will not be nationally examined as they are not comparable. Only the benchmarks developed at the national level will be tested. This does not mean that teachers should not develop additional benchmarks. An innovative, reflect, creative and reflexive teacher will continuously reflect on his/her classroom practice and use evidence to provide challenging, relevant, and enjoyable learning opportunities for his/her students to build on the national expectations for students. Teachers should follow the following process when developing additional grade-level benchmarks.

Figure 3: **Benchmark development process**



## Learning Objectives

Learning or instructional Objectives are precise statements of educational intent. They are formulated using a significant aspect or a topic derived from the benchmark, and are aligned with the educational goals, content standards, benchmarks, and performance standards. Learning objectives are stated in outcomes language that describes the products or behaviours that will be provided by students. They are stated in terms of a measurable and observable student behaviour. For example, students will be able to identify all the main towards of PNG using a map.

## Performance Standards

Performance Standards are concrete statements of how well students must learn what is set out in the content standards, often called the “**be able to do**” of “**what students should know and be able to do.**” Performance standards are the indicators of quality that specify how competent a students' demonstration or performance must be. They are explicit definitions of what students must do to demonstrate proficiency or competency at a specific level on the content standards. Performance standards:

- measure students' performance and proficiency **(using performance indicators)** in the use of a specific knowledge, skill, value, or attitude in real life or related situations
- provide the basis **(performance indicators)** for evaluating, reporting and monitoring students' level of proficiency in use of a specific knowledge, skills, value, or attitude
- are used to plan for individual instruction to help students not yet meeting expectations **(desired level of mastery and proficiency)** to make adequate progress towards the full attainment of benchmarks and content standards
- are used as the basis for measuring students' progress towards meeting grade-level benchmarks and content standards

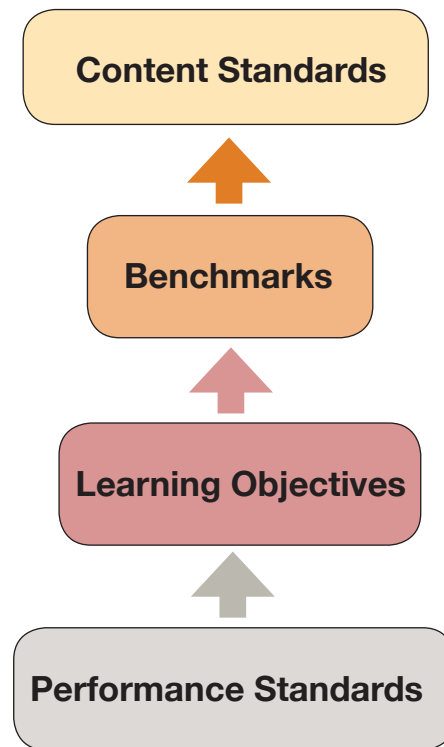
### Proficiency Standards

Proficiency standards describe what all students in a particular grade or school level can do at the end of a strand, sub-strand or unit. These standards are sometimes called evidence outcomes because they indicate if students can actually apply or use what they have learnt in real life or similar situations. They are also categorized as benchmarks because that is what all students are expected to do before exiting a grade or are deemed ready for the next grade.

### Learning and Performance Standards Alignment

Content Standards, Benchmarks, learning objectives, and performance standards are very closely linked and aligned (see figure 4). There is a close linear relationship between these standards. Students' performance on a significant aspect of a benchmark (knowledge, skill, value, or attitude) is measured against a set of performance standards or criteria to determine their level of proficiency using performance assessment. Using the evidence from the performance assessment, individual student's proficiency on the aspect of the benchmark assessed and progression towards meeting the benchmark and hence the content standard are then determined.

Figure 4: **Content standards, benchmarks, learning objectives and performance standards alignment**



Effective alignment of these learning standards and all the other components of PNG SBE and SBC (ultimate aim and goals, overarching, SBC and subject-based principles, core curriculum, STEAM, and cognitive, high level, and 21<sup>st</sup> century skills) is not only critical but is also key to the achievement of high academic standards by all students and the intended level of education quality. It is essential that teachers know and can do standards alignment when planning, teaching, and assessing students' performance so that they can effectively guide their students towards meeting the grade-level benchmarks (grade expectations) and subsequently the content standards (national expectations).



# Core Curriculum

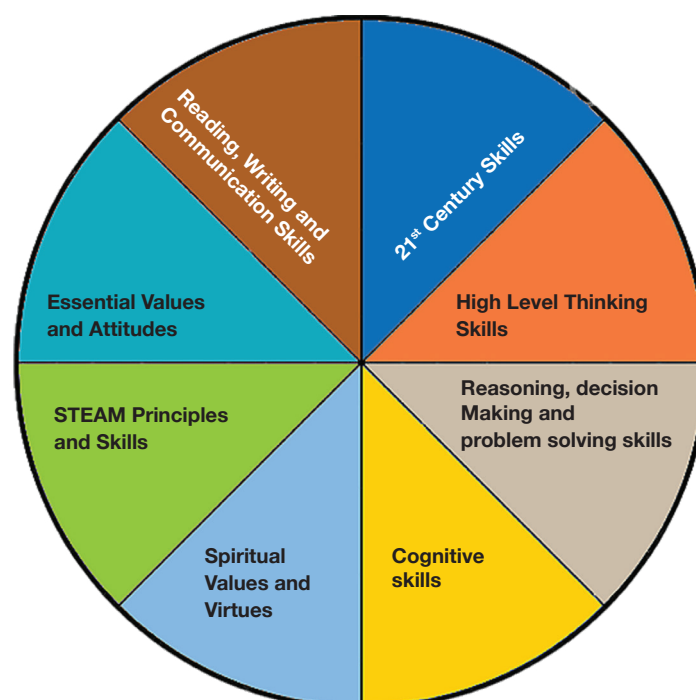
A core set of common learnings (knowledge, skills, values, and attitudes) are integrated into the content standards and grade-level benchmarks for all subjects. This is to equip all students with the most essential and in-demand knowledge, skills, and dispositions they will need to be successful in modern/postmodern work places, higher-education programs and to be productive, responsible, considerate, and harmonious citizens. Common set of learnings are spirally sequenced from Preparatory - Grade 12 to deepen the scope and increase the level of difficulty in the learning activities so that what is learned is reinforced at different grade levels.

The core curriculum includes:

- cognitive (thinking) skills (refer to the syllabus for a list of these skills);
- reasoning, decision-making and problem-solving skills
- high level thinking skills (analysis, synthesis and evaluation skills);
- 21<sup>st</sup> century skills (refer to illustrative list in *Appendix 4*);
- reading, writing and communication skills (literacy skills);
- STEAM principles and skills;
- essential values and attitudes (core personal and social values, and sustaining values), and
- spiritual values and virtues

The essential knowledge, skills, values and attitudes comprising the core curriculum are interwoven and provide an essential and holistic framework for preparing all students for careers, higher education and citizenship.

Figure 5: **Core curriculum.**



All teachers are expected to include the core learnings in their lesson planning, teaching, and assessment of students **in all their lessons**. They are expected to foster, promote and model the essential values and attitudes as well as the spiritual values and virtues in their conduct, practice, appearance, their relationships and in their professional and personal lives. In addition, teachers are expected to mentor, mould and shape each student to evolve and possess the qualities envisioned by society.

Core values and attitudes must not be taught in the classroom only, they must also be demonstrated by students in real life or related situations inside and outside of the classroom, at home, and in everyday life. Likewise, they must be promoted, fostered and modelled by the school community and its stakeholders, especially parents. A whole of school approach to values and attitudes teaching, promoting and modelling is critical to students and the whole school community internalising the core values and attitudes and making them habitual in their work and school place, and in everyday life. Be it work values, relationship values, peace values, health values, personal and social values, or religious values, teachers should give equal prominence to all common learnings in their lesson planning, teaching, assessment, and learning interventions. Common learnings must be at the heart of all teaching and extracurricular programs and activities.

# Science, Technology, Engineering, Arts, and Mathematics

STEAM education is an integrated, multidisciplinary approach to learning that uses science, technology, engineering, arts and mathematics as the basis for inquiring about how STEAM has and continues to change and impact the social, political, economic, cultural and environmental contexts and identifying and solving authentic (real life) natural and physical environment problems by integrating STEAM-based principles, cognitive, high level and 21<sup>st</sup> century skills and processes, and values and attitudes.

English is focused on both goals of STEAM rather than just the goal of problem-solving. This is to ensure that all students are provided opportunities to learn, integrate, and demonstrate proficiency on all essential STEAM principles, processes, skills, values and attitudes to prepare them for careers, higher education and citizenship.

## Objectives

Students will be able to:

- i. examine and use evidence to draw conclusions about how STEAM has and continues to change the social, political, economic, cultural and environmental contexts.
- ii. investigate and draw conclusions on the impact of STEAM solutions to problems on the social, political, economic, cultural and environmental contexts.
- iii. identify and solve problems using STEAM principles, skills, concepts, ideas and process.
- iv. identify, analyse and select the best solution to address a problem.
- v. build prototypes or models of solutions to problems.
- vi. replicate a problem solution by building models and explaining how the problem was or could be solved.
- vii. test and reflect on the best solution chosen to solve a problem.
- viii. collaborate with others on a problem and provide a report on the process of problem-solving used to solve the problem.
- ix. use skills and processes learnt from lessons to work on and complete STEAM projects.
- x. demonstrate STEAM principles, skills, processes, concepts and ideas through simulation and modelling.
- xi. explain the significance of values and attitudes in problem-solving.

## Content Overview

STEAM is a multidisciplinary and integrated approach to understanding how science, technology, engineering, arts and mathematics shape and are shaped by our material, intellectual, cultural, economic, social, political and environmental contexts. And for teaching students the essential in demand cognitive, high level and 21<sup>st</sup> century skills, values and attitudes, and empower them to effectively use these skills and predispositions to identify and solve problems relating to the natural and physical environments as well as the impact of STEAM-based solutions on human existence and livelihoods, and on the social, political, economic, cultural, and environmental systems.

STEAM disciplines have and continue to shape the way we perceive knowledge and reality, think and act, our values, attitudes, and behaviors, and the way we relate to each other and the environment. Most of the things we enjoy and consume are developed using STEAM principles, skills, process, concepts and ideas. Things humans used and enjoyed in the past and at present are developed by scientists, technologists, engineers, artists and mathematicians to address particular human needs and wants. Overtime, more needs were identified and more products were developed to meet the ever changing and evolving human needs. What is produced and used is continuously reflected upon, evaluated, redesigned, and improved to make it more advanced, multipurpose, fit for purpose, and targeted towards not only improving the prevailing social, political, economic, cultural and environmental conditions but also to effectively respond to the evolving and changing dynamics of human needs and wants. And, at the same time, solutions to human problems and needs are being investigated and designed to address problems that are yet to be addressed and concurred. This is an evolving and ongoing problem-solving process that integrates cognitive, high level, and 21<sup>st</sup> century skills, and appropriate values and attitudes.

STEAM is a significant framework and focal point for teaching and guiding students to learn, master and use a broad range of skills and processes required to meet the skills demands of PNG and the 21<sup>st</sup> century. The skills that students will learn will reflect the demands that will be placed upon them in a complex, competitive, knowledge-based, information-age, technology-driven economy and society. These skills include cognitive (critical, synthetic, creative, reasoning, decision-making, and problem-solving) skills, high level (analysis, synthesis and evaluation) skills and 21<sup>st</sup> century skills (*see Appendix*). Knowledge-based, information, and technology driven economies require knowledge workers not technicians. Knowledge workers are lifelong learners, are problem solvers, innovators, creators, critical and creative thinkers, reflective practitioners, researchers (knowledge producers rather than knowledge consumers), solutions seekers, outcomes oriented, evidence-based decision makers, and enablers of improved and better outcomes for all.

STEAM focuses on the skills and processes of problem-solving. These skills and processes are at the heart of the STEAM movement and approach to not only problem-solving and providing evidence-based

solutions but also the development and use of other essential cognitive, high level and 21<sup>st</sup> century skills. These skills are intertwined and used simultaneously to gain a broader understanding of the problems to enable creative, innovative, contextually relevant, and best solutions to be developed and implemented to solve the problems and attain the desired outcomes. It is assumed that by teaching students STEAM-based problem-solving skills and providing learning opportunities inside and outside the classroom will motivate more of them to pursue careers and academic programs in STEAM related fields thus, closing the skills gaps and providing a pool of cadre of workers required by technology, engineering, science, and mathematics-oriented industries.

Although, STEAM focuses on the development and application of skills in authentic (real life) contexts, for example the use of problem-solving skills to identify and solve problems relating to the natural and physical worlds, it does not take into account the significant influence values and attitudes have on the entire process of problem-solving. Values and attitudes are intertwined with knowledge and skills. Knowledge, skills, values and attitudes are inseparable. Decisions about skills and processes of skills development and application are influenced by values and attitudes (mindset) that people hold. In the same light, the use of STEAM principles, processes and skills to solve problems in order to achieve the outcomes envisaged by society are influenced by values and the mindset of those who have identified and investigated the problem as well as those who are affected by the problem and will benefit from the outcome.

## **STEAM Problem-solving Methods and Approaches**

Problem-solving involves the use of problem-solving methods and processes to identify and define a problem, gather information to understand its causes, draw conclusions, and use the evidence to design and implement solutions to address it. Even though there are many different problem-solving methods and approaches, they share some of the steps of problem-solving, for example:

- identifying the problem;
- understanding the problem by collecting data;
- analyse and interpret the data;
- draw conclusions;
- use data to consider possible solutions;
- select the best solution;
- test the effectiveness of the solution by trialling and evaluating it, and
- review and improve the solution.

STEAM problem-solving processes go from simple and technical to advance and knowledge-based processes. However, regardless of the type of process used, students should be provided opportunities to learn the essential principles and processes of problem-solving and, more significantly, to design and create a product that addressed a real

problem and meets a human need. The following are some of the STEAM problem-solving processes.

## **Engineering and Technology Problem-solving Methods and Approaches**

Engineering and technology problem-solving methods are used to identify and solve problems relating to the physical world using the design process. The following are some of the methods and approaches used to solve engineering and technology related problems.

### **Parts Substitution**

Most basic of the problem-solving methods. It simply requires the parts to be substituted until the problem is solved.

### **Diagnostics**

After identifying a problem, the technician would run tests to pinpoint the fault. The test results would be used either as a guide for further testing or for replacement of a part, which also need to be tested. This process continues until the solution is found and the device is operating properly.

### **Troubleshooting**

Troubleshooting is a form of problem-solving, often applied to repair failed products or processes.

### **Reverse Engineering**

Reverse engineering is the process of discovering the technological principles underlying the design of a device by taking the device apart, or carefully tracing its workings or its circuitry. It is useful when students are attempting to build something for which they have no formal drawings or schematics.

### **Divide and Conquer**

Divide and conquer is the technique of breaking down a problem into sub-problems, then breaking the sub-problems down even further until each of them is simple enough to be solved. Divide and conquer may be applied to all groups of students to tackle sub-problems of a larger problem, or when a problem is so large that its solution cannot be visualised without breaking it down into smaller components.

### **Extreme Cases**

Considering “extreme cases” – envisioning the problem in a greatly exaggerated or greatly simplified form, or testing using extreme condition – can often help to pinpoint a problem. An example of the extreme-case method is purposely inputting an extremely high number to test a computer program.

## Trial and Error

The trial and error method involves trying different approaches until a solution is found. It is often used as a last resort when other methods have been exhausted.

## Engineering Design Process

Technological fields use the engineering design process to identify and define the problem or challenge, investigate the problem, collect and analyse data, and use the data to formulate potential solutions to the problem, analyse each of the solutions in terms its strengths and weaknesses, and choose the best solution to solve the problem. It is an open-ended problem-solving process that involves the full planning and development of products or services to meet identified needs. It involves a sequence of steps such as the following:

- Analyse the context and background, and clearly define the problem.
- Conduct research to determine design criteria, financial or other constraints, and availability of materials.
- Generate ideas for potential solutions, using processes such as brainstorming and sketching.
- Choose the best solution.
- Build a prototype or model.
- Test and evaluate the solution.
- Repeat steps as necessary to modify the design or correct faults.
- Reflect and report on the process.

These steps are shown in figure 6.

Figure 6: **Engineering design process**



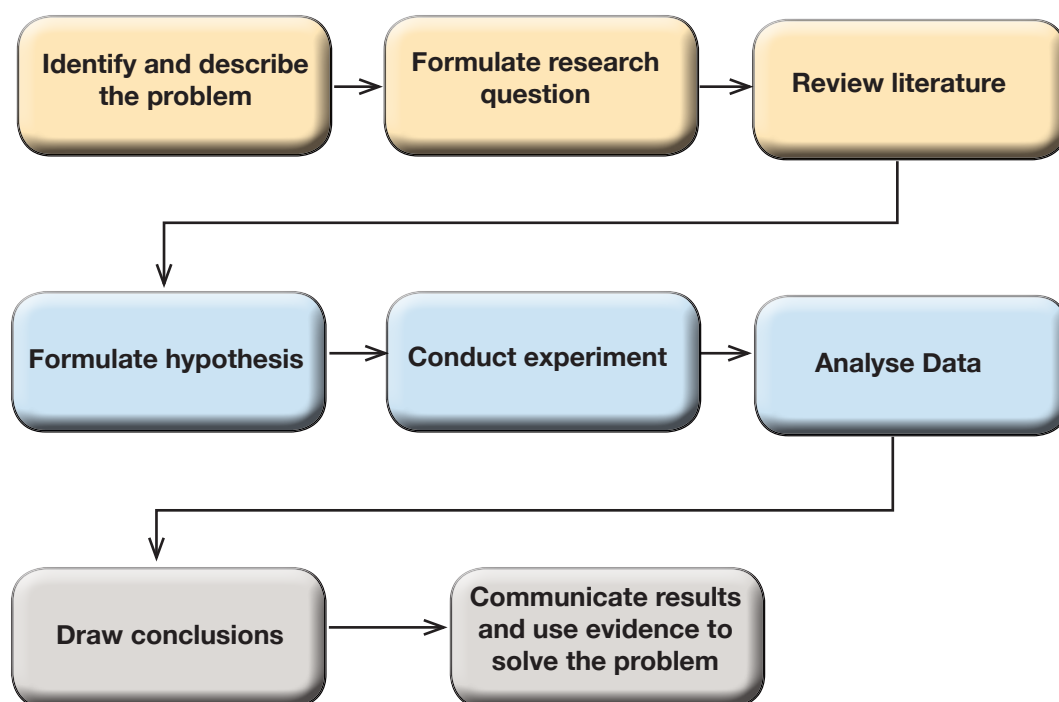
## The Scientific Method and Approach to Problem-solving

Science uses predominantly the quantitative-scientific inquiry process to investigate, understand, and make informed decisions about problems relating to the natural world. The steps in the process vary, depending on the purpose of the inquiry and the types of questions asked. There are six basic science process skills:

- Observation
- Communication
- Classification
- Measurement
- Inference
- Prediction

These processes are at the heart of the scientific inquiry and problem-solving process.

Figure 7: The process of scientific inquiry



The above steps should be taught and demonstrated by students separately and jointly before they implement the inquiry process. Students should be guided through every step of the process so that they can explain it and its importance, and use the steps and the whole process proficiently to identify, investigate and solve problems. A brief explanation and examples of each step are provided below to help teachers plan and teach each step. Students should be provided with opportunities to practice and reflect on each step until they demonstrate the expected level of proficiency before moving on to the next one.



**Step 1: Identify and describe the problem**

Problems are identified mainly from observations and the use of the five senses – smell, sight, sound, touch and taste. Students should be guided and provided opportunities to identify natural and physical environment problems using their five senses and describe what the problem is and its likely causes.

**Example: Observation**

- When I turn on a flashlight using the on/off switch, light comes out of one end.

**Step 2: Formulate research question**

After the problem is identified and described, the question to be answered is then formulated. This question will guide the scientist in conducting research and experiments.

**Example: Question**

- What makes light come out of a flashlight when I turn it on?

**Step 3: Review literature**

It is more likely that the research problem and question have already been investigated and reported by someone. Therefore, after asking the question, the scientist spends some time reading and reviewing papers and books on past research and discussions to learn more about the problem and the question asked to prepare her for his own research. Conducting literature review helps the scientist to better understand his/her research problem, refine the research question and decide on experiment/research approach before the experiment is conducted,

**Example: Literature review**

- The scientist may look in the flashlight's instruction manual for tips or conduct online search on how flashlights work using the manufacturer's or relevant websites. Scientist may even analyse information and past experiments or discoveries regarding the relationship between energy and light.

**Step 4: Formulate hypothesis**

With a question in mind, the researcher decides on what he/she wants to test (The question may have changed as a result of the literature review). The research will clearly state what he/she wants to find out by carrying out the experiment. He/she will make an educated guess that could answer the question or explain the problem. This statement is called a hypothesis. A hypothesis guides the experiment and must be testable.

**Example: Hypothesis**

- The batteries inside a flashlight give it energy to produce light when the flashlight is turned on.

**Step 5: Conduct experiment**

This step involves the design and conduct of experiment to test the hypothesis. Remember, a hypothesis is only an educated guess (a possible explanation), so it cannot be considered valid until an experiment verifies that it is valid.

**Example: Experimental Procedure**

1. Remove the batteries from the flashlight, and try to turn it on using the on/off switch.

*Result: The flashlight does not produce light*

2. Reinsert the batteries into the flashlight, and try to turn it on using the on/off switch.

*Result: The flashlight does produce light.*

3. Write down these results

In general, it is important to design an experiment to measure only on thing at a time. This way, the researcher knows that his/her results are directly related to the one thing he/she changed. If the experiment is not designed carefully, results may be confusing and will not tell the researcher anything about his/her hypothesis.

Researchers collect data while carryout their experiments. *Data* are pieces of information collected before, during, or after an experiment. To collect data, researchers read the measuring instruments carefully. Researchers record their data in notebooks, journals, or on a computer.

**Step 6: Analyse data**

Once the experiment is completed, the data is then analysed to determine the results. In addition, performing the experiment multiple times can be helpful in determining the credibility of the data.

**Example: Analysis**

- Record the results of the experiment in a table.
- Review the results that have been written down.

**Step 7: Draw conclusions**

If the hypothesis was testable and the experiment provided clear data, scientist can make a statement telling whether or not the hypothesis was correct. This statement is known as a conclusion. Conclusions must always be backed up by data. Therefore, scientists rely heavily on data so they can make an accurate conclusion.

- If the data support the hypothesis, then the hypothesis is considered correct or valid.
- If the data do not support the hypothesis, the hypothesis is considered incorrect or invalid.

**Example: Valid Hypothesis**

- The flashlight did not produce light without batteries. The flashlight did produce light when batteries were inserted. Therefore, the hypothesis that batteries give the flashlight energy to produce light is valid, given that no changes are made to the flashlight during the experiment.

**Example: Invalid Hypothesis**

- The flashlight did NOT produce light when the batteries were inserted. Therefore, the hypothesis that batteries give the flashlight energy to produce light is invalid. In this case, the hypothesis would have to be modified to say something like, “The batteries inside a flashlight give it energy to produce light when the batteries are in the correct order and when the flashlight is turned on.” Then, another experiment would be conducted to test the new hypothesis.

An invalid hypothesis is not a bad thing! Scientists learn something from both valid and invalid hypotheses. If a hypothesis is invalid, it must be rejected or modified. This gives scientists an opportunity to look at the initial observation in a new way. They may start over with a new hypothesis and conduct a new experiment. Doing so is simply the process of scientific inquiry and learning.

**Step 8: Communicate findings**

Scientists generally tell others what they have learned. Communication is a very important component of scientific progress and problem solving. It gives other people a chance to learn more and improve their own thinking and experiments. Many scientists’ greatest breakthroughs would not have been possible without published communication or results from previous experimentation.

Every experiment yields new findings and conclusions. By documenting both the successes and failures of scientific inquiry in journals, speeches, or other documents, scientists are contributing information that will serve as a basis for future research and for solving problems relating to both the natural and physical worlds. Therefore, communication of investigative findings is an important step in future scientific discovery and in solving social, political, economic, cultural, and environmental problems.

**Example: Communication of findings**

- Write your findings in a report or an article and share it with others, or present your findings to a group of people. **Your work may guide someone else’s research on creating alternative energy sources to generate light, additional uses for battery power, etc.**

## Artistic Design

Science uses predominantly the quantitative-scientific inquiry process to investigate, understand, and make informed decisions about problems. The steps in the process vary, depending on the purpose of the inquiry and the types of questions asked. There are six basic science process skills:

The equipping and enabling of students to become proficient in a broad range of STEAM skills, processes and predispositions can also lead to the attainment of many other societal goals, including national and global development goals and aspirations. These goals include:

- sustainability goals;
- peaceful related goals;
- work related goals;
- academic goals;
- relationship goals;
- health goals;
- adoption and internalisation of values and attitudes accepted by society, and
- improved social, political, economic outcomes.

Even though the original purpose and the drive of STEAM was to develop a pathway to engage students in learning about, experiencing, and applying STEAM skills in real life situations to motivate and hopefully get them to pursue careers in STEAM related fields and undertake STEAM related higher education programs to meet the demand for STEAM workers, STEAM education can also be used to teach and engage students in study more broadly the impact of STEAM on the social, economic, political, intellectual, cultural and environmental contexts. This line of inquiry is more enriching, exciting, empowering and transformative.

### STEAM-Based Lesson planning

Effective STEAM lesson planning is key to the achievement of expected STEAM outcomes. STEAM skills can be planned and taught using separate STEAM-based lesson plans or integrated into the standards-based lesson plans. To effectively do this, teachers should know how to write effective standards and STEAM-based lesson plans.

#### *Developing STEAM-based Lesson Plans*

An example of a standards-based lesson plan is provided in Appendix? Teachers should use this to guide them to integrate STEAM content and teaching, learning and assessment strategies into their standards-based lesson plans.

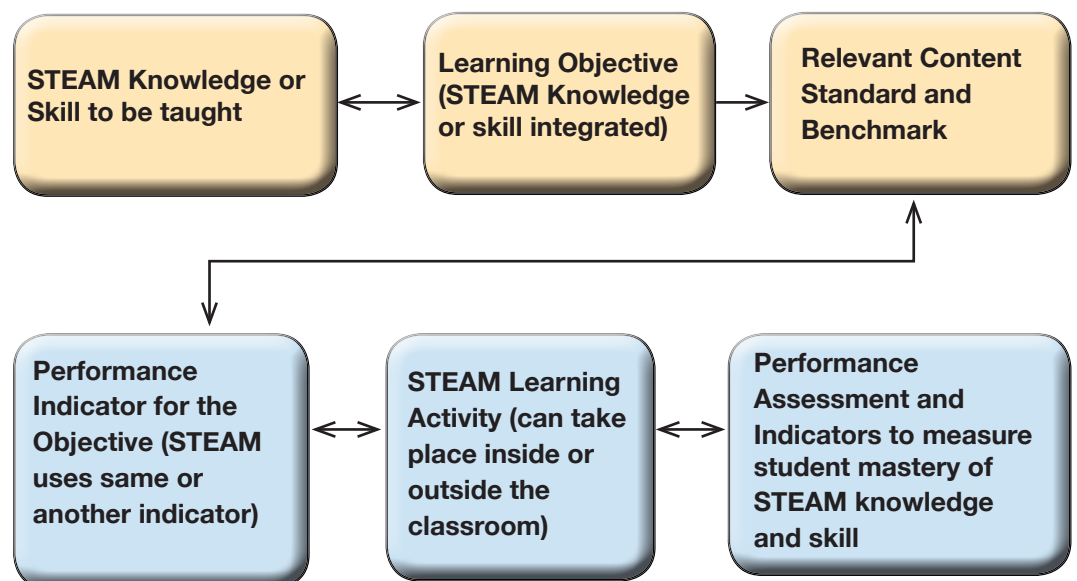
### *Integration of STEAM problem-solving skills into standards-based lesson plans*

Knowing how to integrate STEAM problem-solving skills, principles, values and attitudes as well as STEAM teaching, learning, and assessment strategies into standards-based lesson plans is essential for achieving the desired STEAM learning outcomes. When integrating STEAM problem-solving skills into the standards-based lesson plans, teachers should ensure that these skills are not only effectively aligned to the learning objective and performance standards, they must also be effectively taught and assessed.

STEAM principles and problem-solving skills are integrated into the content standards and grade-level benchmarks. A list of these skills, including 21<sup>st</sup> century skills, is provided in the grades 11 and 12 syllabus. Teachers should ensure that these skills are integrated in their standards-based lesson plans, taught and assessed to determine students' level of proficiency on each skill or specific components of the skill. Teachers should use the following process as guide to integrate STEAM principles and problem-solving skills into the standards-based lesson plans.

Teachers are expected to integrate the essential STEAM principles, processes, skills, values and attitudes described in the grade 12 benchmarks when formulating their standards-based lesson plans. Opportunities should be provided inside and outside of the classroom for students to learn, explore, model and apply what they learn in real life or related situations. These learning experiences will enable students to develop a deeper understanding of STEAM principles, processes, skills, values and attitudes and appreciate their application in real life to solve problems.

**Figure 8: Process for integrating STEAM principles and problem-solving skills into standards-based lessons**



Teachers should follow the following steps when integrating STEAM problem-solving principles and skills into their standards-based lesson plans.

- Step 1:** Identify the STEAM knowledge or skill to be taught (From the table of KSVAs for each content standard and benchmark). This could already be captured in the learning objective stated in the standards-based lesson plan.
- Step 2:** Develop and include a performance standard or indicator for measuring student mastery of the STEAM knowledge or skill (e.g. level of acceptable competency or proficiency) if this is different from the one already stated in the lesson plan.
- Step 3:** Develop student learning activity (An activity that will provide students the opportunity to apply the STEAM knowledge or skill specified by the learning objective and appropriate statement of the standards). Activity can take place inside or outside of the classroom, and during or after school hours.
- Step 4:** Develop and use performance descriptors (standards or indicators) to analyse students' STEAM related behaviours and products (results or outcomes), which provide evidence that the student has acquired and mastered the knowledge or skill of the learning objective specified by the indicator(s) of the standard(s)

## STEAM Teaching Strategies

STEAM education takes place in both formal and informal classroom settings. It takes place during and after school hours. It is a continuous process of inquiry, data analysis, making decisions about interventions, and implementing and monitoring interventions for improvements.

There are a variety of STEAM teaching strategies. However, teaching strategies selected must enable teachers to guide students to use the engineering and artistic design processes to identify and solve natural and physical environment problems by designing prototypes and testing and refining them to effectively mitigate the problems identified. The following are some of the strategies that could be used to utilise the STEAM approach to solve problems and coming up with technological solutions.

*Inquiry-Based Learning*

*Problem-Based Learning*

*Project-based Learning,*

*Collaborative Learning*

Collaborative learning involves individuals from different STEAM disciplines and expertise in a variety of STEAM problem-solving approaches working together and sharing their expertise and experiences to inquire into and solve a problem.

Teachers should plan to provide students opportunities to work in collaboration and partnership with experts and practitioners engaged in STEAM related careers or disciplines to learn first-hand about how STEAM related skills, processes, concepts, and ideas are applied in real life to solve problems created by natural and physical environments. Collaborative learning experiences can be provided after school or during school holidays to enable students to work with STEAM experts and practitioners to inquiry and solve problems by developing creative, innovative and sustainable solutions. Providing real life experiences and lessons, e.g., by involving students to actually solve a scientific, technological, engineering, or mathematical, or Arts problem, would probably spark their interest in a STEAM career path. Developing STEAM partnerships with external stakeholders e.g., high education institutions, private sector, research and development institutions, and volunteer and community development organizations can enhance students' learning and application of STEAM problem-solving principles and skills.

*Participatory Learning*

*Group-Based Learning*

*Task Oriented Learning*

*Action Learning*

*Experiential Learning*

*Modelling*

*Simulation*

## **STEAM Learning Strategies**

Teachers should include in their lesson plans STEAM learning activities. These activities should be aligned to principle or a skill planned for students to learn and demonstrate proficiency on at the end of the lesson. to expose students to STEAM and giving them opportunities to explore STEAM-related concepts, they will develop a passion for it and, hopefully, pursue a job in a STEAM field. Providing real life experiences and lessons, e.g., by involving students to actually solve a scientific, technological, engineering, or mathematical, or Arts problem, would probably spark their interest in a STEAM career path. This is the theory behind STEAM education.

## **STEAM-Based Assessment**

STEAM Assessment is no different to any other assessment except that STEAM assessment is focused on problem solving and is project-based. Project work challenges students to think beyond the boundaries of the classroom, helping them develop the skills, behaviors, and confidence necessary for success in the 21<sup>st</sup>-century.

STEAM assessments are authentic. The term “authentic assessment” is used to describe assessment that evaluates content knowledge as well as additional skills like creativity, collaboration, problem-solving, and

innovation. Authentic assessment documents the learning that occurs during the project-building process and considers the real-world skills of collaboration, problem solving, decision-making, and communication. Since project work requires students to apply knowledge and skills throughout the project-building process, the teacher will have many opportunities to assess work quality, understanding, and participation from the moment students begin working.



# Curriculum Integration

Today, there is a focus on an integrated curriculum. An integrated curriculum fuses subject areas, experiences, and real-life knowledge together to make a more fulfilling and tangible learning environment for students. It connects different areas of study by cutting across subject-matter lines and emphasizing unifying concepts. The focus is on making connections for students, allowing them to engage in relevant, meaningful activities that can be connected to real life. Simply put, it is all about making connections, whether to real life or across the disciplines, about skills or about knowledge.

## Benefits

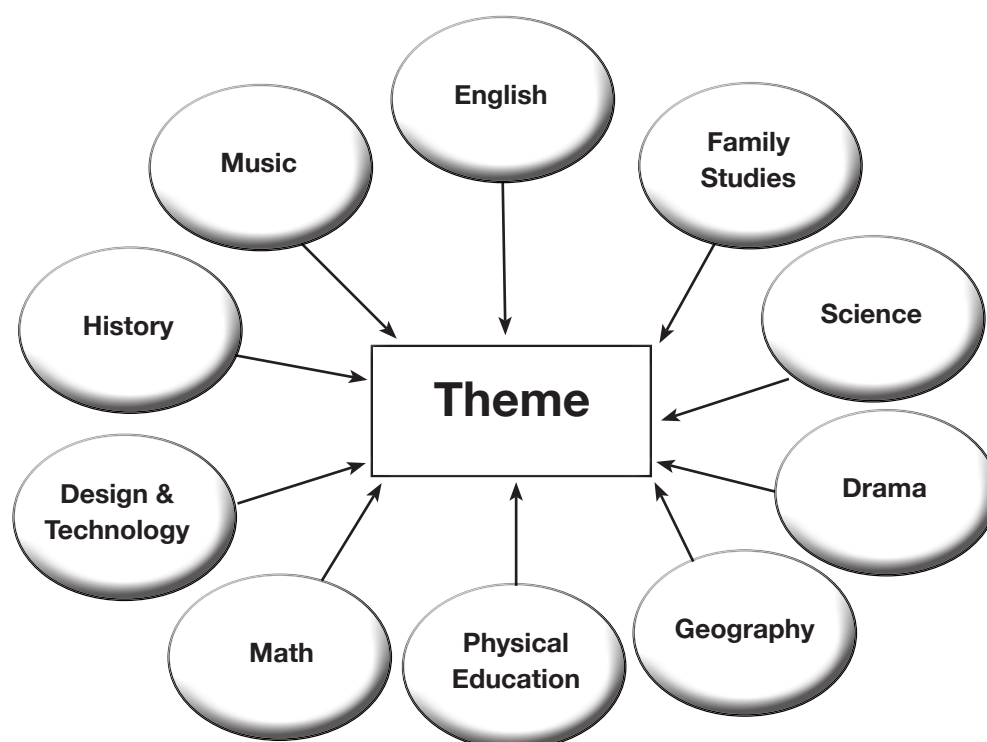
1. Students will not be taught in a vacuum, devoid of outside interaction and information, their connections between what they learn in school and the knowledge and experiences they have already had, play a large role in understanding concepts and retention of learning.
2. Students not only connect and create more real world connections in integrated classrooms, but they are also more actively engaged.
3. Integrated curriculum offers more repetition of information than to teach subjects in isolation. New information disappears if we do not repeat it because the capacity of memory is initially less than 30 seconds. However, by taking the information learned in the morning in one subject, and refreshing students' memories about this information later in the day, in a different subject study, they are much more likely to retain this knowledge

## Types of Approaches

### 1. Multidisciplinary Integration

Multidisciplinary approaches focus primarily on the disciplines. Teachers who use this approach organize standards from the disciplines around a theme. Figure 1.1 shows the relationship of different subjects to each other and to a common theme. There are many different ways to create multidisciplinary curriculum, and they tend to differ in the level of intensity of the integration effort. The following descriptions outline different approaches to the multidisciplinary perspective.

Figure 1.1. **The Multidisciplinary Approach**



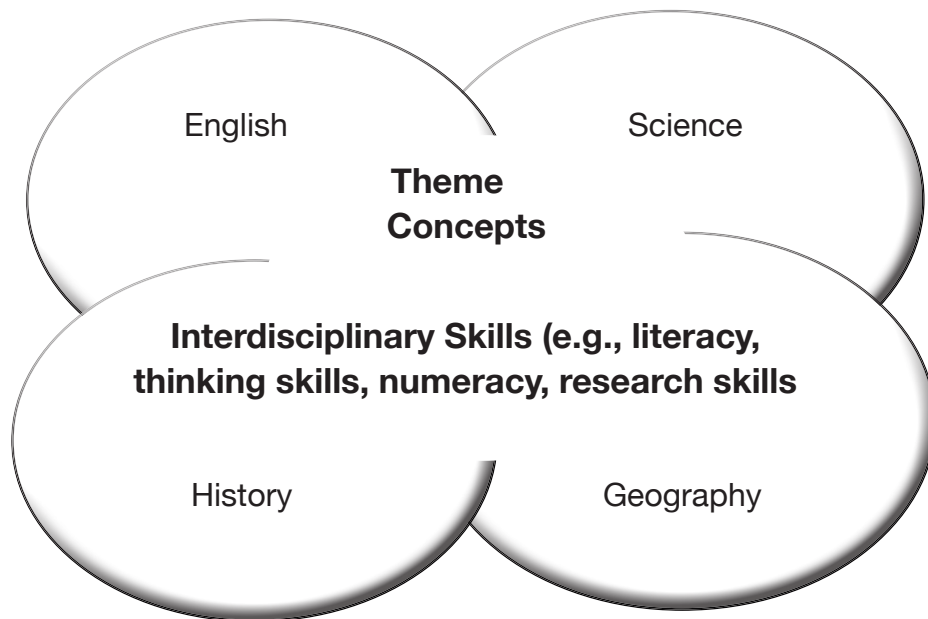
### 2. Interdisciplinary Approach

When teachers integrate the sub disciplines within a subject area, they are using an interdisciplinary approach. Integrating reading, writing, and oral communication in language arts is a common example. Teachers often integrate history, geography, economics, and government in an interdisciplinary social studies program. Integrated science integrates the perspectives of sub disciplines such as biology, chemistry, physics, and earth/space science. This type of interdisciplinary program is offered for middle school by the University of Alabama's Center for Communication and Educational Technology. Through this integration, teachers expect students to understand the connections between the different sub disciplines and their relationship to the real world. The program reports a positive impact on achievement for students who participate.

### 3. Interdisciplinary Integration

In this approach to integration, teachers organize the curriculum around common learning across disciplines. They chunk together the common learning embedded in the disciplines to emphasize interdisciplinary skills and concepts. The disciplines are identifiable, but they assume less importance than in the multidisciplinary approach. Figure 1.2 illustrates the interdisciplinary approach.

Figure 1.2. **The Interdisciplinary Approach**



## Essential Knowledge, Skills, Values, and Attitudes

Students' learning of the English language is based on their ability to master and demonstrate proficiency in the use of essential knowledge, processes, skills, values, and attitudes in real life or related situations.

Essential English knowledge, processes, skills, values, and attitudes have been integrated into the content standards and benchmarks. They will also be integrated into the performance standards. Teachers are expected to plan, teach, and assess these in their lessons.

Provided here are different types of English knowledge, processes, skills, values, and attitudes that all students are expected to learn and master in grade 12. These are expanded and deepened in scope and the level of difficulty and complexity are increased to enable students to study in-depth the subject content as they progress from grade 9 to the next.

### Reading:

- Textual evidence
- Inference
- Themes or central ideas of a text
- Complex account
- Objective summary (of the text).
- Author's choices
- Impact of the author's choices regarding how to develop and relate elements of a story or drama.
- Complex characters
- How complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- A variety of strategies to build comprehension
- Word and phrase meaning as used in the text.
- Figurative and connotative meanings (as used in the text).
- Impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- Text structure
- How an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
- Aesthetic impact.
- Grasping point of view.
- Literature (stories, dramas, and poems).

**Writing:**

- Stylistic and thematic elements of literary texts (that can be refined to engage or entertain an audience).
- Precise language and domain-specific vocabulary
- Appropriate transitions (to create cohesion and clarify the relationships among ideas and concepts).
- Informative/explanatory texts.
- Literary and narrative texts.
- Controlling idea in a paragraph.
- Descriptive and expressive language.
- Transition words, phrases, and clauses (to convey sequence and signal shifts from one-time frame or setting to another).
- Figurative and sensory language (to convey experiences and events).
- Literary and narrative techniques.
- Literary and/or narrative genres.
- A variety of stylistic devices to engage or entertain an audience.
- Content-specific language, style, tone, and text structure (to compose or adapt writing for different audiences and purposes).
- Writing process.
- Research techniques/skills.
- Argumentative text.

**Listening:**

- Multi-step oral directions.
- Main idea (of expository information).
- Brief, routine messages in familiar.
- Oral presentations.
- Speaker's attitude, mood, emotion and/or innuendo.
- Extended oral messages.
- Body language, tone and voice quality.
- Predictions.
- Extended spoken material.
- New vocabulary.

**Speaking:**

- Extended messages (in familiar or unfamiliar contexts).
- Main idea (of expository information, simple fiction read aloud, extended oral presentations)
- Extended oral presentations (via radio, video, television and other media).
- Speaker's attitude, mood, emotion and/or innuendo (in extended oral messages).
- Body language.
- Tone and voice quality.
- Predictions.
- Figurative meanings of words.
- Idiomatic phrases.
- Specialized vocabulary.
- Extended spoken material.

**Communication:**

- Speaker's perspective, tone, and style.
- Inferences.
- Predictions.
- The essentials of complex extended discourse in academic and professional settings.
- Cultural references.
- Lexical variations, idiomatic expressions, colloquialisms, and accents from different countries where English is spoken.
- Fictional works.
- Primary argument and supporting details in written texts.
- Context clues.
- Concrete and abstract topics.
- Types of discourse and registers.
- Language for all purposes.
- Narrative and informative presentations.
- Literature.
- Writing steps/styles.

**English Grammar:**

- Correct conventions.
- Informational texts.
- Expressive language.
- Command of the conventions of Standard English capitalization, punctuation, and spelling when writing descriptive texts.
- Language functions in different contexts.
- Figures of speech (e.g. hyperbole, paradox).
- Nuances.
- Irony.
- Metaphor.
- Anaphora.
- Similes.
- Onomatopoeia.

**Types of Processes**

**There are different types of processes and students are expected to utilise the different types of processes when studying English. The processes include:**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Problem-solving</li> <li>• Logical reasoning</li> <li>• Decision-making</li> <li>• Design process thinking</li> <li>• Engineering design process</li> <li>• Creative design process</li> <li>• Reflection</li> </ul> | <ul style="list-style-type: none"> <li>• Cyclic processes</li> <li>• Mapping (e.g. concept mapping)</li> <li>• Modelling</li> <li>• Simulating</li> <li>• Replicating</li> </ul> |
|---|--|

## Types of Skills

There are different types of skills. Students in grade 10 will be introduced to different types of English skills and are expected to master and demonstrate proficiency in these essential English skills. The skills include:

<p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>- Vocabulary</li> <li>- Reflection</li> <li>- Fact check</li> <li>- Compare and contrast</li> <li>- Supporting claims</li> <li>- Summarization</li> <li>- Identify main idea and details</li> <li>- Determine author's purpose</li> <li>- Identify cause and effect</li> <li>- Describe figurative language</li> <li>- Identify genre</li> <li>- Describe plot</li> <li>- Identify the point of view</li> <li>- Make predictions</li> <li>- Sequence events</li> <li>- Describe story structure</li> <li>- Identify explicit information in non-fiction text</li> <li>- Determine theme</li> <li>- Classify and categorise</li> <li>- Draw conclusions</li> <li>- Determine fact and opinion</li> </ul>	<p><b>Listening skills</b></p> <ul style="list-style-type: none"> <li>- Paraphrasing</li> <li>- Summarizing</li> <li>- Being attentive</li> <li>- Observing body language</li> <li>- Questioning</li> <li>- reflecting</li> <li>- Clarifying techniques</li> <li>- Self-awareness</li> <li>- Hearing content</li> <li>- Listening for feeling</li> </ul>	<p><b>Speaking skills</b></p> <ul style="list-style-type: none"> <li>- Fluency</li> <li>- Vocabulary</li> <li>- Grammar</li> <li>- Pronunciation</li> <li>- Body language</li> <li>- Facial expressions</li> <li>- Tone/volume</li> <li>- Confidence</li> <li>- Eye contact</li> <li>- Presentation</li> <li>- Interaction</li> <li>- Enthusiasm</li> </ul>
<p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>- Vocabulary</li> <li>- Reflection</li> <li>- Fact check</li> <li>- Compare and contrast</li> <li>- Supporting claims</li> <li>- Summarization</li> <li>- Identify main idea and details</li> <li>- Determine author's purpose</li> <li>- Identify cause and effect</li> <li>- Describe figurative language</li> <li>- Identify genre</li> <li>- Describe plot</li> <li>- Identify the point of view</li> <li>- Make predictions</li> <li>- Sequence events</li> <li>- Describe story structure</li> <li>- Identify explicit information in non-fiction text</li> <li>- Determine theme</li> <li>- Classify and categorise</li> <li>- Draw conclusions</li> <li>- Determine fact and opinion</li> </ul>	<p><b>Listening skills</b></p> <ul style="list-style-type: none"> <li>- Paraphrasing</li> <li>- Summarizing</li> <li>- Being attentive</li> <li>- Observing body language</li> <li>- Questioning</li> <li>- reflecting</li> <li>- Clarifying techniques</li> <li>- UPDATESelf-awareness</li> <li>- Hearing content</li> <li>- Listening for feeling</li> </ul>	<p><b>Speaking skills</b></p> <ul style="list-style-type: none"> <li>- Fluency</li> <li>- Vocabulary</li> <li>- Grammar</li> <li>- Pronunciation</li> <li>- Body language</li> <li>- Facial expressions</li> <li>- Tone/volume</li> <li>- Confidence</li> <li>- Eye contact</li> <li>- Presentation</li> <li>- Interaction</li> <li>- Enthusiasm</li> </ul>

<b>Writing skills</b>	<b>Communication skills</b>	<b>Grammar skills</b>
<ul style="list-style-type: none"> <li>- Comprehensibility</li> <li>- Fluency</li> <li>- Creativity</li> <li>- Main idea/point</li> <li>- Clear organisaton</li> <li>- Focused paragraphs</li> <li>- Concret, specific details</li> <li>- Neat presentation</li> <li>- Grammatical sentences</li> <li>- Correct spelling</li> <li>- Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>- Thinking</li> <li>- Listening</li> <li>- Speaking</li> <li>- Nonverbal</li> </ul>	<ul style="list-style-type: none"> <li>- Simple, Compound and complex sentences</li> <li>- Vocabulary</li> <li>- Spelling</li> <li>- Punctuation</li> <li>- Parts of speech</li> <li>- Tenses</li> </ul>

## Types of Values

Students learning the English language are also expected to master and demonstrate proficiency in essential core values in real life or related situations. The different types of values include:

### 1. Personal Values

<b>Core values</b>	<b>Sustaining values</b>
<ul style="list-style-type: none"> <li>• Sanctity of life</li> <li>• Truth</li> <li>• Aesthetics</li> <li>• Honesty</li> <li>• Human</li> <li>• Dignity</li> <li>• Rationality</li> <li>• Creativity</li> <li>• Courage</li> <li>• Liberty</li> <li>• Affectivity</li> <li>• Individuality</li> </ul>	<ul style="list-style-type: none"> <li>• Self-esteem</li> <li>• Self-reflection</li> <li>• Self-discipline</li> <li>• Self-cultivation</li> <li>• Principal morality</li> <li>• Self-determination</li> <li>• Openness</li> <li>• Independence</li> <li>• Simplicity</li> <li>• Integrity</li> <li>• Enterprise</li> <li>• Sensitivity</li> <li>• Modesty</li> <li>• Perseverance</li> </ul>



## 2. Social Values

Core values	Sustaining values
<ul style="list-style-type: none"> <li>• Equality</li> <li>• Kindness</li> <li>• Benevolence</li> <li>• Love</li> <li>• Freedom</li> <li>• Common good</li> <li>• Mutuality</li> <li>• Justice</li> <li>• Trust</li> <li>• Interdependence</li> <li>• Sustainability</li> <li>• Betterment of human kind</li> <li>• Empowerment</li> </ul>	<ul style="list-style-type: none"> <li>• Plurality</li> <li>• Due process of law</li> <li>• Democracy</li> <li>• Freedom and liberty</li> <li>• Common will</li> <li>• Patriotism</li> <li>• Tolerance</li> <li>• Gender equity and social inclusion</li> <li>• Equal opportunities</li> <li>• Culture and civilisation</li> <li>• Heritage</li> <li>• Human rights and responsibilities</li> <li>• Rationality</li> <li>• Sense of belonging</li> <li>• Solidarity</li> <li>• Peace and harmony</li> <li>• Safe and peaceful communities</li> </ul>

## Types of Attitudes

Attitudes - Ways of thinking and behaving, points of view	
<ul style="list-style-type: none"> <li>• Optimistic</li> <li>• Participatory</li> <li>• Critical</li> <li>• Creative</li> <li>• Appreciative</li> <li>• Empathetic</li> <li>• Caring and concerned</li> <li>• Positive</li> <li>• Confident</li> <li>• Cooperative</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible</li> <li>• Adaptable to change</li> <li>• Open-minded</li> <li>• Diligent</li> <li>• With a desire to learn</li> <li>• With respect for self, life, equality and excellence, evidence, fair play, rule of law, different ways of life, beliefs and opinions, and the environment.</li> </ul>

# Teaching and Learning Strategies

The classroom is a dynamic environment, bringing together students from different backgrounds with various abilities and personalities. Being an effective teacher therefore requires the implementation of creative and innovative teaching strategies in order to meet students' individual needs. Listed here are some effective teaching strategies that can help teacher capture students' attention and motivate them to learn. The list includes strategies for teaching students with disabilities too.

## a. Strategies for Direct Instruction

- Specify clear lesson objectives
- Teach directly to those objectives
- Make learning as concrete and meaningful as possible
- Provide relevant guided practice
- Provide independent practice
- Provide transfer practice activities.

## b. Strategies for Students with Disabilities

- Sequence – Break down the task, step by step prompts.
- Drill-repetition and practice-review – Daily testing of skills, repeated practice, daily feedback.
- Segment – Break down targeted skill into smaller units and then synthesize the parts into a whole.
- Direct question and response – Teacher asks process-related questions and/or content-related questions.
- Control the difficulty or processing demands of a task – Task is sequenced from easy to difficult and only necessary hints or probes are provided.
- Technology – Use a computer, structured text, flow charts to facilitate presentation, emphasis is on pictorial representations.
- Group Instruction – Instruction occurs in a small group, students and/or teacher interact with the group.
- Supplement teacher and peer involvement – Use homework, parents, or others to assist in instruction.
- Strategy clues – Reminders to use strategies or multi-steps, the teacher verbalizes problem-solving or procedures to solve, instruction uses think-aloud models.

Source: Swanson, H.L. (1999). Learning Disabilities Research and Practice, 14(3).

## 7 Effective Teaching Strategies For The Classroom

Whether you have been teaching two months or twenty years, it can be difficult to know which teaching strategies will work best with your students. As a teacher there is no 'one size fits all' solution, so here is a range of effective teaching strategies you can use to inspire your classroom practice.

## 1. Visualization

Bring dull academic concepts to life with visual and practical learning experiences, helping your students to understand how their schooling applies in the real world.

Examples include using the interactive whiteboard to display photos, audio clips and videos, as well as encouraging your students to get out of their seats with classroom experiments and local field trips.

## 2. Cooperative learning

Encourage students of mixed abilities to work together by promoting small group or whole class activities.

Through verbally expressing their ideas and responding to others your students will develop their self-confidence, as well as enhance their communication and critical thinking skills which are vital throughout life.

Solving mathematical puzzles, conducting scientific experiments and acting out short drama sketches are just a few examples of how cooperative learning can be incorporated into classroom lessons.

## 3. Inquiry-based instruction

Pose thought-provoking questions, which inspire your students to think for themselves and become more independent learners.

Encouraging students to ask questions and investigate their own ideas helps improve their problem-solving skills as well as gain a deeper understanding of academic concepts. Both of which are important life skills.

Inquiries can be science or math-based such as ‘why does my shadow change size?’ or ‘is the sum of two odd numbers always an even number?’. However, they can also be subjective and encourage students to express their unique views, e.g. ‘do poems have to rhyme?’ or ‘should all students wear uniform?’.

## 4. Differentiation

Differentiate your teaching by allocating tasks based on students’ abilities, to ensure no one gets left behind.

Assigning classroom activities according to students’ unique learning needs means individuals with higher academic capabilities are stretched and those who are struggling get the appropriate support.

This can involve handing out worksheets that vary in complexity to different groups of students, or setting up a range of workstations around the classroom which contain an assortment of tasks for students to choose from.

Moreover, using an educational tool such as Quizalize can save you hours of time because it automatically groups your students for you, so you can easily identify individual and whole class learning gaps ([click here to find out more](#)).

## 5. Technology in the classroom

Incorporating technology into your teaching is a great way to actively engage your students, especially as digital media surrounds young people in the 21<sup>st</sup> century.

Interactive whiteboards or mobile devices can be used to display images and videos, which helps students visualize new academic concepts. Learning can become more interactive when technology is used as students can physically engage during lessons as well as instantly research their ideas, which develops autonomy.

Mobile devices, such as iPads and/or tablets, can be used in the classroom for students to record results, take photos/videos or simply as a behaviour management technique. Plus, incorporating educational programmes such as Quizalize into your lesson plans is also a great way to make formative assessments fun and engaging.

## 6. Behaviour management

Implementing an effective behaviour management strategy is crucial to gain your students respect and ensure students have an equal chance of reaching their full potential.

Noisy, disruptive classrooms do not encourage a productive learning environment, therefore developing an atmosphere of mutual respect through a combination of discipline and reward can be beneficial for both you and your students.

Examples include fun and interactive reward charts for younger students, where individuals move up or down based on behaviour with the top student receiving a prize at the end of the week. 'Golden time' can also work for students of all ages, with a choice of various activities such as games or no homework in reward for their hard work.

## 7. Professional development

Engaging in regular professional development programmes is a great way to enhance teaching and learning in your classroom.

With educational policies constantly changing it is extremely useful to attend events where you can gain inspiration from other teachers and academics. It's also a great excuse to get out of the classroom and work alongside other teachers just like you!

Sessions can include learning about new educational technologies, online safety training, advice on how to use your teaching assistant(s) and much more.

Being an effective teacher is a challenge because every student is unique, however, by using a combination of teaching strategies you can address students' varying learning styles and academic capabilities as well as make your classroom a dynamic and motivational environment for students.

Retrieved from: <https://www.quizalize.com/blog/2018/02/23/teaching-strategies/>

# Strands, Units, and Topics

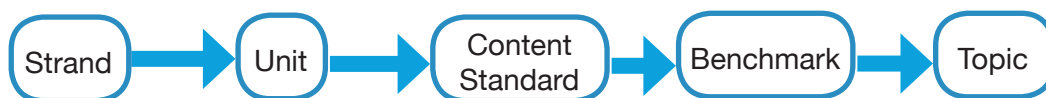
## Strands and Units

English is organised around 6 strands; Reading, Writing, Listening, Speaking, Communication and English Grammar. Each strand is broken down to a number of sub-strands which are called units. It is thus designed in order to enable effective teaching and learning of the essential knowledge, skills, attitudes and values (KSAVs) in the respective strands. Each unit carries part of the essential KSAVs that fall under the strand. Units are the same from prep to grade 12.

Strands	Units
<b>1. Reading</b>	<ol style="list-style-type: none"> <li>1. Reading for All Purposes: Key Ideas and Details</li> <li>2. Craft and Structure.</li> <li>3. Integration of Knowledge and Ideas</li> <li>4. Range of Reading and Level of Text Complexity</li> </ol>
<b>2. Writing</b>	<ol style="list-style-type: none"> <li>1. Text Types and Purposes</li> <li>2. Production and Distribution of Writing</li> <li>3. Research to Build and Present Knowledge</li> <li>4. Range of Writing</li> </ol>
<b>3. Listening</b>	<ol style="list-style-type: none"> <li>1. Oral Instructions Comprehension</li> <li>2. Identify Main Ideas and Supporting Details of Spoken English</li> <li>3. Determine Speaker Attitude and Point of View</li> <li>4. Comprehend the Meaning of Oral Academic and/or Specialized Vocabulary</li> <li>5. Making Inferences and Predictions</li> </ol>
<b>4. Speaking</b>	<ol style="list-style-type: none"> <li>1. Fluency and Pronunciation</li> <li>2. Speaking Using Appropriate Grammar and Vocabulary</li> <li>3. Speaking For Varied Purposes, Both Informal and Formal</li> <li>4. Comprehension and Collaboration</li> </ol>
<b>5. Communication</b>	<ol style="list-style-type: none"> <li>1. Interpretative Listening</li> <li>2. Interpretative Reading</li> <li>3. Interpersonal Communication</li> <li>4. Presentational Speaking</li> <li>5. Presentational Writing</li> </ol>
<b>6. English Grammar</b>	<ol style="list-style-type: none"> <li>1. English Grammar</li> <li>2. Knowledge of Language</li> <li>3. Vocabulary Acquisition and Use</li> </ol>

## Topics

Content standards have been developed for each unit and remain constant from prep to grade 12. Each content standard is benchmarked at grade level. Thus, different benchmarks per grade for the same content standard. Topics are derived from the grade level benchmarks; one topic per benchmark. Each topic is broad enough to capture the essential KSAVs in the benchmark.



Strand	Unit	Content standard	Benchmark	Topic
1: Reading	1: Reading for All Purposes: Key Ideas and Details	1: Students will be able to demonstrate competence in reading skills and strategies to comprehend a variety of texts and media for social, academic and career-related purposes.	12.1.1.1: Analyse textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain..	Identifying explicit and implicit arguments
			12.1.2.1: Identify two or more themes or central ideas of a text and analyse their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Thematic Analysis

## Sample Yearly Overview

Term	Strand	Units
<b>1</b>	1. Reading	Reading for All Purposes: Key Ideas and Details
	2. Writing	Text Types and Purposes
	3. Listening	Oral Instructions Comprehension
	4. Speaking	Fluency and Pronunciation
	5. Communication	Interpretive Listening
	6. English Grammar	English Grammar
<b>2</b>	1. Reading	Craft and Structure
	2. Writing	Production and Distribution of Writing
	3. Listening	Identify Main Ideas and Supporting Details of Spoken English
	4. Speaking	Speaking Using Appropriate Grammar and Vocabulary
	5. Communication	Interpretive Reading
	6. English Grammar	Knowledge of Language
<b>3</b>	1. Reading	Integration of Knowledge and Ideas
	2. Writing	Research to Build and Present Knowledge
	3. Listening	Determine Speaker Attitude and Point of View
	4. Speaking	Speaking for Varied Purposes, Both Informal and Formal.
	5. Communication	Interpersonal Communication
	6. English Grammar	Vocabulary Acquisition and Use
<b>4</b>	1. Reading	Range of Reading and Level of Text Complexity
	2. Writing	Range of Writing
	3. Listening	Comprehend the Meaning of Oral Academic and/or Specialized Vocabulary. Making Inferences and Predictions
	4. Speaking	Comprehension and Collaboration
	5. Communication	Presentational Speaking Presentational Writing
	6. English Grammar	Vocabulary Acquisition and Use

## Lesson Topics

A lesson topic gives the specifics to be taught during the teaching and learning period. Teachers are to derive lesson topics from the learning objectives that have been identified for each topic in alignment to the set national standards (content standard and benchmarks). Each topic has a number of learning objectives, beginning from the low order to the higher order, as by way of progression towards achieving the benchmark concerned. More than one lesson can be taught from each learning objective or one lesson can achieve two or more learning objectives depending on the learning objective. The number of lesson to be taught from each learning objective will depend entirely on the learning objective.



Strand	Unit	Content standard	Benchmark	Topics	Learning Objectives	Lesson Topic
1: Reading	1: Reading for All Purposes: Key Ideas and Details	1: Students will be able to demonstrate competence in reading skills and strategies to comprehend a variety of texts and media for social, academic and career-related purposes.	12.1.1.1: Analyse textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.	Textual Evidences	i. Explain what textual evidences are;	Textual evidences
					ii. Identify and analyse textual references from any given texts; and,	Textual references
					iii. Use textual evidences to support inferences and what the text says.	Using textual evidences



# Strand 1: Reading

Strand 1 consists of four units:

1. Reading for All Purposes: Key Ideas and Details;
2. Craft and Structure;
3. Integration of Knowledge and Ideas;
4. Range of Reading and Level of Text Complexity.

Unit	Topic
1. Reading for All Purposes: Key Ideas and Details	<ul style="list-style-type: none"> <li>• Identifying explicit and implicit arguments</li> <li>• Thematic Analysis</li> <li>• Character Analysis (Characterisation)</li> </ul>
2. Craft and Structure	<ul style="list-style-type: none"> <li>• Interpreting meanings contextually</li> <li>• Text Analysis</li> <li>• Identifying different points of views</li> </ul>
3. Integration of Knowledge and Ideas;	<ul style="list-style-type: none"> <li>• Integrate and evaluate content</li> <li>• Evaluating textual features (Thesis statement, arguments and evidence)</li> <li>• Thematic Analysis</li> </ul>
4. Range of Reading and Level of Text Complexity.	<ul style="list-style-type: none"> <li>• Critical reading</li> </ul>

## Unit of Work

Unit of work outlines the topics, Text-types to be used, essential KSAVs to be achieved and the learning objectives that will work towards achieving the essential KSAVS for each benchmark. It basically presents what the teacher is expected to teach per the set standard. Teachers are advised to use the learning objectives to create lesson topics and lesson objectives in preparing lessons. Brief content background of each topic is provided to aid teacher's lesson preparation.

## Unit 1: Reading for All Purposes: Key Ideas and Details

**Content Standard 12.1.1:** Students will be able to demonstrate competence in reading skills and strategies to comprehend a variety of texts and media for social, academic and career-related purposes.

**Benchmark 12.1.1.1:** Analyse textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.

**Topic:** Identifying explicit and implicit arguments

**Text Types:** Journal articles, books, essays, reports, reviews, summaries or critiques.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Text Analysis	Logical reasoning	Analytical skills Making inferences	Self-reflection	Critical Awareness

### Learning Objectives: Students will be able to:

- i. Define the terms explicit and implicit arguments, and assumptions.
- ii. Identify explicit and implicit arguments and uncover hidden assumptions in the studied texts.
- iii. Discuss why the hidden assumptions can distort interpretations of meanings in the reading texts.

### Content Background:

This topic looks at equipping and enhancing students with the skills of 'Identifying explicit and implicit arguments' and 'hidden assumptions' that could be found in any reading texts. Define the terms explicit, implicit, and hidden assumptions. Meanings can be either literal (explicit) or inferential (implicit). Student need to ask - What's the purpose of the text? What's the main message that readers can take from the text? What does the author want readers to believe? etc... This is the part of readers asking questions or probing the text.

- » What a text says, does, and means – Explicit or literal meaning(s).
- » Literal/denoted/explicit meaning – Is what readers can see on the surface of the text.
- » Non-critical reading is recognizing what a text says and restating the key remarks (literal meaning).
- » Implicit/Inferential/connoted meaning – Is the underlying meaning, and that is what readers need to bring out of texts.

- » Assumption – Is anything that is taken for granted in the presentation of an argument in a reading text. It may be facts, ideas, or beliefs that aren't stated explicitly; but, which underlie an argument. Without an assumption a conclusion might not be possible in a given text.

Four Important concepts (Arguments, assumption and conclusion/summary):

- » Argument – the author using reasons / evidence to support the point of views.
- » Assumption – author's views without giving evidence to support them.
- » Conclusion – the author's final judgment after discussing his/her support points to convince readers
- » Summary is different from a conclusion: Summary is an overview of arguments made which gives strength to the author's conclusion in his/her discussed arguments.

*Sample Text: Holidays are a time for relaxation and enjoyment. This year, thousands of people will have their holidays ruined by oil spills along our beaches.*

- The argument in the sample text is – Thousands of people's holidays will be ruined.
- The underlying assumptions are:
  - » That holidays are for relaxation and enjoyment;
  - » That thousands of holiday makers will want to go to the beach;
  - » That oil on the beach itself can ruin a holiday; and,
  - » That the readers will understand words in the sample text such as holiday, beach, relaxation and these do not need to be defined, as the author assumes readers know the meanings of those words.

**NB:** Assumptions drawn from a text can be more than one as the example above illustrated.

Source: Cottrell (2005, p, 86)

### Teaching Strategies:

Teachers can either use a sample(s) of an analytical essay or a short story to get students to identify explicit, implicit or assumptions and arguments contained in the text.

Teachers are advised to ask high order questions (What, why, how) that generate students to explain answers rather than give one word answers like yes or no.

### Learning Strategies:

In pairs or in groups (3-4), students are to identify the explicit, implicit and underlying assumptions, including conclusion(s) of the studied text(s).

Discuss what the explicit, implicit and underlying assumptions and conclusions in the studied text(s) is/are, then report on how those features can obstruct interpretations of meanings from the texts.

### Recommended Resources:

Discussion or expository essays

**Suggested Resources:**

- Any other academic texts and also check the web site given below
- Cottrell, C. (2005). Critical thinking skills. New York: Palgrave, Macmillan
- <http://www.bing.com/search?q=textual+evidences&qs=n&form=QBRE&sp=-1&pq=textual+evidences&sc=8-17&sk=&cvid=8FF9F0BC087B465B89ECEC7186FB861C>

## Unit 1: Reading for All Purposes: Key Ideas and Details

**Content Standard 12.1.2:** Students will be able to determine central ideas or themes of a text and analyse their development; summarize the key supporting details and ideas with accuracy and fluency to support comprehension at all levels.

**Benchmark 12.1.2.1:** Identify two or more themes or central ideas of a text and analyse their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**Topic:** Thematic analysis

**Text Types:** Journals, books, electronic articles, literary prose, short stories, legends or biographies.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Content Analysis	Synthesis and evaluation	Interpretation	Rationality Emphatic	Objectivity Participatory

### Learning Objectives: Students will be able to:

- i. Analyze a reading text and elicit the main idea(s)/theme(s).
- ii. Explain how the theme(s) were interpreted.
- iii. Write a reflective summary of the theme(s) from the text, by showing its significance to society as a whole.

### Content Background:

Thematic Analysis: The content here looks at identifying a common theme that is consistently seen across a variety of texts. The thematic analysis focuses on identifying and giving interpretations to patterns of meanings as seen in written texts. It is also part of the qualitative research method and it valid for using to determine thematic meanings in any text.

#### What is a theme?

- It is an idea or concept that represents something significant in the reading text (data) that an author writes about.
- It must have some sort of patterns of similarities or meanings among the form of the language used by authors to get ideas out to the readers.
- Use the listed strategies to help identify common themes in studied texts:
  - » Attention – to the language used in the content of the reading texts
  - » Categorization – put words and phrases into similarities of meanings
  - » Selection – choose meanings with more than one or two patterns
  - » Judgment – give your interpretations of meanings
  - » Application – define themes according to the meanings given

**Teaching Strategies:**

Pick two – three different reading texts and get students to read and pick out a common theme consistently seen in each of the text. Ask students to speed read and list down the common themes from the text. Get students to discuss and compare their notes in pairs or small groups (3-4). Lastly, get students in groups to give their evaluations of the validity and reliability of the themes chosen.

**Learning Strategies:**

In pairs or in groups (3-4), students speed read to pick out a common theme consistently seen in each of the text. Then, students evaluate the validity and reliability of the theme chosen, and discuss how that theme can be seen in real life experiences.

**Recommended Resources:**

- Expository or discussion texts

**Suggested Resources:**

- Any other academic articles or check the website below for other articles
- Cottrell, C. (2005). Critical thinking skills. New York: Palgrave, Macmillan
- <http://www.bing.com/search?q=textual+evidences&qs=n&form=QBRE&sp=-1&pq=textual+evidences&sc=8-17&sk=&cvid=8FF9F0BC087B465B89ECEC7186FB861C>

## Unit 1: Reading for All Purposes: Key Ideas and Details

**Content Standard 12.1.3:** Students will be able to analyse how and why individuals, events, and ideas develop and interact over the course of a text and/or story.

**Benchmark 12.1.3.1:** Analyse how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**Topic:** Character Analysis (Characterisation)

**Text Types:** Journals, books, literary prose, short stories, legends or biographies

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Critical reading, thinking and writing	Reflection Reasoning	Text Analysis Meta-language	Empowerment Evaluation	Creativity Participatory

### Learning Objectives: Students will be able to:

- i. Identify techniques, style, and use of language describing characters in the studied texts.
- ii. Explain why characters are considered complex in the text studied.
- iii. Summarise interactions of complex characters according to the advance plot while keeping with the theme of the studied text.

### Content Background:

Character Analysis (Charaterisation) is a literary term that is used to describe characters, events, or things etc... in a narrative text. Characterisation shows representation of different attributes of the main character(s) such as personality, psychology, motives and traits etc... Characterisation can be direct descriptions written by the authors/ narrator or can be implicit and the readers would need to decode characteristics of main characters in narrations studied. Five features that can help give descriptions of characterization are: Physical, action, inner thoughts, reactions, and speech.

- » Characterisation can be direct or indirect. That is why having the knowledge of language words and meanings are important for identifying characterisation styles being used in narrative texts or any literary prose.
1. Direct Characterisation – shows readers what kind of personality a character(s) has.  
For instance: “The two children patiently waited for their mother for one hour and didn’t disturb her while she was marking her students’ test papers”. The explanation here is that the author is telling readers the personality of the two children (Obedient personality).

2. Indirect Characterisation is important too as it makes stories interesting and brings the characters in narrations to life. Such is that, vivid characterization, gives readers a strong connection to the character's personalities and complexities and brings them to life and becomes believable to readers. Five features can illustrate indirect characterisation: Looks, speech, relationships, actions and thoughts.

(Retrieved: [www.goggle.com](http://www.goggle.com))

Sample indirect characterisation

Title: My Girl

Who is she? She is the apple of her mother's eyes.

She always holds family in the palms of her hands:

Her ways are phenomenal;

Her smiles are infectious;

Her laughs are melodious;

Her cooking's are scrumptious; and,

Her temperaments are unpredictable.

Who is she? She is a mother's girl, a mother's daughter.

The author uses characterisation to describe her daughter's personality and characteristics.

### Teaching Strategies:

Teachers can either use a novel or short story to get students to identify the concept of 'characterisation' of complex characters, and see how that relates to the main theme of the text. Get students to reflect on the type of characterisation that was used in the text. Was it the direct or indirect characterisation?

### Learning Strategies:

In pairs or groups, identify certain information that have been asked from the text. Discuss what characterisation was used in the texts, then ask students to reflect on any individuals in their social circles that have matches to the characterisation studied.

### Recommended Resources:

- Narratives or literary descriptive texts

### Suggested Resources:

- Any other literary prose texts or check out the web page below for additional texts
- Cottrell, C. (2005). Critical thinking skills. New York: Palgrave, Macmillan
- <http://www.bing.com/search?q=textual+evidences&qsn=&form=QBRE&sp=-1&pq=textual+evidences&sc=8-17&sk=&cvid=8FF9F0BC087B465B89ECEC7186FB861C>



## Unit 2: Craft and Structure

**Content Standard 12.1.4:** Students will be able to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyse how specific word choices shape meaning or tone.

**Benchmark 12.1.4.1:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. Analyse the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors).

**Topic:** Interpreting meanings contextually

**Text Types:** Journals, books, electronic articles, reports, short stories, reports or biographies.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Contextual meanings Vocabulary definitions	Concept mapping Reasoning	Content Analysis Contextual definitions	Reasoning skills	Self-esteem Empowerment

### Learning Objectives: Students will be able to:

- i. Identify language words and phrases that generate literal and inferential meanings in texts.
- ii. Read between lines, identify false assumptions and surface meanings.
- iii. Paraphrase and explain the author's meanings, arguments and conclusion.
- iv. Write a reflective summary on the meanings of the studied texts.

### Content Background:

Interpreting meanings contextually: This unit looks at identifying literal and inferential meanings that are found in reading texts. Some points to use when trying to define meanings contextually are:

- Take the context into account (what, where, how);
- Differentiate the denoted (literal) and connoted (inferential) meanings in a text; a
- Focus attention more closely on certain parts on the reading text, holding other information in mind.
- This process involves analysis, reflection, evaluation, and making judgements.
- Involves slower reading than that used for recreational reading, or for gaining general background information.
- Involves probing words and phrases to find meanings and structure in any texts.

**Teaching Strategies:**

Teachers can either use academic papers, essays, reports, journal articles etc... to get students to identify the literal and inferential meanings in texts. Then get students to explain how they arrived at the inferential meanings based on their discussions of the literal meanings retrieved from the words, phrases, sentences etc...

**Learning Strategies:**

In pairs or groups (3-4), students identify certain literal and inferential meanings derived from the text. Discuss how they interpreted inferential meanings and give evidence from the text to support their interpretations. Students are to capture their interpretations into a reflective summary.

**Recommended Resources:**

- Academic essays or discussion reports

**Suggested Resources:**

- Any other academic texts or check out the given web site below for additional articles
- Cottrell, C. (2005). Critical thinking skills. New York: Palgrave, Macmillan
- <http://www.bing.com/search?q=textual+evidences&qs=n&form=QBRE&sp=-1&pq=textual+evidences&sc=8-17&sk=&cvid=8FF9F0BC087B465B89ECEC7186FB861C>

## Unit 2: Craft and Structure

**Content Standard 12.1.5:** Students will be able to analyse the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.

**Benchmark 12.1.5.1:** Analyse how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**Topic:** Text Analysis

**Text Types:** Novels, electronic articles, short stories, literary texts, reports or biographies.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Text structure and cohesion	Synthesis and evaluation	Content Analysis Language appropriation	Critical thinking, reading and writing	Assertiveness Participatory

### Learning Objectives: Students will be able to:

- i. Identify words and phrases in a text, for example a short story that shows how the narration is structured and connected from start to the end.
- ii. Read and evaluate language that show sequences of events in the narrative.
- iii. Pick out two key points from the narrative and write a reflective summary based on the main ideas elicited from the studied text.

### Content Background:

Text Analysis: This unit looks at how the structure and cohesion between paragraphs or sections of a literary texts are composed with trying to identify meanings embedded in the reading text. Some points to use:

- What's the purpose of the text? What's the main message that readers can take from the text? What does the author want readers to believe?
- How is the text structured? (Introduction, body, conclusion)
- What language forms are used to link paragraphs and sections?
- How can the structure and the cohesion of the text be improved?
- Develop strategies for reading selectively. Check whether interpretations of texts are accurate. Identify & categorise arguments or points.
- Develop strategies for selective and critical note-making.
- Identify weak flaws in ideas, recognise language use.
- Differentiate facts with evidence against claims.
- Assertively identify & develop thesis statements

**Teaching Strategies:**

Teachers get students to identify the literal and inferential meanings in texts. Get students to explain how they arrived at the inferential meanings based on their discussions of the literal meanings retrieved from the words, phrases, sentences etc... Get students to deconstruct the texts, and then re-construct the text according to their interpretations.

**Learning Strategies:**

In pairs or groups (3-4) students identify certain literal and inferential meanings derived from the text. Discuss how they interpreted inferential meanings and give evidence from the text to support their interpretations.

**Recommended Resources:**

- Any academic texts or literary prose texts. Also check the web site below.

**Suggested Resources:**

- Any other academic texts or check out the given web site below for additional articles
- Cottrell, C. (2005). Critical thinking skills. New York: Palgrave, Macmillan
- <http://www.bing.com/search?q=textual+evidences&qs=n&form=QBRE&sp=-1&pq=textual+evidences&sc=8-17&sk=&cvid=8FF9F0BC087B465B89ECEC7186FB861C>

## Unit 2: Craft and Structure

**Content Standard 12.1.6:** Students will be able to assess how point of view or purpose shapes the content and style of a text.

**Benchmark 12.1.6.1:** Analyse a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony, or understatement).

Topic: Identifying different points of views

**Text Types:** Reports, electronic articles, academic essays, critical reviews, novels or biographies.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Reading strategies Comparing and contrasting	Logic and Reason	Comparative Analysis	Empowerment Rationality	Objectivity Evaluation

### Learning Objectives: Students will be able to:

- i. Identify words and phrases in a text like a critique that shows how an author's view is structured.
- ii. Discuss one issue as seen from different perspectives.
- iii. Pick out two key points from the narrative and explain how those points relate to society.

### Content Background:

Compare and Contrast of different points of views: This unit looks at how international authors express their points of views. Some points to use:

- What's the purpose of the text?
- What's the main message that readers can take from the text?
- What does the author want readers to believe?
- What reasons have the author provided to support his/her views?
- What are the stated (literal)/unstated assumptions (inferences)?
- What type of evidence is given to support the conclusion (s)?
- Does the evidence support the conclusion? Give reason(s), Why – yes/no?

### Teaching Strategies:

Teachers get students to identify the literal and inferential meanings in texts. Then get students to explain how they arrived at the inferential meanings based on their discussions of the literal meanings retrieved from the words, phrases, sentences etc... Get students to write a reflective summary on their interpretations of the texts.

**Learning Strategies:**

In pairs or groups, students identify certain literal and inferential meanings derived from the text.

Discuss how they interpreted inferential meanings and give evidence from the text to support their interpretations.

**Recommended Resources:**

- Literary texts: Short stories, novels, literary texts, creative writing texts etc...

**Suggested Resources:**

- Any other literary texts or check the web site below for additional texts
- Cottrell, C. (2005). Critical thinking skills. New York: Palgrave, Macmillan
- <http://www.bing.com/search?q=textual+evidences&qs=n&form=QBRE&sp=-1&pq=textual+evidences&sc=8-17&sk=&cvid=8FF9F0BC087B465B89ECEC7186FB861C>

### Unit 3: Integration of Knowledge and Ideas

**Content Standard 12.1.7:** Students will be able to integrate and evaluate the content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Benchmark 12.1.7.1:** Use reference materials to gather information. (For example, students will be able to locate information from library and internet resources).

**Topic:** Integrate and evaluate content

**Text Types:** Journals, books, electronic articles, reports, short stories, reports or biographies.

#### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Critical Reading Research Skills	Logic and Reason	Evaluation Synthesis	Appreciative Empowerment	Rationality Judgement

#### Learning Objectives: Students will be able to:

- i. Read and locate information (data) or arguments through research;
- ii. Engage with and discuss the data or arguments from the different texts; and,
- iii. Write a report about the topic as researched from the different texts.

#### Content Background:

Integrate and evaluate content: This unit looks at how research skills can be used by students to collect data on social issues like 'Domestic Violence' as an example. The aim is to find out how two or three authors who share their respective views about the same issue using different language forms, styles and expressions in their respective texts. Some points for this teaching this content are:

- Identify main idea and arguments used by authors in written texts.
- Locate arguments with purposeful research or investigation.
- Differentiate assumptions to arguments in texts.
- Link evidence to arguments in texts.
- Discuss the rationale for the interpretations of evidence and arguments made and the conclusions drawn in the texts.
- Differentiate between critical analysis and descriptions in texts.
- Evaluate texts critically and justify their reflections.

**Teaching Strategies:**

Teachers use two - three texts written by different authors about the same social issue such as 'Domestic Violence'. Ask students to speed read to find and list down main points from each individual text (use questions in the, content background as guides). Get students to discuss and compare main points and supporting evidence in pairs or small groups (3 -4). Lastly, get students to integrate the main points from the different texts read, and write and present a reflective summary from their point of views.

**Learning Strategies:**

In pairs or groups (3-4), students identify and list down main ideas and supporting arguments derived from the different texts that are all discussing the same issue (Domestic Violence as an example). Students discuss how the authors have presented their ideas in their texts, then write a summary of the different points of view. Students have to give evaluations about the different authors' view-points, and state reasons to justify their write ups of the summaries.

**Recommended Resources:**

- Academic texts, expository, argumentative essays or reports

**Suggested Resources:**

- Check out the website listed below for other materials
- Cottrell, C. (2005). Critical thinking skills. New York: Palgrave, Macmillan
- <http://www.bing.com/search?q=textual+evidences&qs=n&form=QBRE&sp=-1&pq=textual+evidences&sc=8-17&sk=&cvid=8FF9F0BC087B465B89ECEC7186FB861C>



### Unit 3: Integration of Knowledge and Ideas

**Content Standard 12.1.8:** Students will be able to delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**Benchmark 12.1.8.1:** Analyse how an author draws on and transforms source material in a specific work (e.g. how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare or how a Papua New Guinean author uses oral tradition to create works of literature).

**Topic:** Evaluating textual features (Thesis statement, arguments and evidence)

Text Types: Journals, bible texts, electronic articles, reports, short stories, reports or biographies.

#### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Textual analysis	Reasoning	Critical thinking, reading and writing	Judgment Appreciation	Awareness of biasness

#### Learning Objectives: Students will be able to:

- i. Read and locate the thesis statement (main idea), and the supporting evidence in the studied text.
- ii. Link evidence to the arguments and discuss the validity and reliability of the evidence.
- iii. Discuss the rationale for the interpretations of evidence and arguments made and the conclusions drawn in the studied text.
- iv. Write out a summary in response to the studied text. The summary must have a clear thesis statement and supporting details, and a conclusion.

#### Content Background:

Evaluating textual features (Thesis statement, arguments and evidence): The content here looks at three textual features: Thesis statement, arguments and evidence.

- Analyse the structure of the text.
- Locate the thesis statement, arguments and evidence with greater speed.
- Differentiate descriptions and assumptions to arguments in the texts.
- Link evidence to the arguments in the texts.
- Evaluate a text for strengths and weaknesses.
- See how the main arguments fit together to support the thesis statement.
- Recognise how reasons and evidence contribute to the main argument.

- Identify weak points, generalisations, no evidence to support claims etc...
- What is your opinion of the text? Why?
- Meaning of a thesis statement - What does a thesis statement do?
  - » It offers a concise summary of the main point or claim of the essay, report etc...
  - » The thesis statement contains the main argument of the text.

#### Example of analysing textual features

In Chapter four, 'Semantics and Society', Leech (1981) points out that the process of interpreting meanings in spoken and written words is not a simple but complex process. That is, words may have more than one meaning, and so to be able to use words, one should know 'how' to use words. Thus, meanings of things in society should not be taken at surface value when one attempts to give meanings (interpretations) to words spoken or written. Leech alludes to the view that for meanings to be created, one has to have knowledge of the language and knowledge of the world that the language is used in. To support his view, Leech discusses five important communicative functions of language to illustrate the complications of working out meanings in words. The five language functions are: informational, expressive, directive, aesthetic, and phatic. Leech stresses that the five functions are equally important for defining meanings in spoken and written words.

#### Discussions

- What is the general issue being discussed in the above text?
- What evidence is used by the author to support his views?
- What is the reference system used?
- What is the author's overall argument?
- Meaning of a thesis statement - What does a thesis statement do?
  - (It offers a concise summary of the main point or claim of the essay, report etc...)
  - (The thesis statement contains the main argument of the text)
- What is the Thesis Statement of the above text?.
- What type of essay would this text be? (Discussion or argumentative essay)

#### **Teaching Strategies:**

Teachers can use the sample text or another one to teach the features of a thesis statement, overall argument of an essay, supporting details, and to test the validity and reliability of the evidence. Ask students to speed read to find and list down main points from the text (use questions in the content background as guides). Get students to discuss and compare their notes in pairs or small groups (3 -4).

Lastly, get students to give evaluations of the strength and weaknesses of the texts.

**Learning Strategies:**

In pairs or in groups (3-4), students identify and list down the overall argument of the text, the thesis statement and the supporting details. Students discuss the validity and reliability of the evidence, then give evaluations of the arguments as being justified or otherwise.

**Recommended Resources:**

- Academic Texts: Journal articles, expository essays

**Suggested Resources:** Check the web site below for other articles

- Cottrell, C. (2005). Critical thinking skills. New York: Palgrave, Macmillan
- <http://www.bing.com/search?q=textual+evidences&qsn&form=QBRE&sp=-1&pq=textual+evidences&sc=8-17&sk=&cvid=8FF9F0BC087B465B89ECEC7186FB861C>

### Unit 3: Integration of Knowledge and Ideas

**Content Standard 12.1.9:** Students will be able to analyse how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Benchmark 12.1.9.1:** Read a variety of grade appropriate texts for a variety of purposes. (For example, students will be able to read narratives, reports, descriptions, maps, charts and graphs in order to solve problems, find information, follow directions, critically analyse or for pleasure).

**Topic:** Thematic Analysis

**Text Types:** Journals, academic articles, electronic articles, reports, discursive essays or biographies.

#### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Thematic analysis Critical reading skills	Logical reasoning	Cross texts analysis	Rationality Judgment	Open-mindedness Objectivity

#### Learning Objectives: Students will be able to:

- i. Read/see a variety of texts, films or drama and identify a common theme seen in each text type.
- ii. Evaluate the author's approaches of language, style, tone, and form in presenting the themes contained in their texts.
- iii. Discuss the rationale for the author's theme, and make reference to how that theme is applicable in society.

#### Content Background:

Thematic Analysis: The content here looks at identifying a common theme that is consistently seen across a variety of texts. The thematic analysis focuses on identifying and giving interpretations to patterns of meanings as seen in written texts. It is also part of the qualitative research method and it valid for using to determine thematic meanings in any text.

##### What is a theme?

- It is an idea or concept that represents something significant in the reading text (data) that an author writes about.
- It must have some sort of patterns of similarities or meanings among the form of the language used by authors to get ideas out to the readers.

- Use the listed strategies to help identify the common theme in the texts:
  - » Attention – to the language used in the content of the reading texts
  - » Categorization – put words and phrases into similarities of meanings
  - » Selection – choose meanings with more than one or two patterns
  - » Judgment – give your interpretations of meanings
  - » Application – define themes according to the meanings given

### Teaching Strategies:

Teachers pick two – three different texts and get students to read and pick out a common theme consistently seen in each of the text. Ask students to speed read and list down the common themes from the text. Get students to discuss and compare their notes in pairs or small groups (3 -4). Lastly, get students to give their evaluations of the themes chosen.

### Learning Strategies:

In pairs or in groups (3-4), students speed read to pick out a common theme consistently seen in each of the text. Then, students discuss the validity and reliability of the theme chosen, then explain how that theme can be seen in real life experiences.

### Recommended Resources:

- Academic texts, journal articles, expository or reports

**Suggested Resources:** Alternatively, check out the web site below for other texts

- Cottrell, C. (2005). Critical thinking skills. New York: Palgrave, Macmillan
- <http://www.bing.com/search?q=textual+evidences&qs=n&form=QBRE&sp=-1&pq=textual+evidences&sc=8-17&sk=&cvid=8FF9F0BC087B465B89ECEC7186FB861C>

## Unit 4: Range of Reading and Level of Text Complexity

**Content Standard 12.1.10:** Students will be able to read and comprehend complex literary and informational texts independently and proficiently.

**Benchmark 12.1.10.1:** Read and comprehend literature and other texts including stories, dramas, and poems, self-select texts for personal enjoyment, interest, and academic tasks. They will also be able to read widely to understand multiple perspectives and pluralistic viewpoints independently and proficiently.

**Topic:** Critical reading

**Text Types:** Journals, academic articles, electronic articles, reports, discussion essays or biographies.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Critical reading	Synthesis and evaluation	Holistic reading	Empowerment Participatory	Assertiveness Empathetic

### Learning Objectives: Students will be able to:

- i. Apply different reading strategies to the text studied by taking notes of main ideas.
- ii. Examine the author's view-points holistically, then try to understand 'how' its parts relate to the whole text.
- iii. Discuss the rationale for the author's views, and connect to how the parts of the texts are connected in the texts.

### Content Background:

- **Critical and holistic Reading:** Is an approach to reading where learners construct his/her own understanding of the whole text he/she interacts with and converses with others according to his/her understanding.

#### Holistic Reading:

- A cognitive process that allows one to use evaluations, reflections, and rational thoughts to gather, evaluate and interpret information in order to come up with an answer or judgment based on evidence.
- Learners are active readers and would need to:
  - » Examine the author's evidence or arguments presented.
  - » Check out how evidence or arguments were made.
  - » Identify limitations of the author's arguments.
  - » Read between the lines of the author's written text.
  - » Examine the interpretations made; and
  - » Judge as to why the author's arguments, opinions, or conclusions are accepted or rejected.

**Critical Reading:**

The following should be applied when critically reading texts:

- » Analyze a text in order to understand its structure and content.
- » Demonstrate comprehension by summarizing and paraphrasing a text.
- » Evaluate a text for strengths and weaknesses.

Some guiding questions that can be adapted to help with teaching this content

Ask questions about	Example
Your purpose for reading	Why?
The content of the text	Why written? Where? When? Who? How relevant?
The structure of the text	Do the parts fit together logically? Is there a clear argument?
The arguments	Are they fair? Do they leave out perspectives of certain groups
The evidence used	Is evidence given to support the point of view? Is the evidence from an authority in this field? Is the evidence evaluated from different perspectives?
The language used	Is the language coloured to present some things as more positive than others? Are claims attributed clearly to specific sources?
Reflection of the text	Can the issue from the text be applied elsewhere in society? What is my judgment and why?

(Source: Learning Centre Sydney University cited from <http://usyd.edu.au/lc>)

**Teaching Strategies:**

Teachers choose one – two reading texts and get students to read and pick out main ideas, arguments and supporting details, inferential meanings as consistently seen in each of the text. Get students to discuss and compare notes in pairs or small groups (3 -4). Lastly, get students to give their evaluations of how the parts made up the whole argument of the texts.

**Learning Strategies:**

In pairs or in groups (3-4), students work on finding answers to questions set about each text.

Then students are to discuss the validity and reliability of the arguments chosen, then explain how the chosen theme can be seen in real life experiences.

**Recommended Resources:**

- Academic Texts, Journal articles or expository essays

**Suggested Resources:** Alternatively, check out the web site below for other texts

- Any other written texts
- Cottrell, C. (2005). Critical thinking skills. New York: Palgrave, Macmillan
- <http://www.bing.com/search?q=textual+evidences&qsn=&form=QBRE&sp=-1&pq=textual+evidences&sc=8-17&sk=&cvid=8FF9F0BC087B465B89ECEC7186FB861C>



## Strand 2: Writing

Strand 2 consists of four units:

1. Text Types and Purposes;
2. Production and Distribution of Writing;
3. Research to Build and Present Knowledge;
4. Range of Reading and Level of Text Complexity.

Unit	Topic
1. Text Types and Purposes	<ul style="list-style-type: none"> <li>• Narrative techniques (dialogues)</li> <li>• Narrative language features – Descriptive, figurative and sensory language</li> <li>• Narrative structures – Grammar, mechanics and clarity</li> <li>• Narrative – Writing a conclusion</li> <li>• Informative texts – Techniques of writing</li> <li>• Informative essay – Appropriate language features</li> <li>• Establish and maintain a formal style.</li> <li>• Informative text/ essay – A conclusion</li> <li>• Argumentative essays – Developing a content</li> <li>• Argumentative Essay – Using appropriate transitions</li> <li>• Argumentative Essays – Precise Vocabulary</li> </ul>
2. Production and Distribution of Writing	<ul style="list-style-type: none"> <li>• Writing techniques – Rubrics of writing</li> <li>• Writing process</li> <li>• Informational, literary and persuasive writing</li> <li>• Implementing the writing process</li> <li>• Writing styles</li> <li>• Paragraph development</li> <li>• Researching skills - using print media and internet</li> <li>• Integrating electronic information</li> </ul>
3. Research to Build and Present Knowledge	<ul style="list-style-type: none"> <li>• Research skill – Collecting data</li> <li>• Validating arguments and claims</li> <li>• Writing a Research paper</li> <li>• Research Skills – Using internet and electronic resources</li> <li>• Paraphrasing skills</li> <li>• Analysing arguments and claims</li> <li>• Summarising ideas</li> <li>• Portfolio Writing</li> </ul>
4. Range of Reading and Level of Text Complexity	<ul style="list-style-type: none"> <li>• Evaluating view points</li> <li>• Writing a Research paper</li> </ul>

## Unit of Work

Unit of work outlines the topics, Text-types to be used, essential KSAVs to be achieved and the learning objectives that will work towards achieving the essential KSAVS for each benchmark. It basically presents what the teacher is expected to teach per the set standard. Teachers are advised to use the learning objectives to create lesson topics and lesson objectives in preparing lessons. Brief content background of each topic is provided to aid teacher's lesson preparation.

## Unit 1: Text Types and Purposes

**Content Standard 12.2.1:** Students will be able to write narratives and other creative texts to develop real or imagined experiences or events using effectively techniques, well-chosen details and well-structured event sequences.

**Benchmark 12.2.1.1:** Use literary and narrative texts techniques such as dialogue, pacing rhythm and description, to develop experiences, events, and/or characters.

**Topic 1:** Narrative techniques (dialogues)

**Text Types:** Narratives, short stories, recounts, fables, folklore, etc...

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Narrative essay	Creative process Reflection	Paragraph writing	Appreciate	Creative

**Learning Objectives: Students will be able to:**

- i. Develop dialogues as narrative techniques in their writing.

**Content Background:**

Narrative Techniques – Dialogues  
Actual conversation of characters.  
Example: Then Paru asked “where are you going?”

The importance of dialogues in narratives

Dialogue helps the writer reveal character traits. The main character in a personal narrative is the author, but the author’s interaction with others is also an important part of the story. The dialogue also conveys the characters’ emotions and shows how people interact with one another.

Cited from: <https://education.seattlepi.com>role...>

**Teaching Strategies**

Teacher provides samples of narrative texts for students’ work. Then distribute exercises for class practices.

**Learning Strategies**

Students study examples and develop ideas. Then write narrative texts or essays focussing on dialogues.

STEAM Integration:

**Recommended Resources:**

- Essentials of Writing, Teaching Writing Skills

**Suggested Resources:**

- STEPS 5

## Unit 1: Text Types and Purposes

**Content Standard 12.2.1:** Students will be able to write narratives and other creative texts to develop real or imagined experiences or events using effectively techniques, well-chosen details and well-structured event sequences.

**Benchmark 12.2.1.2:** Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.

**Topic 2:** Narrative language features –Descriptive, figurative and sensory language

**Text Types:** Narratives, short stories, biographies, personalised recounts, fables, folklores.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Paragraphing Narrative language features	Creative process	Paragraph development Creativity	Empowerment Creativity	Open-minded Creative

### Learning Objectives: Students will be able to:

Use descriptive words, figurative and sensory languages to convey experiences and events into a narrative text.

### Content Background:

#### Narrative Language Features

- Descriptive words and phrases**  
 Descriptive words include adverbs or words that help to describe action. Descriptive words could also be clear, strong verbs or nouns that carry clear meaning. The purpose of descriptive words is to clarify a topic. For instance, the use of adjectives can help describe a person, place or thing. A descriptive phrase is a group of nouns, adjectives, or a verb that act together to describe a single noun (person, place, thing or quality).
- Figurative Languages**  
 Language used in a nonliteral way to express a suitable relationship between essentially unlike things.
- Sensory Languages**  
 Sensory images are impressions derived from literary passages.

**Teaching Strategies**

Teacher provide background information and facilitate student activities.

**Learning Strategies**

Students write descriptive words and phrases and figurative and sensory languages in narratives.

**Recommended Resources:**

- Essentials of Writing, Teaching Writing Skills,

**Suggested Resources:**

- STEPS 5

## Unit 1: Text Types and Purposes

**Content Standard 12.2.1:** Students will be able to write narratives and other creative texts to develop real or imagined experiences or events using effectively techniques, well-chosen details and well-structured event sequences.

**Benchmark 11.2.1.3:** Demonstrate their use of grammar, language usage, mechanics and clarity which are the basis of on-going refinements and revisions within the writing process.

**Topic 3:** Narrative structures – Grammar, mechanics and clarity

**Text Types:** Narratives, biographies, short stories, folklores, novels.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Rubrics of narratives	Reasoning	Structuring rubrics	Empowerment	Open-minded

### Learning Objectives: Students will be able to:

- i. Create past forms of language usage in narrative structure.
- ii. Write narrative texts using correct grammar and mechanics.
- iii. Maintain clarity in their writing.

### Content Background:

Narrative Structures – Past Forms  
Sensory words – walked, ate, saw

#### Grammar

The whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics.

#### Mechanics in writing

Mechanics in writing refers to the parts of speech and how they combine together to form sentences. Mechanics refers to the rules of the written language, such as capitalization, punctuation and spelling. An understanding of both grammar and mechanics is required to clearly communicate your ideas in a paper.

#### What is clarity in writing?

Clarity is a characteristic of speech or a prose composition that communicates effectively with its intended audience. ... In general, the qualities of clearly written prose include a carefully defined purpose, logical organisation, well-structured sentences, and precise word choice.

Retrieved: [www.lethbridgecollege.net/writing](http://www.lethbridgecollege.net/writing)  
[https://www.thoughtco.com/what-is...](https://www.thoughtco.com/what-is-clarity-in-writing/)

**Teaching Strategies:**

Teacher provides samples and briefly explains the three elements of writing effectiveness and engages students to pick out from samples provided.

**Learning Strategies:**

Students study samples of narrative texts and note down structures, rubrics and styles used by writers and compose narrative texts or essay using given topics or themes.

**Recommended Resources:**

- Essentials of Writing, Teaching Writing Skills, STEPS 5

**Suggested Resources:**

- Poetry Speaks
- Move into English 3 by Rex Sadler & Sandra Sadler



## Unit 1: Text Types and Purposes

**Content Standard 12.2.1:** Students will be able to write narratives and other creative texts to develop real or imagined experiences or events using effectively techniques, well-chosen details and well-structured event sequences.

**Benchmark 11.2.1.4:** Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.

**Topic 4:** Narrative – Writing a conclusion

**Text Types:** Narratives, biographies, short stories, folklores, etc...

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Narrative Expressions	Creative process	Literary Writing skills	Empowerment Creativity	Creative

**Learning Objectives: students will be able to:**

- i. Identify structures of writing a narrative text.
- ii. Write an effective conclusion to a narrative text.

**Content Background:**

Writing a Conclusion

- Create an interesting ending without abrupt stop or cessation. It must be the residue of a climax.

Conclusion means “finally, to sum up,” and is used to introduce some final comments at the end of a speech or piece of writing.

What to include in a good conclusion

1. The conclusion wraps up the essay in a tidy package and brings it home for the reader.
2. The topic sentence should summarise what is said in the thesis statement. ...
3. Do not simply restate your thesis statement, as it would be redundant. ...
4. The conclusion is no place to bring up new ideas.

Retrieved: <https://www.vocabulary.com>concl...>

<https://www.time4writing.com>writ...>

**Teaching Strategies:**

Teacher provides topics and engage students to compose a conclusion to narrative texts or essays.

**Learning Strategies:**

Students study samples of narrative texts and note down structures, rubrics and styles used by writers and compose conclusions to narrative texts or essay using given topics or themes.

**Recommended Resources:**

- Essays and Letters 1

**Suggested Resources:**

- Move into English 3 by Rex sadler & Sandra Sadler

## Unit 1: Text Types and Purposes

**Content Standard 12.2.2:** Students will be able to write informative/explanatory texts to examine and convey ideas and information clearly and accurately through the effective selection, organisation and analysis of content.

**Benchmark 12.2.2.1** Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organisation and analysis of relevant content.

**Topic 1:** Informative texts – Techniques of writing

**Text Types:** Editorials, newspaper commentaries, academic journals, persuasive essays.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Techniques of writing Informative text	Modelling Logical reasoning	Writing Interpretation	Individuality Empowerment	Confident Team-player

### Learning Objectives: Students will be able to:

- i. Identify the organisation of informative/explanatory text writing.
- ii. Brainstorm on given topics.
- iii. Produce a draft of a writing plan and write an informative text.

### Content Background:

#### Informative Text

What is an informative/explanatory text?

Informative/explanatory writing

Explanatory writing requires you to examine and convey complex ideas, concepts and information clearly and accurately. The purpose of this type of writing is to demonstrate comprehension of a topic, concept, process or procedure or increase knowledge. When writing an informative/explanatory text, the writer answers questions of why and how. Informative writing educates the reader by imparting straightforward information on certain topic.

Writing techniques – Paragraph Development

1. Outline

Paragraph 1: Introduction

Paragraphs 2 - 4: three main ideas

Paragraph 5: Conclusion

Retrieved: <https://www.sadlier.com>ela-blog>

**Teaching Strategies:**

Teacher reviews the techniques of writing and engage students to identify them in given texts. Teacher provide texts or contexts.

**Learning Strategies:**

Students study various samples, compare outlines and make notes accordingly. Then practise writing their outline and develop paragraphs.

**Recommended Resources:**

- Essays and Letters 1, Teaching Writing Skills

**Suggested Resources:**

- Move into English 3 by Rex Sadler & Sandra Sadler

## Unit 1: Text Types and Purposes

**Content Standard 12.2.2:** Students will be able to write informative/explanatory texts to examine and convey ideas and information clearly and accurately through the effective selection, organisation and analysis of content.

**Benchmark 12.2.2.2:** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**Topic 1:** Informative essay – Appropriate language features

**Text Types:** Editorials, commentaries, reports, essays, summaries, advertisements.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Language Features Text-layout	Reflection Logical reasoning	Writing Synthesis	Self-cultivation Objectivity	Open-mindedness

### Learning Objectives: Students will be able to:

- i. Identify appropriate language features to be used in informative texts.
- ii. Use transitions effectively to create cohesion and clarity in their texts.
- iii. Use precise language and domain-specific vocabulary in their writings.
- iv. Write an informative text with appropriate language and features.

### Content Background:

#### Appropriate Language

1. Transition words, phrases, clauses
2. Conventions – connectives, sequencing words,
3. Style - Impersonal and formal

#### What is precise language and domain-specific vocabulary?

Precise language consists of clear and direct words and phrases with specific meanings.

Domain-specific vocabulary consists of the words and phrases used to explain concepts that are directly related to a particular subject or topic. Put simply, domain-specific words, also known as Tier 3 words, are technical or jargon words important to a particular subject.

**Teaching Strategies:**

Teacher review appropriate language features, provide exercises and engage students to perform practical exercises.

**Learning Strategies:**

Students study samples and note down language features from the various texts.

**Recommended Resources:**

- Essays and Letters 1

**Suggested Resources:**

- Move into English 3 by Rex Sadler & Sandra Sadler

## Unit 1: Text Types and Purposes

**Content Standard 12.2.2:** Students will be able to write informative/explanatory texts to examine and convey ideas and information clearly and accurately through the effective selection, organisation and analysis of content.

**Benchmark 12.2.2.3:** Establish and maintain a formal style.

**Topic:** Informative text – Formal style

**Text Types:** Editorials, commentaries, reports, essays, reviews, critiques.

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Language Features	Modeling Logical reasoning	Writing Reflections	Self-cultivation	Open-minded Professional

**Learning Objective: Students will be able to:**

- i. Write an informative text using formal style language.

**Content Background:**

Style: Impersonal language structures

What does formal style in writing mean?

In composition, formal style is a broad term for speech or writing marked by an **impersonal**, **objective**, and **precise** use of language. A formal prose style is typically used in orations, scholarly books and articles, technical reports, research papers and legal documents.

Retrieved: <https://www.thoughtco.com>forma...>

**Teaching Strategies:**

Teacher review appropriate language features, provide exercises and engage students to perform practical exercises.

**Learning Strategies:**

Students study samples and note down language features from the various texts.

**Recommended Resources:**

- Essays and Letters 1

**Suggested Resources:**

- Move into English 3 by Rex Sadler & Sandra Sadler

## Unit 1: Text Types and Purposes

**Content Standard 12.2.2:** Students will be able to write informative/explanatory texts to examine and convey ideas and information clearly and accurately through the effective selection, organisation and analysis of content.

**Benchmark 12.2.2.4:** Provide a concluding statement or section that follows and supports the information or explanation presented.

**Topic 4:** Informative text/essay – A conclusion

**Text Types:** Editorials, commentaries, reports, essays, reviews, summaries.

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Language Features	Creative process Logical reasoning	Writing Synthesis	Self-cultivation Rationality	Open-mindedness Critical

**Learning Objectives: Students will be able to:**

- i. Identify and use appropriate language features used in concluding an informative text/essay.
- ii. Write a concluding paragraph to a text.

**Content Background:**

Informative Essay

Writing a Conclusion

- Summary
- Language Features: In conclusion, In summary, Therefore

What is a conclusion?

- A conclusion is what you will leave with your reader.
- It wraps up your essay.
- It demonstrates to the reader that you accomplished what you set out to do.
- It shows how you have proved your thesis.
- It provides the reader with a sense of closure on the topic.

Retrieved: <https://www.time4writing.com>



**Teaching Strategies:**

Teacher reviews appropriate language features, provide exercises and engage students to perform practical exercises.

**Learning Strategies:**

Students study samples and note down language features from the various texts.

**Recommended Resources:**

- Essays and Letters 1

**Suggested Resources:**

- Move into English 3 by Rex Sadler & Sandra Sadler

## Unit 1: Text Types and Purposes

**Content Standard 12.2.3:** Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Benchmark 12.2.3.1:** Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.

**Topic 1:** Argumentative essays – Developing a content

**Text Types:** Argumentative essays, newspaper editorial, newspaper commentaries, reports, reviews.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Brainstorming ideas Text layout	Logical reasoning	Note-making Analytical skills	Self-Cultivation Empowerment	Critical Persuasive

### Learning Objectives: Students will be able to:

- i. Identify a current local, national or global issue to write about.
- ii. Write facts, definitions and concrete details on to the issue.
- iii. Take notes effectively from sources to collect evidence on the issue.
- iv. Use quotations/citations correctly.
- v. Write an argumentative essay using appropriate language and conventions.

### Content Background:

#### Argumentative Essay – Improving a Content

Key Inclusions: facts, definitions, concrete details, quotations, examples

Revisiting what an argumentative essay is.

The argumentative essay is a genre of writing that requires students to investigate a topic, collect, generate, and evaluate evidence; and establish a position on the topic in a concise manner.

How to start an argumentative essay

1. Start with a Hook. Start the introduction with a sentence that gets the reader interested in the topic.
2. Include Background. Providing readers with background on the topic allows them to better understand the issue being presented.
3. State the thesis. The thesis is the essence of an argumentative essay.

**Strong body paragraphs**

A strong body paragraph explains, proves, and/or supports the paper's argument claim or thesis statement.

- Insert a topic sentence.
- Explain the topic sentence.
- Introduce the evidence.
- Unpack the evidence.
- Insert a concluding sentence
- Explain the evidence

**Conclusion**

A good conclusion of the essay will leave a reader with a good impression.

Retrieved: [https://owl.purde.edu>essay\\_writing](https://owl.purde.edu>essay_writing)  
<https://education.seattlepi.com>writ...>  
<https://depts.washington.edu>owrc>

**Teaching Strategies:**

Revise from previous knowledge and write down topics to re-enforce the technique of brainstorming for improving content.

**Learning Strategies:**

Students choose topics and practise brainstorming ideas, organise and validate ideas noted down, and provide reasons for their choice of ideas. Write a topic and brainstorm ideas based on the topic.

**Recommended Resources:**

- Essays and Letters 1

**Suggested Resources:**

- Move into English 3 by Rex Sadler & Sandra Sadler

## Unit 1: Text Types and Purposes

**Content Standard 12.2.3:** Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Benchmark 12.2.3.2:** Use appropriate transitions to clarify the relationships among ideas and concepts.

**Topic:** Argumentative Essay – Using appropriate transitions

**Text Types:** Newspaper editorial, argumentative essays, commentaries, viewpoints

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Analysing	Logical reasoning	Note-making Analysis skills Inference-making	Self-cultivation	Critical Empathic

### Learning Objectives: Students will be able to:

- i. Identify and use transitions effectively to connect ideas in argumentative texts.
- ii. Do peer review of each other's argumentative texts.

### Content Background:

What are transitions?

Transitions are words or phrases that help readers recognise connections between ideas. As you write, use transition words to help you organise information effectively. Transitions can help signal connections between main idea and supporting ideas.

Some examples of transition words useful for argument writing:

Exception/Contrast but, however, in spite of, on the other hand, nevertheless, nonetheless, notwithstanding, in contrast, on the contrary, still yet,

Sequence/Order first, second, third..., next, then, finally,

Retrieved: <https://www.uwc.edu>students>owl>

**Teaching Strategies:**

Teacher provides samples of essays and tasks students to identify transitions.

**Learning Strategies:**

Students write ideas with clarity and coherence using appropriate transitions.

**Recommended Resources:**

- Essays and Letters 1

**Suggested Resources:**

- Move into English 3 by Rex Sadler & Sandra Sadler

## Unit 1: Text Types and Purposes

**Content Standard 12.2.3:** Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Benchmark 12.2.3.3:** Use precise language and domain-specific vocabulary to inform or explain the topic.

**Topic:** Argumentative essays – Precise vocabulary

**Text Types:** Argumentative essays, newspaper commentaries, newspaper editorials, etc...

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Argumentative Essay	Decision-making	Writing Critical inferences	Self-cultivation Empowerment	Critical Assertive

### Learning Objective: Students will be able to:

- i. Use domain-specific vocabulary in writing the texts.

### Content Background:

#### Precise Vocabulary

Appropriate words and loaded precise words strengthen the essay. For example, In my strongest opinion, Consequential effects of the projects, Leadership rises and fall like the waves.

### Teaching Strategies:

Task students to brainstorm possible topics and choose a topic and commence brainstorming appropriate vocabulary and drafting an essay.

### Learning Strategies:

Students brainstorm topics, choose topics of their choice, commence brainstorming ideas, organise ideas, validate vocabulary list and write first draft of the essay applying the key elements of writing an argumentative essays.

### Recommended Resources:

- Essays and Letters 1

### Suggested Resources:

- Move into English 3 by Rex Sadler & Sandra Sadler

## Unit 2: Production and Distribution of Writing

**Content Standard 12.2.4:** Students will be able to produce clear and coherent writing in which the development, organisation, and style are appropriate to task, purpose and audience.

**Benchmark 12.2.4.1:** Effectively use content-specific language style, tone, and text structure to compose or adapt writing for different audience and purposes.

**Topic 1:** Writing techniques – Rubrics of writing

**Text Types:** Narratives, informative, literary texts, reviews, recounts, essays, reports.

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Writing Rubrics	Decision making Logical reasoning	Writing Synthesis	Self-cultivation Creativity	Creative Tolerable

**Learning Objectives: Students will be able to:**

- i. Use rubrics such as coherence, clarity, originality, relevance and imagination to draft written texts.
- ii. Write sample sentences using appropriate rubrics.

**Content Background:**

### Writing Rubric

1. Clarity – sentence sensibility
2. Originality – ideas expressed by writer’s own perspective
3. Coherence – smooth following idea development
4. Relevance – ideas must be relevant and focussed on the topic or subject
5. Imaginative – creative thoughts translated into words and composition.

### Content –specific language

Content specific refers to terms, concepts or vocabulary having explicit meaning critical to understanding particular content.

The style in writing can be defined as the way a writer writes. It is the technique that an individual author uses in his writing. It varies from author to author, and depends upon one’s syntax, word choice and tone. It can also be described as a “voice” that readers listen to when they read the work of a writer.

### Tone

Tone in written composition, is an attitude of a writer towards a subject or an audience. Tone is generally conveyed through the choice of words, or the viewpoint of a writer on a particular subject... The tone can be formal, informal, serious, comic, sarcastic, sad, or cheerful or it may be any existing attitude.

Retrieved: <https://literarydevices.net>tone>

**Teaching Strategies:**

Teacher briefly reviews the rubrics of writing and tasks students to write simple ideas in various sentence forms addressing the rubrics. The teacher also introduces and provides students content-specific language, style and tone in writing samples.

**Learning Strategies:**

Students formulate or create own sentences using the writing rubrics. Also view samples of texts highlighting content-specific language, style and tone.

**Recommended Resources:**

- Essays and Letters

**Suggested Resources:**

- Move into English 3 by Rex Sadler & Sandra Sadler



## Unit 2: Production and Distribution of Writing

**Content Standard 12.2.4:** Students will be able to produce clear and coherent writing in which the development, organisation, and style are appropriate to task, purpose and audience.

**Benchmark: 12.2.4.2:** Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**Topic:** Writing process

**Text Types:** Short stories, personal recounts, reviews, essays, reports, commentaries.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Essay structures Writing process	Logical reasoning	Writing	Self-cultivation Logical sequencing	Creative Assertive Critical

### Learning Objectives: Students will be able to:

- i. Examine the writing process.
- ii. Apply the writing processes in their written texts.

### Content Background:

#### Narrative Structures

Types of Sentences:

1. Simple sentence – has single idea
2. Compound Sentence – has a principle idea and other subordinate ideas.
3. Complex Sentence – has a principle idea and other subordinate ideas expressed in clauses
4. Clauses – cannot stand own their own.

#### The writing process

A writing process is a series of actions that writers take in the course of producing a text that satisfies their purposes and the expectations of their readers. It is a key term in the teaching of **writing**.

Steps of the writing process

- Step 1: Prewriting. Think and decide
- Step 2: Research (if needed) search.
- Step 3: Drafting. Write. ...
- Step 4: Revising. ...
- Step 5: Editing and proofreading

Cited from: <https://en.m.wikipedia.org/wiki>

**Teaching Strategies:**

Teacher revises the narrative structures paying particular attention to the types of sentences and appropriate grammatical structures.

**Learning Strategies:**

Students practice write narrative structures paying attention to the types of sentences and descriptive words used.

**Recommended Resources:**

- Essays and Letters 1

**Suggested Resources:**

- STEPS

## Unit 2: Production and Distribution of Writing

**Content Standard 12.2.4:** Students will be able to produce clear and coherent writing in which the development, organisation, and style are appropriate to task, purpose and audience.

**Benchmark: 12.2.4.3:** Master the techniques of effective informational, literary and persuasive writing.

**Topic 3:** Techniques in informational, literary and persuasive writing

**Text Types:** Short stories, personal recounts, reviews, essays, reports.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Essay structures	Logical reasoning	Writing	Self-cultivation Empowerment	Creative Persuasive

### Learning Objectives: Students will be able to:

- i. Identify techniques used in informational, literary and persuasive writings.
- ii. Write simple, compound and complex structures.
- iii. Use appropriate techniques for informational, literary and persuasive writings.

### Content Background:

Type of writing	Purpose
Informational writing	Purpose of informative writing is to share or convey information. Examples of informative writings include newspaper articles, encyclopedia articles, speeches, literary analysis, blogs, magazine articles.
Literary writing	Literary writing is, in essence, a 'response', a subjective personal view which the writer expresses through his themes, ideas, thoughts, reminiscences, using his armoury of words. Its purpose is to try to evoke, or provoke, a response in his reader.
Persuasive writing	Persuasive writing seeks to convince the reader of a particular position or opinion. Persuasive writing is in many ways the most difficult to do well because it requires knowledge of the subject, strong convictions, logical thinking, and technical skill. Some examples of persuasive writing include literary essays, editorials, advertisements, and book, music or movie reviews.

**Teaching Strategies:**

Teacher revise the narrative structures paying particular attention to the types of sentences and appropriate grammatical structures.

**Learning Strategies:**

Students practice write narrative structures paying attention to the types of sentences and descriptive words used.

**Recommended Resources:**

- Essays and Letters 1

**Suggested Resources:**

- STEPS

## Unit 2: Production and Distribution of Writing

**Content Standard 12.2.5:** Students will be able to use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting or trying a new approach.

**Benchmark 12.2.5.1:** Implement the writing process successfully to plan, revise and edit written work.

**Topic 1:** Varied texts – Implementing the writing process

**Text Types:** Narratives, short stories, personal recounts, myths, essays, reports.

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Parts of Essay	Logical reasoning	Essay writing	Rationality	Open-minded

**Learning Objectives: Students will be able to:**

- i. Apply and implement the writing process effectively.
- ii. Do peer-review of each other's writing.

**Content Background:**

Writing Process – Editing or Proof Reading

1. Choice of vocabulary
2. Spelling and punctuation
3. Word in Context
4. Grammar Usage
5. Ideas
6. Sentence Structures

The writing process is an approach to writing that entails five main components: Prewriting, drafting, revising and editing, rewriting, and finally publishing. Teachers use a combination of instruction, modelling, and conferencing along with a few other teaching strategies to teach students the writing process.

In using the writing process, students can break writing into manageable chunks and focus on producing quality material. The final stage, publishing, ensures students have an audience.

**Teaching Strategies:**

Teacher reviews and tasks students to study and write down examples of texts and edit texts or own essays.

**Learning Strategies:**

Students proof read texts or their own texts.

**Recommended Resources:**

Essays and Letters 1

**Suggested Resources:**

- Move into English 3 by Rex Sadler & Sandra Sadler

## Unit 2: Production and Distribution of Writing

**Content Standard 12.2.5:** Students will be able to use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting or trying a new approach.

**Benchmark 12.2.5.2:** Demonstrate in their writing stylistic and thematic elements of literary or narrative texts that can be refined to inform or influence an audience.

**Topic 2:** Writing styles

**Text Types:** Narratives, short stories

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Writing rubrics	Creative process	Writing	Self-cultivation	Creative

**Learning Objective: Students will be able to:**

- i. Use stylistic approach to writing a text.

**Content Background:**

Writing Styles

- Figurative language
- Descriptive words – mood, action, thoughts, 3-D perspective

**Teaching Strategies:**

Teacher provide background information on the rubrics and briefly emphasise the importance. And provide practical exercises to compliment notes provided.

**Learning Strategies:**

Students attempt exercises provided to re-enforce the importance of writing styles.

**Recommended Resources:**

- English Essentials, Teaching Writing Skills

**Suggested Resources:**

- STEPS 5,6,7,8

## Unit 2: Production and Distribution of Writing

**Content Standard 12.2.5:** Students will be able to use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting or trying a new approach.

**Benchmark 12.2.5.3:** Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on what is most significant for a specific purpose and audience.

**Topic 3:** Paragraph development

**Text Types:** Narratives, short stories, essays, editorials, reports

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Paragraphing	Creative process Logical reasoning	Writing	Self-cultivation Creativity	Creative Team-player

**Learning Objectives: Students will be able to:**

- i. Use principles of writing to develop paragraphs effectively.
- ii. Peer review their paragraph texts.

**Content Background:**

- Paragraph Development
1. Stress the importance of paragraph as basic unit of writing.
  2. Paragraph development in narratives – elements of story
  3. Paragraph development in persuasive – main ideas, supporting ideas, examples and rationales
  4. Paragraph development in letters – salutation, introduction, purpose, closing remarks
  5. Paragraph development in reports – introduction, findings, evaluation, conclusion

**Teaching Strategies:**

Run through principles of writing to develop paragraphs.

**Learning Strategies:**

Students attempt exercises provided to re-enforce the importance of writing rubrics.

**Recommended Resources:**

- Essays and Letters 1, STEPS 5, 6, 7

**Suggested Resources:**

- Teaching Writing Skills for Language teachers (Longman Handbook)
- Move into English 3 by Rex Sadler & Sandra Sadler

## Unit 2: Production and Distribution of Writing

**Content Standard 12.2.6:** Students will be able to use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link other information and to display information flexibility and dynamically.

**Benchmark 12.2.6.1:** Use technology, including the internet to produce, publish and update or share writing products.

**Topic 1:** Researching skills - using print media and internet

**Text Types:** Essays, academic reports, business reports and journals

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Research Skills	Logical reasoning Design process thinking	Researching	Self-cultivation	Creative

**Learning Objectives: Students will be able to:**

- i. Conduct a research using internet.
- ii. Conduct a research using local and international print media.
- iii. Use technology to share a published information.

**Content Background:**

Researching Skills

Internet – list recommended websites and book catalogues

Print Media – identify sections such as editorials, business, commentary, special editions

Verify for quality and reliability by dates, authors, publishers, updates, ratings, factual

**Teaching Strategies:**

Teachers provide research guide and suggested print media and websites and provide background information to the purposes and intention of the research.

**Learning Strategies:**

Students will conduct the research and provide feedback.

**Recommended Resources:**

- Writing A Library paper

**Suggested Resources:**

- Teaching Writing Skills



## Unit 2: Production and Distribution of Writing

**Content Standard 12.2.6:** Students will be able to use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link other information and to display information flexibly and dynamically.

**Benchmark 12.2.6.2:** Take advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**Topic 2:** integrating electronic information

**Text Types:** News articles, academic essays, journals

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Electronic texts	Logical reasoning Problem-solving	Researching Creating	Creativity	Creative Open-minded

**Learning Objective: Students will be able to:**

- i. Use technology to write texts for publications and sharing.

**Content Background:**

Technology and Writing

- Use social media applications
- Use E-mail/Gmail for sharing and publishing writing
- Use other electronic media to write texts or essays for publications – E.g. Amazon

**Teaching Strategies:**

Teachers provide background information and activities for students practice.

**Learning Strategies:**

Students use technology such social media and electronic books to practise publishing or sharing.

**Recommended Resources:**

- Writing A Library paper

**Suggested Resources:**

- STEPS 5, 6, 7, Essentials of Writing

### Unit 3: Research to Build and Present Knowledge

**Content Standard 12.2.7:** Students will be able to conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**Benchmark 12.2.7.1:** Analyse how an author draws on and transforms source material in a specific work.

**Topic 1:** Research skill – Collecting data

**Text Types:** Survey reports, data, business journals, theses, questionnaires, policies, reviews.

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowl- edge	Logical Processes	Skills	Values	Attitudes
Research conduction	Problem-solving Logical reasoning	Writing analysis	Self-cultivation Assertiveness	Desire to learn Objective

**Learning Objectives: Students will be able to:**

- i. Create a research question for investigation.
- ii. Create a questionnaire based on the research question.
- iii. Conduct a survey to collect data.

**Content Background:**

Analysing questionnaire or research methodology

1. Background – what is a survey?
  - Survey format
  - Survey topics
  - How to conduct survey
2. Suggest topics
3. Formulate formats
4. Conduct surveys

**Teaching Strategies:**

Teacher provide background information on surveying skills and suggest topics.

**Learning Strategies:**

Students create own survey formats and conduct surveys.

**Recommended Resources:**

- In Fact, Questionnaire for Business surveys

**Suggested Resources:**

- Teaching Writing Skills

## Unit 3: Research to Build and Present Knowledge

**Content Standard 12.2.7:** Students will be able to conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**Benchmark 12.2.7.2:** Evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**Topic 2:** Validating arguments and claims

**Text Types:** Academic essays and reports, business survey reports, research articles/papers.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Argument validation.	Decision-making Logical reasoning	Note-making Data analysis Inferences Synthesis	Self-reflection Empowerment	Critical thinkers

### Learning Objectives: Students will be able to:

- i. Evaluate relevance and validity of arguments/claims in texts.
- ii. Compile a report based on data findings from the survey.

### Content Background:

#### Validating Arguments and Claims

1. Using other sources to verify and validate arguments or claims.
2. Practice: Students read from other sources to validate arguments

### Teaching Strategies:

Teachers provide guide to other resources for students to do further research to validate survey data.

### Learning Strategies:

Students collate their survey data and conduct research in other resource material sources to validate the data collected.

### Recommended Resources:

- Writing a Library paper

### Suggested Resources:

- Teaching Writing Skills

## Unit 3: Research to Build and Present Knowledge

**Content Standard 12.2.7:** Students will be able to conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**Benchmark 12.2.7.3:** Write a research paper with a good command of grammar and mechanical conventions appropriate for students preparing to enter tertiary institution.

**Topic 3:** Writing a Research paper

**Text Types:** Academic reports and essays, business journals and reports, theses, research papers.

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Survey Report Report writing Language use	Design process thinking Logical reasoning	Academic report writing Synthesis	Self-reflection Empowerment	Appreciative Participatory

**Learning Objective: Students will be able to:**

- i. Write a research report based on data from the survey.

**Content Background:**

Research Report

Review/Introduction,  
methodology,  
hypothesis,  
findings and evaluations,  
summary,  
recommendations,  
bibliography/references

Language

Academic words,  
formal words,  
effective conventions,  
loaded words,  
technical jargons,

**Teaching Strategies:**

Teacher will provide papers and other material necessary for writing survey reports.

**Learning Strategies:**

Students will compile research paper.

**Recommended Resources:**

- Writing a Library paper

**Suggested Resources:**

- Teaching Writing Skills

## Unit 3: Research to Build and Present Knowledge

**Content Standard 12.2.8:** Students will be able to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**Benchmark 12.2.8.1:** Analyse relevant information from multiple authoritative print and digital sources using advanced searches effectively.

**Topic 1:** Researching Skills – Using internet and electronic resources.

**Text Types:** Academic essays and journals, commentaries, reports, reviews, research papers.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Information analysis Research skills Reference systems	Problem-solving Design process thinking	Note-making Critical analysis	Integrity Assertiveness	Open-mindedness

### Learning Objectives: Students will be able to:

- i. Analyse source reliability on electronic sources.
- ii. Set out the electronic references appropriately.

### Content Background:

#### How to Reference Electronic Sources in APA Format

There are a number of special style concerns for referencing electronic sources in APA format.

**Online documents**, journal articles, databases, and message boards all have unique referencing requirements. It is important to note the exact web address on any online source you use. Always keep track of the electronic resources you refer to as you are researching a topic and collecting references.

The basic structure for referencing online documents is very similar to other references but with the addition of a retrieval source. Provide the exact URL for where the document can be found. Author, A. A. (2000). Title of work. Retrieved from source For example: Cherry, K. (2006). Guide to APA format. About Psychology. Retrieved from <http://psychology.about.com/od/apastyle/guide>

**Online journal articles** should be cited much like print articles, but they should include additional information about the source location. The basic structure is as follows: Author, A. B., Author, C. D., & Author, E. F. (2000). Title of article. Title of Periodical, Volume number, page numbers. Retrieved from source For example: Jenet, B. L. (2006) A meta-analysis on online social behavior. Journal of Internet Psychology, 4. Retrieved from <http://www.journalofinternetpsychology.com/archives/volume4/3924.html>

When citing an online newspaper article, you should provide the URL of the newspaper's home page. The APA suggests doing this in order to avoid the problem of nonworking URLs. For example: Parker-Pope, T. (2011, November 16). Practicing on patients. The New York Times. Retrieved from <http://www.nytimes.com>

**Teaching Strategies:**

Teacher provides guide and background information for internet searching and method of collecting and string information.

**Learning Strategies:**

Students gather information and store using recommended method of storage.

**Recommended Resources:**

- Writing a Library Paper

**Suggested Resources:**

- Cherry, K, 2019, How to Reference Electronic Sources in APA Format, <https://www.verywellmind.com/electronic-sources-in-apa-format-2794851>

## Unit 3: Research to Build and Present Knowledge

**Content Standard 12.2.8:** Students will be able to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**Benchmark 12.2.8.2:** Describe the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**Topic 2:** Paraphrasing skills

**Text Types:** Journals, academic essays and reports, resource books, business publications,

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Paraphrasing	Creative design process Reflection	Note-making Synthesis Inferences	Integrity Ethical behavior	Open-minded Empowerment

**Learning Objectives: Students will be able to:**

- i. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism.
- ii. Use in-text citation accurately.
- iii. Paraphrase information gathered from various sources.

**Content Background:**

### How To Quote And Paraphrase

Once you have found sources, there are two ways to use them in a paper: quotation and paraphrase. Quotation means placing a source's words in quotation marks and using them exactly as you found them, whereas paraphrasing means putting borrowed ideas or information into your own words. Both require citation (an upcoming mini-lecture).

There are strict rules governing quotations:

1. Quotes must be exact. That means if there is an obvious error (spelling or otherwise), copy the error. You can indicate the mistake is not yours by inserting [sic] in square brackets:  
"A few researchers seem [sic] to have duplicated the success of the Utah team" (Smith 39).
2. Quotes must use appropriate grammar and punctuation. Short quotes can be incorporated right into a sentence:  
Some scientists have apparently "duplicated the success" of the Utah researchers' experiment (Smith 39).

Introduce an entire sentence by referring to the source. If you use a verb, use a comma, and capitalize the start of the quote:

Smith observes, "A few researchers seem [sic] to have duplicated the success of the Utah team" (39).

You can also introduce a quote with that (no comma and no capital):

Smith observes that "researchers seem [sic] to have duplicated the success of the Utah team" (39).

Longer quotes may be introduced with a colon. However you handle a quote, the final period always follows the citation (as above); when there is no citation, the final punctuation comes before the ending quotation marks:

Jones notes that "the research looks promising."

Commas come before quotation marks when quotes are divided:

"The research," notes Jones, "looks promising."

If a quotation ends with a question mark or an exclamation point, that punctuation comes before the closing quotes:

"Will research ever bring us an answer to the question?" (Smith 39).

There sometimes is confusion between "double quotes" and 'single quotes.' Britain and Commonwealth countries use single quotes (called inverted commas) instead of double, but when you borrow material from such authors, you should convert single quotes to double. In America, single quotes are only used to indicate internal quotes (or quotes within quotes).

"One scientist confessed to feeling 'highly optimistic' about the prospects" (Smith 39).

3. Quotes must fit the grammar of your sentence. For example, the following sentence does not make grammatical sense:

Smith notes that more than one researcher has managed to "duplicated the success of the Utah team" (39). The grammar is flawed. We can change the quote using brackets (covered below), but it is easier to change our grammar:

Smith notes that more than one researcher has "duplicated the success of the Utah team" (39).

Smith notes that more than one researcher has managed to "duplicated the success of the Utah team" (39).

The grammar is flawed. We can change the quote using brackets (covered below), but it is easier to change our grammar:

Smith notes that more than one researcher has "duplicated the success of the Utah team" (39).

4. You may only insert material by using square brackets. Use these only if absolutely necessary for clarification:

"One week earlier, he [McCain], in an interview on national radio, reiterated his intention not to run" (Brown).



5. You may remove material by using ellipses. An ellipsis is a set of three periods with a space on either side of the set; if at the end of a sentence space once and add a fourth period. For more details, here is a useful page.

Keep in mind that any deletion must not change the meaning of the quote:

"One week earlier, he [McCain], in an interview on national radio, reiterated his intention ... to run" (Brown).

Here the word "not" has been removed, misrepresenting the source. This is unacceptable. The following, however, is fine:

"One week earlier, he [McCain] ... reiterated his intention not to run" (Brown).

Ellipses may be used to remove secondary information and keep quotes concise, but the quoted material should still make sense and accurately represent the source. It is not necessary to use an ellipsis if you truncate the beginning of a sentence, but it is necessary if you truncate the end. For example:

"[H]e ... reiterated his intention ... " (Brown).

Of course, if you take only part of a sentence and combine it with your own words, an ellipsis is not required at all:

McCain, a week before, "reiterated his intention" not to enter the race (Brown).

Although, in this case, it might be just as well to paraphrase completely:

McCain, a week before, reaffirmed that he did not plan to enter the race (Brown).

You may use [square brackets] around an ellipsis to indicate that you added it and it was not part of the original quotation; however, this is not absolutely necessary. Just be sure to be consistent.

6. If you quote someone who is quoted by someone else, indicate this. For example, let's say Rebecca Fox wrote a book in which she quotes Patrick Henry, who said: "Give me liberty or give me death." Here is how you would handle it in a paper:

Patrick Henry said, "Give me liberty or give me death" (qtd. in Fox).

This allows you to tell us who said what, but also to point us to your source in the Works Cited (Fox). If Fox didn't quote Henry but simply paraphrased him, then here is how it would appear in your paper:

Patrick Henry said "he wanted liberty or death" (Fox).

Of course, with a quotation this famous, from such a famous person, you would not need a citation (other than Henry's name). Whenever possible, attempt to track down the original source of a quotation. When it is not possible, you can use qtd. in.

There are fewer rules governing paraphrase, but they are just as important:

1. In paraphrase, the phrasing must be substantially different from the original. Consider this quote:

"Lipsius overlooks what does not appear to him, in the Stoic writings, to be especially harmonious with Christian notions."

Changing a few words is a nice start but does not constitute substantial rephrasing, so this would be an inadequate paraphrase:

Lipsius ignores what does not seem to him, in the Stoic writings, to be very harmonious with Christian notions.

There are two strategies to use when paraphrasing. The first, demonstrated above, is to substitute synonyms for the original words and phrases wherever possible. This must be done with most of the words if not all of them, and especially with those that can easily be replaced:

Lipsius ignores what does not seem to him, in the Stoic texts, to be very compatible with Christian ideas.

Some words cannot easily be replaced. These include proper names—Lipsius, Stoic, Christian. Common words also can be hard to replace—not, in, to, be, the. Yet the version above is still too close to the original to be an adequate paraphrase. In addition to using synonyms, you should change syntax, or word order. To do this, consider what the sentence is trying to communicate and then rephrase it in your own words:

When Lipsius considers Stoic texts, he ignores whatever strikes him as not very compatible with Christian ideas.

This reconstruction allows us to change phrases that could not be changed by substitution alone. "What does not seem" becomes "whatever strikes him as not," and when, considers, and he add a twist not in the original version but without changing the meaning. Although this paraphrase is substantially reworded (only six of the original 19 words remain) and the syntax is altered, it is not as elegant as the original. It is shorter by two words, but the phrasing seems a bit clunky and long-winded. So the last thing to do is to smooth it out:

Lipsius's approach to Stoic texts is to ignore whatever strikes him as not very compatible with Christian ideas.

This paraphrase is the same length as the original quote but completely rephrased. Only one thing is missing: a citation.

Lipsius's approach to Stoic texts is to ignore whatever strikes him as not very compatible with Christian ideas (Saunders 150).

2. In paraphrase, the meaning must be exactly the same as the original. Compare our paraphrase to the original:

Lipsius's approach to Stoic texts is to ignore whatever strikes him as not very compatible with Christian ideas.

"Lipsius overlooks what does not appear to him, in the Stoic writings, to be especially harmonious with Christian notions."

Do they state the same thing? One way to check is to break down the meaning of the original sentence, its semantics. The first idea in the original quote is that Lipsius overlooks something. Our version is that he ignores it. Are they close enough in meaning? Ignore could imply deliberate disregard, but so could overlook. The author does not assert that Lipsius was unable to find problems but that he overlooked them: the implication is that the action was deliberate. So our paraphrase seems suitable.

The author does not say that Lipsius overlooked what was not harmonious, but that he overlooked what appeared to him not harmonious. This phrase emphasizes the subjectivity of Lipsius's approach to the writings, and we have retained the same idea in our version: he ignores "whatever strikes him" as incompatible, not whatever is incompatible.

It is also clear that the author is referring only to "Stoic writings," and we have paraphrased these as "Stoic texts." To paraphrase "writings" as "writers" would be inaccurate since Lipsius does not attempt to reconcile the writers with Christianity (as most of them were pagans) but just their ideas, as expressed in their writings. And the word especially (which we have paraphrased as very) is also important because it suggests that Lipsius did not ignore ideas that seemed incompatible with Christianity, but that he ignored only those ideas that seemed especially incompatible. Perhaps he attempted to justify ideas that were only slightly incompatible, but he could not justify ideas that were very incompatible, so he ignored them.

"Christian notions" and "Christian ideas" mean the same thing, but to paraphrase either one as "the Bible" would be inaccurate, since "Christian notions" refers to much more: attitudes about the Bible, ways that the Bible is taught, ideas that are based on the Bible but not actually contained in it, etc.

The point here is that every word and phrase means something particular, so when you attempt to replace or rearrange them, make sure that your alterations do not alter the meaning (only the phrasing). Therefore, the following sentence would not be an acceptable paraphrase of the original:

Lipsius, in his approach to Stoic writers, fails to discover anything incompatible with the Bible (Saunders 150).

In a broad sense, this version may seem to capture the idea of the original, and the phrasing is certainly substantially different, but upon analysis it is clear that the paraphrase itself overlooks (or ignores) many of the important distinctions that the original version makes.

Paraphrase at first takes time, but it gets easier with practice. The trick is to approach it in steps:

- Start with the original sentence or phrase.
- Substitute synonyms for as many words and phrases as you can.
- Try to change the syntax; think about the meaning and put it into your own words.
- Compare your version with the original and make sure you have retained all nuances of meaning.
- Finally, remember to cite the source.

**Teaching Strategies:**

Teacher provide a guide for students to verify appropriate and relevant information sources.

**Learning Strategies:**

Students strategize to check up information sources using prior knowledge of researching.

**Recommended Resources:**

- Writing a library paper

**Suggested Resources:**

- Mini-lecture, 2020, How to quote and Paraphrase, <http://www.mesacc.edu/~jerol76351/102mwf/lectures/how.html>

**Unit 3: Research to Build and Present Knowledge**

**Content Standard 12.2.9:** Students will be able to draw evidence from

literal or informational texts to support analysis, reflection and research.

**Benchmark 12.2.9.1:** Delineate and evaluate the arguments and specific claims in a text, assessing the reasoning is valid and evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**Topic 1:** Analysing arguments and claims

**Text Types:** Academic essays and reports, other journals, research papers, reviews.

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Analysis	Problem-solving Logical reasons	Note-making Inferences	Rationality	Critical participatory

**Learning Objective: Students will be able to:**

- i. Analyse arguments and claims and decide on their quality and relevance.

**Content Background:**

### Analysing Arguments and claims

#### Elements of an argument

A piece of academic writing is made up of a series of arguments. Authors will make claims that they support with evidence/reasons and they will try to persuade the reader that these claims are correct or significant in some way.

An academic argument is made up of three components:

**CLAIM + PREMISE + ATTEMPT TO PERSUADE = ARGUMENT**

#### 1. Claim

The claim is the point that the author is trying to make. They are asserting something that they are then going to try and back up in the rest of the argument.

#### 2. Premise

Premises are the reasons and evidence the author is using to justify a claim. A premise is something that the author believes to be true - either because they suggest it is uncontested knowledge or because it is contested yet persuasive knowledge. This is important because at university you are often looking at papers that are pushing the boundaries of knowledge and a lot of that is contested.

### 3. Attempt to persuade

Without attempting to persuade the reader of something, the author is not completing an argument. The simplest way an author can do this is to show exactly why the premise leads to the claim

## Analysing and evaluating arguments

### Analysing claims

When you are analysing claims, you are mainly deciding if the claim is justified by the premise(s). This involves a number of different subquestions:

- Are the premises believable? (How does the author back them up?)
- Is the author making any assumptions that weaken the premises?
- Is the claim a logical one given the premises?

### Evaluating arguments

When you are evaluating arguments, you are deciding if you have been persuaded by the arguments. Analysing the claim is the first step, but even justified claims can fail to persuade you if you have read other counter-arguments. When evaluating arguments you are bringing in your wider reading of the literature.

Retrieved: <https://libguides.hull.ac.uk/reading/argument>

### Teaching Strategies:

Teachers provide guide and background information and some class activities.

### Learning Strategies:

Students take note of the analysis and provide feedback in short notes or paragraphs.

### Recommended Resources:

- Writing a library paper

### Suggested Resources:

- Hills, D, 2020, Reading at university: Identifying and evaluating arguments <https://libguides.hull.ac.uk/reading/argument>

## Unit 3: Research to Build and Present Knowledge

**Content Standard 12.2.9:** Students will be able to draw evidence from literal or informational texts to support analysis, reflection and research.

**Benchmark 12.2.9.2:** Collect, analyse and evaluate information obtained from multiple sources to answer a question, propose solutions or share findings and solutions.

**Topic 2:** Summarising ideas

**Text Types:** Academic journals, essays, etc...

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Summary	Problem-solving Logical reasoning	Summarizing	Self-cultivation	Optimistic

**Learning Objectives: Students will be able to:**

- i. Summarise two or more ideas to form one central controlling idea.
- ii. Write a summary on the main theme decided on.

**Content Background:**

### Summarising Ideas

How to summarise many ideas.

1. Check on key words used in different texts
2. Consider consolidating different key words that summarises the controlling idea.
3. Consider the perspective of different authors and their reasons for the usage.
4. Consider your current subject or topic and make the choice for appropriateness.

**Teaching Strategies:**

Teachers provide background information and guides.

**Learning Strategies:**

Students conduct their analysis from the various sources and texts available from print media and digital sources.

**Recommended Resources:**

- Writing A Library Paper

**Suggested Resources:**

- Essays and Letters 1

## Unit 3: Research to Build and Present Knowledge

**Content Standard 12.2.10:** Students will be able to write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audience.

**Benchmark 12.2.10.1:** Write routinely over extended time frames; time for research, reflection and revision.

### Topic 1: Portfolio Writing

**Text Types:** Editorials, commentaries, journals, reviews, essays, reports, summaries.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Portfolio	Creative design process	Writing	Openness	With desire to Learn

### Learning Objectives: Students will be able to:

- i. Make notes from reading information from various texts or sources.
- ii. Write different text types on selected topics.

### Content Background:

#### Writings for Portfolios

Keeping a folder of various types of writing.

#### How do students benefit from preparing a portfolio?

Research shows that people learn more, retain more of what they've learned, and are better able to adapt their knowledge to new situations when they take the time to reflect on their past experiences. The portfolio creates an opportunity for students to do just that: by looking back over the writing they've completed and assessing the way their writing has developed, they will develop a clearer sense of their strengths and weaknesses as a writer and a scholar. This will put them in a stronger position to adapt and grow as they move away from the more diverse phase of their education and start to take on more complex challenges in their major discipline.

The portfolio also provides a means for identifying students who might need to develop specific writing skills more fully before they get too far into their major. The roughly 10% of students who earn a "Needs Work" score will work directly with their teachers of Writing across the Curriculum to identify the areas where they most need to improve, so they don't fall through the cracks in their major and upper-division courses.

Retrieved: <https://www.carleton.edu/writing/portfolio/>



**Teaching Strategies:**

Teachers provide guide in running writing portfolio and student activities.

**Learning Strategies:**

Students choose topics and write to create portfolios on different writing types.

**Recommended Resources:**

- In Fact, writing a Library Paper

**Suggested Resources:**

- STEPS 5, 6, 7

## Unit 4: Range of Writing

**Content Standard 12.2.10:** Students will be able to write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audience.

**Benchmark 12.2.10.2:** Evaluate explicit and implicit view points, values and attitudes, and assumptions concealed in speech, writing, and illustrations.

**Topic 2:** Evaluating view points

**Text Types:** Academic essays and reports, journals, commentaries, reviews, critiques.

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Validating	Logical reasoning	Note-making	Rationality	Critical

**Learning Objectives: Students will be able to:**

- i. Analyse explicit and implicit viewpoints concealed in speech, writing, and illustrations.
- ii. Evaluate values and attitudes concealed in speech, writing, and illustrations.

**Content Background:**

Evaluating Viewpoints – this is a process used to check on the quality and relevance of ideas which can be used to respond to a topical issue or question.

How to Evaluate Viewpoints

- Are viewpoints shared by many others?
- Are viewpoints tested by researched information?
- Are viewpoints narrow or expandable?
- Are viewpoints of topical in nature?

**What is the difference between Implicit and Explicit?**

- Implicit is implied meaning. On the other hand, explicit is expressed meaning. This is the main difference between the two words.
- Implicit meaning is the secondary meaning that you get from the primary meaning expressed by a sentence.
- Meanwhile, what is said in a sentence is the expressed meaning or the explicit meaning.
- In the case of an implicit meaning the primary word sacrifices its original meaning and extends it further to give rise to the implicit meaning. This is the difference implicit and explicit.
- It is important to know that both these words, namely, implicit and explicit are very important in rhetoric and poetry. Poets are said to dwell in these two types of meanings to a great extent.

**Teaching Strategies:**

Teachers provide background information and guide to evaluating viewpoints and task students for practical exercises.

**Learning Strategies:**

Students practise evaluating viewpoints by noting down their observations and provide feedback to consolidate information.

**Recommended Resources:**

- Writing a library paper

**Suggested Resources:**

- STEPS 5, 6, 7

## Unit 4: Range of Writing

**Content Standard 12.2.10:** Students will be able to write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audience.

**Benchmark 12.2.10.3:** Demonstrate the use of a range of strategies, research techniques and persistence when engaging with difficult texts or examining complex problems or issues.

**Topic 3:** Writing a Research paper

**Text Types:** Academic reports and essays, journals, reports, reviews, critiques.

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Research paper Writing	Logical reasoning Design process thinking	Critical writing	Self-cultivation Appreciation	Creative Empowering

**Learning Objective: Students will be able to:**

- i. Write a research report.

**Content Background:**

### Parts of a Research Report

Description	Part
What is the research about?	Introduction
What is already known in this area?	Literature Review
What do I expect to find?	Research question
How did you go about your research?	Methodology
What did you find?	Results/Findings
What do the results/findings mean to you?	Discussions
So what? What contribution?	Research significance
What recommendations for future research in this area?	Recommendations
Bibliography/References	

Retrieved from: <https://myathleticlife.com>>compon...

**Teaching Strategies:**

Teachers provide guide in formulating a report.

**Learning Strategies:**

Students write a research report for assessment.

**STEAM Integration:**

**Recommended Resources:**

- Writing a library paper

**Suggested Resources:**

- STEPS 5, 6, 7

## Strand 3: Listening

Strand 3 consists of five units:

1. Oral Instructions Comprehension;
2. Identify main ideas and Supporting Details of Spoken text;
3. Determine Speaker Attitude and Point of View;
4. Comprehend the Meaning of Oral Academic and/or Specialized Vocabulary;
5. Making Inferences and Predictions

Unit	Topic
1. Oral Instructions Comprehension	<ul style="list-style-type: none"> <li>• Extended messages I</li> <li>• Extended messages II</li> <li>• Expository information</li> </ul>
2. Identify main ideas and Supporting Details of Spoken text	<ul style="list-style-type: none"> <li>• Routine messages</li> <li>• Main idea-simple expository information</li> <li>• Main idea-simple oral presentation</li> </ul>
3. Determine Speaker Attitude and Point of View	<ul style="list-style-type: none"> <li>• Non-verbal communication-body language</li> <li>• Non-verbal communication-tone and voice quality</li> <li>• Predictions</li> </ul>
4. Comprehend the Meaning of Oral Academic and/or Specialized Vocabulary	<ul style="list-style-type: none"> <li>• Specialized vocabulary- Jargon</li> <li>• Literal meanings</li> <li>• Cognates</li> <li>• Figurative meanings</li> </ul>
5. Making Inferences and Predictions	<ul style="list-style-type: none"> <li>• Effective listening</li> <li>• Predictions</li> <li>• Inferences</li> <li>• Listening comprehension</li> </ul>

### Unit of Work

Unit of work outlines the topics, Text-types to be used, essential KSAVs to be achieved and the learning objectives that will work towards achieving the essential KSAVs for each benchmark. It basically presents what the teacher is expected to teach per the set standard. Teachers are advised to use the learning objectives to create lesson topics and lesson objectives in preparing lessons. Brief content background of each topic is provided to aid teacher's lesson preparation.

## Unit 1: Oral Instructions Comprehension

**Content Standard 12.3.1:** Students will be able to develop the English listening skills required both for academic achievement and for communication in socially and culturally appropriate ways.

**Benchmark 12.3.1.1:** Identify details of extended messages in familiar or unfamiliar contexts, with limited support.

**Topic:** Extended messages I

**Text Types:** Extended messages.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Extended message	Reflection	Relating	Individuality	Optimistic

### Learning Objectives: Students will be able to:

- i. Listen to extended messages in familiar or unfamiliar contexts.
- ii. Recognize details of extended messages.
- iii. Analyse the details of the extended messages, with limited support.

### Content Background:

Extended Messaging  
Back to Features  
More characters go a long way

Most SMS messaging platforms only let you send texts that are 160 characters long. Our extended messaging feature lets you easily send messages that are up to 306 characters. This means you can include more details to make your marketing campaigns more informational and effective.

Each message over 160 characters requires two credits, which is only one more credit than a standard message and still less than an MMS.

### Teaching Strategies:

Read out certain extended messages.

### Learning Strategy:

Listen and comprehend the messages accordingly.

### Relevant Resources:

- <https://simpletexting.com>

### Suggested Resources:

## Unit 1: Oral Instructions Comprehension

**Content Standard 12.3.1:** Students will be able to develop the English listening skills required both for academic achievement and for communication in socially and culturally appropriate ways.

**Benchmark 12.3.1.2:** Observe and highlight details of extended messages in familiar or unfamiliar contexts, with limited support.

**Topic:** Extended messages II

**Text Types:** Extended message

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Extended Message	Evaluating	Comprehension	Rationality	Open-minded

**Learning Objectives: Students will be able to:**

- i. Notice the details of extended messages in familiar or unfamiliar contexts.
- ii. Take note of the details of extended messages.
- iii. Comprehend the details of extended messages in socially and culturally appropriate ways.

**Content Background:**

How to Send an Extended Message

With other platforms, you have to send multiple campaigns if you want a message over 160 characters. Simple Texting makes sending an extended message just as easy as sending any other text message.

**Teaching Strategies:**

Read out certain extended messages in familiar or unfamiliar contexts.

**Learning Strategy:**

- Listen, take note and comprehend the extended messages.

**Relevant Resources:**

- <https://simpletexting.com>

**Suggested Resources:**



## Unit 1: Oral Instructions Comprehension

**Content Standard 12.3.1:** Students will be able to develop the English listening skills required both for academic achievement and for communication in socially and culturally appropriate ways.

**Benchmark 12.3.1.3:** Analyse the main idea of expository information presented orally, independently.

**Topic:** Expository information

**Text Types:** Expository Texts: Magazine articles, textbooks, brochures, internet sites, newspaper articles, essays.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Expository Information	Logical reasoning	Analysing	Truth	Critical

### Learning Objectives: Students will be able to:

- i. Identify the main idea of expository information presented orally.
- ii. Examine the main idea of expository information presented orally, independently.
- iii. Evaluate the main idea of the expository information in socially and culturally appropriate ways.

### Content Background:

#### Expository information

It is informational text (text that gives information) that explains something to the reader. Expository and informational text are ALMOST the same thing. The only difference is that expository text can include opinions. Informational text just sticks to the facts.

### Teaching Strategies:

Read out information of selected expository texts.

### Learning Strategy:

Listen and analyse accordingly.

### Relevant Resources:

- [www.readingrockets.org](http://www.readingrockets.org)

### Suggested Resources:

## Unit 2: Identify Main Ideas and Supporting Details of Spoken English

**Content Standard 12.3.2:** Students will be able to identify main ideas and supporting details of spoken languages.

**Benchmark 12.3.2.1:** Identify details of brief, routine messages in familiar contexts, which may be supported by visuals.

**Topic:** Routine messages

**Text Types:** Routine messages

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Routine messages	Evaluating	Comprehending	Human	Confident

**Learning Objectives: Students will be able to:**

- i. Listen to brief routine messages in familiar contexts.
- ii. Recognize the details of brief routine messages, which may be supported by visuals.
- iii. Interpret details of brief routine messages.

**Content Background:**

The most common routine messages in modern businesses include order confirmations, service updates, dispatch lists, bug reports and contract terms letters. Other routine communications may be intended for customers, including service notifications and follow-up letters, satisfaction surveys and goodwill messages to customers who have provided feedback about products or services.

**Teaching Strategies:**

Role play routine messages in business communication/play a recording of routine message in a particular workplace.

**Learning Strategy:**

Listen and analyse the longer routine messages.

**Relevant Resources:**

- [Smallbusiness.chron.com](http://Smallbusiness.chron.com)
- Routine Messages in Business Communication by Joe Taylor Jr.

**Suggested Resources:**

## Unit 2: Identify Main Ideas and Supporting Details of Spoken English

**Content Standard 12.3.2:** Students will be able to identify main ideas and supporting details of spoken languages.

**Benchmark 12.3.2.2:** Identify the main idea of simple expository information presented orally, supported by visuals.

**Topic:** Main idea-simple expository information

**Text Types:** Expository information: news articles, informational books, instruction manuals, or text books.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Expository Information	Analysing	Comprehending	Truth	Positive

### Learning Objectives: Students will be able to:

- i. Outline the main idea of simple expository information presented orally.
- ii. Interpret the main idea of simple expository information to widen understanding of text.
- iii. Analyse the details of simple expository information supported by visuals.

### Content Background:

True and deliberate expository text will focus on educating its reader. Other descriptors of exposition are clear, concise, and organized writing. Expository text gets to the point quickly and efficiently. The opposite of this is narrative text, which tells a story and generally uses a lot of emotion.

### Teaching Strategies:

Read aloud information on a simple expository text.

### Learning Strategy:

Listen, interpret and analyse the information on a simple expository text.

### Relevant Resources:

- <https://study.com>

### Suggested Resources:

## Unit 2: Identify Main Ideas and Supporting Details of Spoken English

**Content Standard 12.3.2:** Students will be able to identify main ideas and supporting details of spoken languages.

**Benchmark 12.3.2.3:** Identify the main idea of simple oral presentations via radio, video, television and other media.

**Topic:** Main Idea-simple oral presentation

**Text Types:** Radio, video, television and other media.

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Oral Presentation	Logical reasoning	Interpreting	Creativity	Creative

**Learning Objectives: Students will be able to:**

- i. Listen to simple oral presentations via radio, video, television and other media.
- ii. Take note of main ideas delivered in the oral presentations.
- iii. Interpret main ideas presented and understand the spoken text in a range of situation for different purposes.

**Content Background:**

### Listening for the Main Idea

The purpose of this type of listening is to train the student to grasp the main points or general information presented in the audio. Students often get stuck on a detail, a word or phrase they don't understand and fail to see the bigger picture. So, this is a great exercise for this type of student.

The topic of the lecture or conversation is usually the main idea. All the supporting details will make the main idea stronger. The main idea will be stated normally in the beginning and emphasized at the end. If the main idea is not stated listen to what the supporting details have in common and imply the main idea.

**Teaching Strategies:**

Choose a short audio tract that presents information that may be easily summarised, like a news report. 'Breaking News English' offers some excellent audio tracks for different levels, like this one for example on bilingualism. (It is important to clarify that students aren't expected to deliver details, like numbers, names or statistics but rather express the main point in a concise manner).

**Learning Strategy:**

Summarise the main points or ideas in one or two sentences. Express the main idea in a concise manner.

**Relevant Resources:**

- Mitchell, A., 2002, Senior English Workbook, Macmillan Education Australia PTY LTD, Sydney
- [www.monash.edu](http://www.monash.edu)
- [busyteacher.org](http://busyteacher.org)

**Suggested Resources:**

### Unit 3: Determine Speaker Attitude and Point of View

**Content Standard 12.3.3:** Students will be able to develop the English listening skills required both for academic achievement and communication in socially and culturally appropriate ways and determine speaker attitude and point of view.

**Benchmark 12.3.3.1:** Identify and/or describe a range of speakers' attitudes, moods or emotions in extended oral messages by reading body language and/ or tone and voice quality, with limited support.

**Topic:** Non-verbal communication – Body language

**Text Types:** Oral presentations

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Non-verbal communication	Logical reasoning	Evaluation	Human	Optimistic

**Learning Objectives: Students will be able to:**

- i. Listen to a range of speakers' and view and/or observe the
- i. non-verbal signals, especially the body language, tone and voice quality.
- ii. Recognize the body language displayed.
- iii. Interpret the speakers' attitudes, moods or emotions through the body language portrayed.
- iv. Analyse and illustrate how the body language reveal the speakers' attitudes, moods, or emotions with limited support.

**Content Background:**

When an anecdote is imaginatively told by a speaker who uses voice, facial expression and gesture, it can be great entertainment.

Terms to remember

Term	Meaning
Tone	The 'voice; or attitude which shows how the speaker feels about the topic being discussed.
Pause	A break in delivery for emphasis.
Gesture	The hand movement of the speaker which show the mood or event in the story.
Vocal features	Tone, pace, volume, expressi
Fluency	The smoothness of delivery
Body Language	Non-verbal features such as posture, eye contact and facial expression.

**Teaching Strategies:**

Invite speakers to give oral presentations to the students.

**Learning Strategy:**

Listen and observe body language and analyse the speakers' attitudes, moods and emotions with limited support.

**Relevant Resources:**

-Guest & Eshuys, 1997, English Elements 2, Jacaranda Wiley LTD, Australia.

**Suggested Resources:**

### Unit 3: Determine Speaker Attitude and Point of View.

**Content Standard 12.3.3:** Students will be able to develop the English listening skills required both for academic achievement and communication in socially and culturally appropriate ways and determine speaker attitude and point of view.

**Benchmark 12.3.3.2:** Describe, compare and contrast a range of speakers' attitudes, moods and emotions in extended oral messages by reading body language and/or tone and voice quality.

**Topic:** Non-verbal communication-Tone and voice quality

**Text Types:** Speakers' extended oral messages

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Non-verbal communication	Logical reasoning	Analysing Comparing Contrasting	Individuality	Open-minded

**Learning Objectives: Students will be able to:**

- i. Identify the attitudes, moods or emotions of a range of speakers' in extended oral messages by reading body language and or tone and voice quality.
- ii. Interpret and describe the attitudes, moods and emotions of the speakers' by reading body language.
- iii. Compare and contrast the attitudes, moods and emotions, of a range of speakers' by reading body language and or tone and/or voice quality.

**Content Background:**

How a speaker delivers a speech is just as important as what is said. When you are listening to a speaker, particularly someone like a debater who is trying to put forward a point of view, watch for effective non-verbal techniques such as eye contact and gestures and tone and voice quality.

**Teaching Strategies:**

Invite a range of speakers to speak to the students.

**Learning Strategy:**

Listen, interpret, compare and contrast the attitudes, moods and emotions of the speakers by reading body language.

**Relevant Resources:**

- Mitchell, A., 2002, Senior English Workbook, Macmillan Education Australia PTY LTD, Australia.

**Suggested Resources:**



### Unit 3: Determine Speaker Attitude and Point of View

**Content Standard 12.3.3:** Students will be able to develop the English listening skills required both for academic achievement and communication in socially and culturally appropriate ways and determine speaker attitude and point of view.

**Benchmark 12.3.3.3:** Interpret and make predictions of multiple speakers' range of attitudes, moods, emotions, innuendos and/or biases in extended oral messages by reading body language and/or tone and voice quality.

**Topic:** Predictions

**Text Types:** Extended oral messages, multiple speakers

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Prediction	Evaluation	Predicting	Trust	Critical

**Learning Objectives: Students will be able to:**

- i. Listen to multiple speakers' extended oral messages and observe body language, tone and/or tone and voice quality.
- ii. Examine the speakers' range of attitudes, moods, emotions, innuendos and/or biases in extended oral messages by reading body language.
- iii. Predict the multiple speakers' attitudes, moods, emotions and innuendos, by reading body language.
- iv. Evaluate the different point of views to see other people's perspectives.

**Content Background:**

A prediction is a statement about a future event. A prediction is often, but not always, based upon experience or knowledge.

In a non-statistical sense, the term "prediction" is often used to refer to an informed guess or opinion.

A prediction of this kind might be informed by a person's abductive reasoning, inductive reasoning, deductive reasoning, and experience; and may be of useful – if the predicting person is a knowledgeable person in the field.

**Teaching Strategies:**

Invite and allow multiple speakers to talk to the students.

**Learning Strategy:**

Listen, examine and predict the speakers' attitudes, moods and emotions by reading the body language.

**Relevant Resources:**

- [wikipedia.org](http://wikipedia.org)

**Suggested Resources:**

## Unit 4: Comprehend the Meaning of Oral Academic and/or Specialized Vocabulary

**Content Standard 12.3.4:** Students will be able to comprehend the meaning of academic and/or specialized vocabulary when spoken.

**Benchmark 12.3.4.1:** Comprehend specialized vocabulary spoken in a variety of contexts, with support.

**Topic:** Specialized vocabulary - Jargon

**Text Types:** Oral speeches

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Specialized Vocabulary - Jargon	Reasoning	Analysing	Sensitivity	Empathetic

**Learning Objectives: Students will be able to:**

- i. Recognize specialized vocabulary spoken in a variety of contexts.
- ii. Interpret and describe the specialized vocabulary with support.
- iii. Analyse the specialized vocabulary in a variety of contexts with support.

**Content Background:**

Jargon is the specialized terminology associated with a particular area of activity. Jargon is normally employed in a particular communicative context and may not be well understood outside the context. The context is usually a particular occupation (that is, a certain trade, profession, vernacular, or academic field), but any in-group can have jargon. The main trait that distinguishes jargon from the rest of a language is special vocabulary- including some words specific to it, and often different senses or meanings of words, that outgroups would tend to take in another sense-therefore misunderstanding that communication attempt. Jargon is sometimes understood as a form of technical slang and then distinguished from the official terminology used in a particular field of activity.

**Teaching Strategies:**

Invite speakers from different contexts to give a speech.

**Learning Strategy:**

Listen, interpret and analyse the specialized vocabulary in a variety of contexts with support.

**Relevant Resources:**

- [www.redlinels.com](http://www.redlinels.com)
- [en.m.wikipedia.org](http://en.m.wikipedia.org)

**Suggested Resources:**

## Unit 4: Comprehend the Meaning of Oral Academic and/or Specialized Vocabulary

**Content Standard 12.3.4:** Students will be able to comprehend the meaning of academic and/or specialized vocabulary when spoken.

**Benchmark 12.3.4.2:** Identify the literal meanings of words, with support.

**Topic:** Literal meanings

**Text Types:** Oral speeches

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Literal meanings	Logical reasoning	Comprehending Relating Making inferences	Self-cultivation	Open-minded

**Learning Objectives: Students will be able to:**

- i. Listen closely to a spoken text in a particular context.
- ii. Comprehend literal meanings of words, with support using context clues.
- iii. Use context clues to deduce word meanings or implied meanings.

**Content Background:**

The literal meaning of a word is its original, basic meaning without metaphor or exaggeration. The literal meaning is the most obvious or non-figurative sense of a word or words. Language that's not perceived as metaphorical, ironic, hyperbolic, or sarcastic. Contrast with figurative meaning or non-literal meaning.

Dictionary definitions are written in literal terms. For example, 'It is time to feed the cats and dogs.' This phrase 'cats and dogs' is used in a literal sense, for the animals are hungry and it is time to eat. "Figurative language paints word pictures and allows us to 'see' a point. For example: "It is raining cats and dogs!" Cats and dogs do not really fall from the sky like rain...This expression is an idiom.

**Teaching Strategies:**

Read out text of a particular context.

**Learning Strategy:**

Listen, comprehend and deduce word meanings.

**Relevant Resources:**

- [dictionary.cambridge.org](http://dictionary.cambridge.org)

**Suggested Resources:**

## Unit 4: Comprehend the Meaning of Oral Academic and/or Specialized Vocabulary

**Content Standard 12.3.4:** Students will be able to comprehend the meaning of academic and/or specialized vocabulary when spoken.

**Benchmark 12.3.4.3:** Use knowledge of cognates to comprehend new vocabulary, with extensive support.

**Topic:** Cognates

**Text Types:** Influential texts (Bible, Arthurian legend, The Canterbury Tales The Complete Work of William Shakespeare, etc.)

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Cognates	Reflection	Comprehending	Dignity	Appreciative

**Learning Objectives: Students will be able to:**

- i. Listen closely to words used in a spoken text in a particular context.
- ii. Apply general knowledge and relate new vocabulary with existing knowledge.
- iii. Comprehend meaning of new vocabulary using knowledge of cognates, with extensive report.

**Content Background:**

A cognate is a word derived from the same root as another word. Cognates are words that have a common origin (source). They may happen in a language or in a group of languages. Example One: ... Basic English uses cognates, such as animal, attention, night, apparatus, experience, brother, invention, metal, etc.

When you are learning a new language, a cognate is an easy word to remember because it looks and means the same thing as a word you already know. For example, gratitude in English means the same as gratitude in Spanish.

**Teaching Strategies:**

Read out influential texts.

**Learning Strategy:**

Listen, apply general knowledge and comprehend meaning of new vocabulary using knowledge of cognates.

**Relevant Resources:**

- [www.vocabulary.com](http://www.vocabulary.com)

**Suggested Resources:**

## Unit 4: Comprehend the Meaning of Oral Academic and/or Specialized Vocabulary

**Content Standard 12.3.4:** Students will be able to comprehend the meaning of academic and/or specialized vocabulary when spoken.

**Benchmark 12.3.4.4.** Identify figurative meanings of words and idiomatic phrases, with support.

**Topic:** Figurative meanings

**Text Types:** Figurative languages-simile, hyperbole, idiom, personification, allusion, etc.

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Figurative meanings	Logical reasoning	Analysing	Sensitivity	Critical

**Learning Objectives: Students will be able to:**

- i. Listen closely to the words and idiomatic phrases used in a spoken text.
- ii. Interpret and comprehend the figurative meanings of words and idiomatic phrases, with support.
- iii. Evaluate the significance of the figurative meanings of words and idiomatic phrases.

**Content Background:**

Figuratively means metaphorically, and literally describes something that actually happened. If you say that a guitar solo literally blew your head off, your head should not be attached to your body.

Examples of figurative language:

- Metaphor
  - Simile
  - Hyperbole
  - Idiom
  - Oxymoron
- and many more.

**Teaching Strategies:**

Read out or use figurative languages in presentations.

**Learning Strategy:**

Listen, identify, interpret and comprehend figurative meaning of figurative languages.

**Relevant Resources:**

- [www.vocabulary.com](http://www.vocabulary.com)

**Suggested Resources:**

## Unit 5: Making Inferences and Predictions

**Content Standard 12.3.5:** Students will be able to make inferences and predictions while listening to different speakers.

**Benchmark 12.3.5.1:** Demonstrate effective listening in formal and informal settings.

**Topic:** Effective listening

**Text Types:** Oral speeches/presentation

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Effective listening	Logical reasoning	Listening	Courage	Diligent

**Learning Objectives: Students will be able to:**

- i. Listen effectively to different speakers in either formal or informal settings.
- ii. Recognize details in the speech and increase vocabulary.
- iii. Comprehend and outline the details in the speech.

**Content Background:**

**Effective listening** is actively absorbing the information given to you by a speaker, showing that you are listening and interested, and providing feedback to the speaker so that he or she knows the message was received.

**Steps to effective listening**

1. Face the speaker and maintain eye contact.
2. Be attentive, but relaxed.
3. Keep an open mind.
4. Listen to the words and try to picture what the speaker is saying.
5. Don't interrupt and don't impose your "solutions".
6. Wait for the speaker to pause to ask clarifying questions.
7. Ask questions only to ensure understanding.
8. Try to feel what the speaker is feeling.
9. Give the speaker regular feedback.

**Teaching Strategies:**

Allow for or invite different speakers to present oral messages.

**Learning Strategy:**

Listen, comprehend details and conclude each speaker's message with a summary statement.

**Relevant Resources:**

- [www.forbes.com](http://www.forbes.com)

**Suggested Resources:**



## Unit 5: Making Inferences and Predictions

**Content Standard 12.3.5:** Students will be able to make inferences and predictions while listening to different speakers.

**Benchmark 12.3.5.2:** Make predictions based on unfamiliar, extended spoken material, with support.

**Topic:** Predictions

**Text Types:** Extended spoken material/text

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Predictions	Logical reasoning	Predicting	Simplicity	With respect for beliefs and opinions

### Learning Objectives: Students will be able to:

- i. Listen open-mindedly to extended spoken material.
- ii. Comprehend the information of the spoken material with support.
- iii. Predict the details of the spoken material with support.
- iv. Draw appropriate conclusions with relevant support from the spoken material.

### Content Background:

Predicting actively engages students and connects them to what they read or hear. Predicting involves thinking ahead while reading and anticipating information and events in the text. After making predictions, students can read through the text and refine, revise and verify their thinking and predictions.

Making predictions activates students' prior knowledge about the text and helps them make connections between new information and what they already know. By making predictions about the text before, during, and after reading, students use what they already know—as well as what they suppose might happen—to make connections to the text.

### Teaching Strategies:

Read out extended spoken material.

### Learning Strategy:

Listen, comprehend, predict and draw conclusions with relevant support from the spoken material.

### Relevant Resources:

- [www.teachervision.com](http://www.teachervision.com)

### Suggested Resources:

## Unit 5: Making Inferences and Predictions

**Content Standard 12.3.5:** Students will be able to make inferences and predictions while listening to different speakers.

**Benchmark 12.3.5.3:** Make inferences and predictions based on familiar, extended spoken material, with limited support material, with limited support.

**Topic:** Inferences

**Text Types:** Extended spoken material

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Inference	Logical reasoning	Making inferences	Self-determination	Confident

**Learning Objectives: Students will be able to:**

- i. Identify information of the spoken material.
- ii. Interpret and comprehend information of the spoken material.
- iii. Deduce the meaning of the spoken material with limited support from the material.

**Content Background:**

An inference is an idea or conclusion that's drawn from evidence and reasoning. An inference is an educated guess. We learn about some things by experiencing them first-hand, but we gain other knowledge by inference – the process of inferring things based on what is already known...you can also make faulty inferences.

**Teaching Strategies:**

Read out an extended spoken material.

**Learning Strategy:**

Listen, comprehend information and deduce meaning of the spoken material with limited support.

**Relevant Resources:**

- Guest & Eshuys, 1997, English Elements 2, Jacaranda Wiley LTD, Australia.

**Suggested Resources:**

## Unit 5: Making Inferences and Predictions

**Content Standard 12.3.5:** Students will be able to make inferences and predictions while listening to different speakers.

**Benchmark 12.3.5.4:** Listen critically to comprehend a speaker's message that requires mental and physical strategies to direct and maintain attention.

**Topic:** Listening comprehension

**Text Types:** Oral speech

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Listening comprehension	Logical reasoning	Listening Comprehending	Individuality	Critical Optimistic

### Learning Objectives: Students will be able to:

- i. Listen critically to a speaker's message that requires mental and physical strategies to direct and maintain attention.
- ii. Use mental and physical strategies to maintain attention and interpret details appropriately.
- iii. Comprehend/perceive the speaker's message thoroughly and with great insight.

### Content Background:

Listening Comprehension encompasses the multiple processes involved in understanding and making sense of spoken language. These include recognizing speech sounds, understanding the meaning of individual words, and/or understanding the syntax of sentences in which they are presented.

Listening comprehension is an important receptive skill and also a useful preparation for listening in real life.

The importance of listening has changed over the past years. Listening skills were believed to be learnt automatically through the practice of grammar, pronunciation and vocabulary.

Listening is a conversable process. In this process the student should be able to comprehend the oral message, to comprehend the situation, to identify the speaker's feelings, ideas, purpose, to identify the context, to identify relationships between speakers.

Listening is a communicative process, in which the learners should be able to understand the verbal message, the situation and the context.

**Teaching Strategies:**

Give a speech or invite a speaker to present.

**Learning Strategy:**

Listen and comprehend the speaker's message.

**Relevant Resources:**

- [www.uniassignment.com](http://www.uniassignment.com)

**Suggested Resources:**

## Strand 4: Speaking

Strand 4 consists of five units:

1. Fluency and Pronunciation
2. Speaking Using Appropriate Grammar and Vocabulary
3. Speaking For Varied Purposes, Both Informal and Formal
4. Comprehension and Collaboration

Unit	Topic
1. Fluency and Pronunciation	<ul style="list-style-type: none"> <li>• Identify extended messages in different contexts</li> <li>• Identifying details of extended messages in familiar or unfamiliar contexts</li> <li>• Identifying main ideas in expository information</li> <li>• Identify main ideas in media texts</li> </ul>
2. Speaking Using Appropriate Grammar and Vocabulary	<ul style="list-style-type: none"> <li>• Main ideas in longer messages</li> <li>• Identifying main ideas and details of simple expository information</li> <li>• Identifying main ideas in simple oral presentations</li> </ul>
3. Speaking For Varied Purposes, Both Informal and Formal	<ul style="list-style-type: none"> <li>• Comparing and contrasting non-verbal communication techniques</li> <li>• Interpreting and predicting non-verbal messages</li> </ul>
4. Comprehension and Collaboration	<ul style="list-style-type: none"> <li>• Using specialised jargon in a variety of contexts</li> <li>• Identifying literal meanings of words</li> <li>• Using cognates to develop comprehension</li> <li>• Identifying figurative meanings of words and idiomatic phrases</li> </ul>

### Unit of Work

Unit of work outlines the topics, Text-types to be used, essential KSAVs to be achieved and the learning objectives that will work towards achieving the essential KSAVS for each benchmark. It basically presents what the teacher is expected to teach per the set standard. Teachers are advised to use the learning objectives to create lesson topics and lesson objectives in preparing lessons. Brief content background of each topic is provided to aid teacher's lesson preparation.

## Unit 1: Fluency and Pronunciation

**Content Standard 12.4.1:** Students will be able to speak fluently, using clear pronunciation and with appropriate intonation and stress.

**Benchmark 12.4.1.1:** Identify details of extended messages in familiar or unfamiliar contexts, with limited support.

**Topic:** Identify extended messages in different contexts

**Text Types:** Emails, mobile SMS, social media, blogs

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Identifying details of extended messages in familiar or unfamiliar contexts	Logical Reasoning	Generating ideas Making inferences	Simplicity	Open-minded

**Learning Objectives: Students will be able to:**

- i. Identify details of extended messages in familiar or unfamiliar contexts, with limited support.
- ii. Explain the details of extended messages fluently, using clear pronunciation and with appropriate intonation and stress.

**Content Background:**

### What are Extended Messages?

Extended messages are mostly found in both daily business and personal communication. Extended messaging occurs when the person sending the message is able to include more details to make his or her message more informational and effective.

For effective communication to take place, the message must be accurately decoded and reconstructed by the receiver. The meaning ascribed to the message may vary according to the person doing the interpreting, the context in which the message was given and the total information communicated.

In terms of language, the choice of words or language in which a sender encodes an extended message will influence the quality of communication. Because language is a symbolic representation of thoughts, motivations or intentions, room for interpretation and distortion of the meaning exists. For example, a teacher, intending to motivate a student, comments 'I have high standards and when I ask you to do a piece of work, I would like to see it done'. The student works late into the evening to produce a report not due for another week, misunderstanding the teacher and believing that s/he wants it straight away. As we have seen, different people may interpret the same words differently. Meaning has to be given to words and many factors affect how an individual will interpret and attribute meaning.

- Factors such as non-verbal cues, the context and the people involved will heavily influence meaning of an extended message.
- A message is not only encoded into words, as non-verbal language such as tone, inflection, facial expression, and posture will heavily influence meaning. Unintended as well as intended meanings may be communicated via non-verbal leakage.
- The meaning of a communication is also inextricably linked to the particular context in which it occurs, which in turn has a major impact upon behaviour.
- In terms of the people involved, we all have underlying beliefs and understandings of the world which will influence the ways in which we tend to understand and ascribe meaning to incoming data.
- A misinterpretation is a faulty understanding of the message; - the interpretation made by the receiver is different to the message that was sent. An unintended message is a message that may be leaked unintentionally from one to another, but which is a truthful reflection of underlying thoughts or feelings.
- Therefore, in any form of communication, whether it be verbal or non-verbal, it is important for the receiver to interpret the meaning correctly. This is usually because every message has a main idea and supporting details that makes the message complete.
- In order to demonstrate a clear understanding of the content of an extended message, students must be taught to identify and summarise the details of the main idea in that message.

**Teaching Strategies:**

Read aloud or play an oral extended message and ask students to identify details of the message.

**Learning Strategy:**

Listen or view the text and express the details of the message fluently, using clear pronunciation and with appropriate intonation and stress.

**Relevant Resources:**

- Emails, Mobile SMS, Social media, Blogs

**Suggested Resources:**

## Unit 1: Fluency and Pronunciation

**Content Standard 12.4.1:** Students will be able to speak fluently, using clear pronunciation and with appropriate intonation and stress.

**Benchmark 12.4.1.2:** Identify details of extended messages in familiar or unfamiliar contexts, with limited support.

**Topic:** Identifying details of extended messages with in familiar or unfamiliar contexts

**Text Types:** Emails, mobile SMS, social media, blogs

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Identifying details of extended messages in familiar or unfamiliar contexts	Logical Reasoning	Generating ideas Making inferences	Simplicity	Open-minded

### Learning Objectives: Students will be able to:

- i. Identify details of extended messages in familiar or unfamiliar contexts, with limited support.
- ii. Explain the details of extended messages fluently, using clear pronunciation and with appropriate intonation and stress.

### Content Background:

#### What are Extended Messages?

Extended messages are mostly found in both daily business and personal communication. Extended messaging occurs when the person sending the message is able to include more details to make his or her message more informational and effective.

For effective communication to take place, the message must be accurately decoded and reconstructed by the receiver. The meaning ascribed to the message may vary according to the person doing the interpreting, the context in which the message was given and the total information communicated.

In terms of language, the choice of words or language in which a sender encodes an extended message will influence the quality of communication. Because language is a symbolic representation of thoughts, motivations or intentions, room for interpretation and distortion of the meaning exists. For example, a teacher, intending to motivate a student, comments 'I have high standards and when I ask you to do a piece of work, I would like to see it done'. The student works late into the evening to produce a report not due for another week, misunderstanding the teacher and believing that s/he wants it straight away. As we have seen, different people may interpret the same words differently. Meaning has to be given to words and many factors affect how an individual will interpret and attribute meaning.



- Factors such as non-verbal cues, the context and the people involved will heavily influence meaning of an extended message.
- A message is not only encoded into words, as non-verbal language such as tone, inflection, facial expression, and posture will heavily influence meaning. Unintended as well as intended meanings may be communicated via non-verbal leakage.
- The meaning of a communication is also inextricably linked to the particular context in which it occurs, which in turn has a major impact upon behaviour.
- In terms of the people involved, we all have underlying beliefs and understandings of the world which will influence the ways in which we tend to understand and ascribe meaning to incoming data.
- A misinterpretation is a faulty understanding of the message; - the interpretation made by the receiver is different to the message that was sent. An unintended message is a message that may be leaked unintentionally from one to another, but which is a truthful reflection of underlying thoughts or feelings.

Therefore, in any form of communication, whether it be verbal or non-verbal, it is important for the receiver to interpret the meaning correctly. This is usually because every message has a main idea and supporting details that makes the message complete.

In order to demonstrate a clear understanding of the content of an extended message, students must be taught to identify and summarise the details of the main idea in that message.

#### **Teaching Strategies:**

Read aloud or play an oral extended message and ask students to identify details of the message.

#### **Learning Strategy:**

Listen or view the text and express the details of the message fluently, using clear pronunciation and with appropriate intonation and stress.

#### **Relevant Resources:**

- Emails, Mobile SMS, Social media, Blogs

#### **Suggested Resources:**

## Unit 1: Fluency and Pronunciation

**Content Standard 12.4.1:** Students will be able to speak fluently, using clear pronunciation and with appropriate intonation and stress.

**Benchmark 12.4.1.3:** Identify the main idea of expository information presented orally, independently.

**Topic:** Identifying the main ideas in expository information

**Text Types:** Magazines, internet, textbooks, newspaper articles, essays, Brochures.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Identifying the main idea of expository information	Reflection	Generating ideas Speaking	Simplicity	Caring and Concern

### Learning Objectives: Students will be able to:

- i. Listen to an expository text/information presented orally.
- ii. Identify and summarise the main idea of the text, independently.
- iii. Explain the main idea of the text orally fluently using clear pronunciation and with appropriate intonation and stress.

### Content Background:

#### What is an Expository/Informational Text?

Exposition is a type of oral or written discourse that is used to explain, describe, give information or inform. The author of an expository text can not assume that the reader or listener has prior knowledge or prior understanding of the topic that is being discussed.

An expository text or essay explores all angles of a particular topic in an effort to teach the audience something that they might not know. It sticks to the facts and maintains a neutral tone. This is not the place to share your opinion or give that heart-winning anecdote.

There are roughly five kinds of expository essays or texts:

- Problem and solution
- Comparison-contrast
- How-to
- Descriptive
- Cause and effect

## How to Locate the Main Idea

To figure out the main idea of an expository text, ask yourself this question: *What is being said about the person, thing or idea (topic)?*

The listener can locate the main idea in different places within a text or paragraph. The main idea is usually a sentence, and is usually the first sentence. The speaker or writer then uses the rest of the information in the text/paragraph to support the main idea.

While the main idea is usually in the first sentence, the next most common placement is in the last sentence of the text/paragraph. The speaker/writer gives supporting information first and then makes the point in the last sentence.

## The Purpose of the Paragraph or Text

- All information in the paragraph should connect to the main idea
- Some information is not as important
- Good readers identify key ideas.

## Identifying Main Idea

1. Listen to or read the whole text.
2. Ask, "What is the author doing here?"
3. Pay attention to the first and last sentence/statement.

Let's use the paragraph as an example: First find the topic, then look for the main idea.

**English is the language spoken throughout most of Canada, but in Quebec, the most populated province, and in areas near Quebec, French is the first language. Because of this, Canadians recognise French and English as official languages that are used in business and government. Many people are bilingual and easily go from French to English and vice versa when speaking with tourists. The farther west we go, the more English you'll hear, but it is common to meet people throughout the country who are familiar with both languages.**

*What is the topic?* It is obvious from the text that the first sentence: *English is the language spoken throughout most of Canada, but in Quebec, the most populated province, and in areas near Quebec, French is the first language* is the topic.

To figure out the **main idea** of the text, ask yourself this question: What is being said about the topic? The possible answer to this question is that **Canada is a bilingual country**. That is the main idea of the text.

You will find that the text focuses on facts and avoids sounding judgmental.

**Teaching Strategies:**

Play a pre-recorded expository text and ask students to identify the main idea of the text independently.

**Learning Strategy:**

Express the main idea of the text orally fluently using clear pronunciation and with appropriate intonation and stress.

**Relevant Resources:**

- Magazines, internet, textbooks, newspaper articles, essays, brochures

**Suggested Resources:**

## Unit 1: Fluency and Pronunciation

**Content Standard 12.4.1:** Students will be able to speak fluently, using clear pronunciation and with appropriate intonation and stress.

**Benchmark 12.4.1.4:** Identify the main idea and significant relevant details of extended oral presentations via radio, video, television and other media.

**Topic:** Identify main ideas in media texts

**Text Types:** Slide shows, video clips, audio recordings

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Main ideas and significant relevant details of extended oral presentations	Logical reasoning	Analysing Relating	Tolerance	Diligent

### Learning Objectives: Students will be able to:

- i. Observe and identify the main idea and significant relevant details of extended oral presentations.
- ii. Explain the main idea and significant relevant details fluently, using clear pronunciation and with appropriate intonation and stress.

### Content Background:

#### Extended Oral Presentations

An oral presentation is similar to giving a speech but is usually not just a person behind a lectern. Visual aids and teaching tools are used to further enhance the spoken message. An oral presentation can be given as an individual or as part of a group. It might also add components of technology, such as slide show, video clip or audio recording. Another term for oral presentation with technology or other aids is a multimedia presentation, indicating that forms of media are being used. Most oral presentations require the presenter to use a combination of spoken words and visual aids to present an idea or explanation to their audience.

In the classroom, an oral presentation can be assigned as part of assessment. A teacher might assign students an oral presentation on a particular topic or sets of topics that requires them to learn more about the subject.

Oral presentations incorporate a variety of skills including intonation, eye-contact, speech preparation and engaging an audience. The presenter learns to hone their public speaking skills which include keeping track of time and offering well-researched information. Clearly explaining the topic and paying attention to the audience are both important aspects of an oral presentation.

The important idea in this topic is to teach students to identify the main idea and significant relevant details of extended oral presentations. Students should also be given the opportunity to express those main ideas and relevant details orally.

**Teaching Strategies:**

Play an audio recording and ask students to identify the main idea and significant relevant details of the presentation.

**Learning Strategy:**

Articulate the main idea and significant relevant details in class.

**Relevant Resources:**

- Slide shows, Video clips, Audio recordings

**Suggested Resources:**

## Unit 2: Speaking Using Appropriate Grammar and Vocabulary

**Content Standard 12.4.2:** Students will be able to speak using appropriate grammar and vocabulary.

**Benchmark 12.4.2.1:** Identify the main idea of longer, routine messages in familiar contexts, which may be supported by visuals.

**Topic:** Main ideas in longer messages

**Text Types:** Letters, memos, voice mail, You Tube videos

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Identifying the main idea of longer, routine messages in familiar contexts	Logical reasoning	Analysing Relating	Tolerance	Diligent

**Learning Objectives: Students will be able to:**

- i. Identify the purpose of longer, routine messages in oral texts in familiar contexts.
- ii. Summarise main ideas and supporting details in longer, routine messages with the support of visuals.
- iii. Describe the main ideas in longer, routine messages using appropriate grammar and vocabulary.

**Content Background:**

### Purpose of Routine Messages

Routine messages keep business operations going. Most routine business messages fit into one of these three categories:

1. **Providing information:** “Our meeting will be postponed until after the contract is settled.”
2. **Asking for information:** “Have you heard any more information about contract negotiations?”
3. **Requesting action:** “Please update the other group members on the status of the negotiations”

Routine messages are, by their very definition, routine (some would say boring). Anyone who has ever worked in an office can confirm this simply by reading emails or letters written a year or two ago. For example, an email advising employees that the cafeteria will be closed on May 10 may be important at the time, but after that date it no longer has any value. Once a routine message has been dealt with, it is usually deleted and has no further interest to the reader.

Routine messages may be boring to read and tedious to write, but that does not mean they are unimportant. If you are looking for strong emotion, you will find it instantly if you lose an email that told you the location of an important presentation. If you need drama, see what happens if you accidentally send a complaint about a dishonest customer back to that customer instead of to your supervisor.

### Considering Message Outcomes

Each message you compose at work has two main outcomes:

It will communicate a set of ideas.

It will convey an image of you.

### Communicating the Ideas

You would not begin writing unless you had something to say. When you have something to communicate in routine letters, emails, and memos, remember that all good business writing shares these characteristics:

**Good organization.** Competent writing starts with a main idea and then provides any necessary details. Understanding the audience will help you to decide which ideas are most important.

**Audience awareness.** The information a co-worker requires may not be the same information that your supervisors need, so messages must always focus on the needs of a specific audience.

**Clarity.** Competent writing is simple and clear. Big words do not impress people.

**Conciseness.** Competent writing is as long as it has to be, but no longer than that. No one appreciates having to read any more than is necessary.

**Courtesy.** It is sometimes necessary to be firm with people, but it is never acceptable to be insulting or abusive.

**Correctness.** Providing inaccurate information or using bad grammar and spelling can damage your credibility.

It's easy to draw up such a list but not always easy to follow it. If it were easy, communication lessons, such as this one, would be unnecessary and people would not be drowning in a sea of poorly written and use-less messages.

It is true that competent writing skills are a basic expectation in business and that poor writing ability will short circuit a person's career. And it is also true that people who display superior writing skills are likely to make a favourable impression in any organization. When someone rises above mediocrity, those in authority take notice.



Longer messages or those that are sent to people who are less well known to the writer require the same care and attention as any other written document and for the same reason: people are judged by the style of their writing.

### Main Ideas of Longer Routine Messages

The main idea of a longer message is the primary point that the author wants to communicate to the reader about the subject. Usually the main idea is stated as the subject or heading. For example in an email, the main idea is stated directly and clearly in the subject or reference line. It gives the overarching idea of what the message is about and is supported by the details in subsequent sentences in the paragraph.

Think of the main idea as a brief but all-encompassing summary stated in the subject line. It covers everything the message talks about in a general way, but does not include the specifics. Those details will come in later sentences or paragraphs and add nuance and context; the details that follow in the body of the message will only support the main idea or subject.

### Teaching Strategies:

Play an audio recording or a video clip showing longer, routine messages in familiar contexts and ask students to identify the main idea of the text.

### Learning Strategy:

Summarise the main ideas and express those ideas clearly and fluently using appropriate grammar and vocabulary.

### Relevant Resources:

- Letters, memos, voice mail, You Tube videos

### Suggested Resources:

## Unit 2: Speaking Using Appropriate Grammar and Vocabulary

**Content Standard 12.4.2:** Students will be able to speak using appropriate grammar and vocabulary.

**Benchmark 12.4.2.2:** Identify the main idea of simple expository information presented orally, supported by visuals.

**Topic:** Identifying main ideas and details of simple expository information

**Text Types:** Essays, newspapers and magazine articles, manuals, textbooks.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Identifying main ideas and details of simple expository information	Logical reasoning	Identifying Summarising	Honesty	Empathetic

### Learning Objectives: Students will be able to:

- i. Listen to a simple expository text read aloud and summarise the main ideas and supporting details of the text.
- ii. Describe the main ideas and details of the text using appropriate grammar and vocabulary.

### Content Background:

#### Features of Expository Writing

Expository writing is writing that seeks to explain, illuminate or 'expose' (which is where the word 'expository' comes from). This type of writing can include essays, newspapers and magazine articles, instruction manual, textbooks, encyclopedia articles and other forms of writing, so long as they seek to explain. Expository writing differs from other forms of writing, such as fiction and poetry. In fact, this lesson itself is an example of expository writing.

The expository essay is a tool that is often used in the academic world. Most expository essays have an introductory paragraph in which a thesis or objective is stated, several main body paragraphs that prove or explain what is in the introduction, and a concluding paragraph in which everything is summed up.

Like most types of essays, the expository essay will follow the basic format of five paragraphs. The five paragraphs will include the introduction, three supporting paragraphs, and a conclusion. However, a longer format may be appropriate if the topic is particularly complicated, or if you want to extrapolate every possible explanation.

The main idea in this topic is to teach students to identify the main idea and details of simple expository information presented orally, supported by visuals. Students should also be given the opportunity to express those main ideas and details orally using appropriate grammar and vocabulary.

**Teaching Strategies:**

Present a visual text of a simple expository text and ask students to identify the main idea and details of the text.

**Learning Strategy:**

Articulate the main ideas and details clearly and fluently using correct grammar and vocabulary.

**Relevant Resources:**

- Essays, Newspapers and magazine articles, manuals, textbooks

**Suggested Resources:**

## Unit 2: Speaking Using Appropriate Grammar and Vocabulary

**Content Standard 12.4.2:** Students will be able to speak using appropriate grammar and vocabulary.

**Benchmark 12.4.2.3:** Identify the main idea of simple oral presentations via radio, video, television and other media.

**Topic:** Identifying main ideas in simple oral presentations

**Text Types:** Radio, video, television and other media.

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Identifying main ideas of simple oral presentations	Logical reasoning	Generating ideas	Honesty	Diligent

**Learning Objectives: Students will be able to:**

- i. Observe simple visual texts via radio, video, television and/or other media and identify the main ideas of the text.
- ii. Articulate the main ideas of the text using appropriate grammar and vocabulary.

**Content Background:**

### Simple Oral Presentations

The definition of an oral presentation is the delivery of a speech to an audience. For example, think of a business meeting and how employees sit around a table while either the manager or another co-worker gives a speech or displays a presentation. That's one of the types of presentations in the workforce. Another is when you own a business and you want to pitch your product or service to another business owner or a larger company. You would use an oral presentation to successfully pitch to that company.

The main idea of an oral presentation is to inform your end listener of something important. An oral presentation should be entertaining, especially if you want people to remember what you say. An oral presentation can also be designed to inspire and motivate. Additionally, oral presentations are given to persuade others by providing reasons for them to take action.

The main idea in this topic is to teach students to identify the main idea of simple oral presentations via radio, video, television and other media. Students should also be given the opportunity to express those main ideas and details orally using appropriate grammar and vocabulary.

**Teaching Strategies:**

Play a visual text of a simple oral presentation and ask students to identify the main idea of the text.

**Learning Strategy:**

Summarise the main ideas and express those ideas clearly and fluently using appropriate grammar and vocabulary.

**Relevant Resources:**

- Radio, video, television and other media

**Suggested Resources:**

### Unit 3: Speaking for Varied Purposes, Both Informal and Formal

**Content Standard 12.4.3:** Students will be able to use and speak English for varied purposes, both informal and formal with focus, relevance and cohesion.

**Benchmark 12.4.3.1:** Describe, compare and contrast a range of speaker's attitudes, moods, or emotions in extended oral messages by reading body language and/or tone and voice quality.

**Topic:** Comparing and contrasting non-verbal communication techniques

**Text Types:** Speeches, Plays, Drama, Scripts.

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Comparing and contrasting non-verbal communication techniques	Logical reasoning	Comparing and contrasting	Self-cultivation	Confident

**Learning Objectives: Students will be able to:**

- i. Observe a range of speakers and describe their attitudes, moods or emotions.
- ii. Compare and contrast a range of speaker's attitudes, moods, or emotions in extended oral messages by reading body language.

**Content Background:**

#### Non-verbal Communication Techniques

The manner in which we use voice, facial expression, and body language affects the messages we are trying to give. Speakers are not always aware that their posture or the way they approach another person speaks volumes in itself. By creating awareness around the expressive nature of the way a person uses their body and voice, teachers can help students to become critically aware of the non-verbal behaviours that will equip them to express themselves in an effective manner.

Use of voice, volume, tone, intonation, pitch, pauses, pronunciation, proximity, eye contact, body language, etc.

Much of the meaning we derive from communication comes from non-verbal cues. While we focus on what we say, it is the non-verbal communication that proves to be significant on conveying our message and forming judgements about others. Often a person says one thing but communicates something totally different through vocal intonation and body language.

**Teaching Strategies:**

Play an audio recording or a speech and ask students to describe, compare and contrast a range of speaker's attitudes, moods, or emotions.

**Learning Strategy:**

Compare and contrast a range of speaker's attitudes, moods, or emotions in extended oral messages by reading body language and/or tone and voice quality.

**Relevant Resources:**

- Speeches, plays, drama, scripts

**Suggested Resources:**

### Unit 3: Speaking for Varied Purposes, Both Informal and Formal

**Content Standard 12.4.3:** Students will be able to use and speak English for varied purposes, both informal and formal with focus, relevance and cohesion.

**Benchmark 12.4.3.2:** Interpret and make predictions of multiple speakers' range of attitudes, moods, emotions, innuendos and/or biases in extended oral messages by reading body language and/or tone and voice quality.

**Topic:** Interpreting and predicting non-verbal messages

**Text Types:** Speeches, plays, drama, scripts.

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Interpreting and predicting non-verbal messages	Reasoning	Making inferences	Self-cultivation	Confident

**Learning Objectives: Students will be able to:**

- i. Observe the tone and voice quality of the multiple speakers.
- ii. Interpret and make predictions of the speakers' attitudes, moods or emotions and/or innuendos and/or biases by studying the tone and voice quality.

**Content Background:**

#### Tone and Voice

Non-verbal messages are not always straightforward to understand and compared with verbal language, can be highly ambiguous. For example, the signs that someone is lying to us are very close to the signals of anxiety or nervousness. Often, we react to a combination of such signals rather than just one, and suspect that we are being lied to when a person fidgets, avoids eye contact, hesitates before they speak etc.

Voice: The term paralinguistics refers to features such as speech rate, pitch, articulation, pauses, emphasis and volume as well as non-verbal vocalisations such as 'ahhh' or sighing. A great deal of information can be communicated this way. It is easy to tell for example that two people are arguing when you can hear the sound of their voices but not their words. To illustrate this further, think about how paralinguistics can change the meaning of the following statement, spoken by a student:

*'I'll not have that report finished by Friday. Would Monday do?'*



Depending on how this is said, the meaning may be heard as 'I don't think it's important' or 'I don't care about it' or 'I'm becoming overwhelmed with the work' or 'I'm very sorry' etc.

In a very general sense, varying the **tone, pitch, rate** and other vocal features can communicate enthusiasm and can create a sense of interest in the listener. This can be of importance when giving a presentation. However, sometimes paralinguistic cues are difficult to decode and are ambiguous. For example, is the student who talks very quickly nervous, eager to get away, under pressure or is this simply their characteristic way of speaking?

**Teaching Strategies:**

Observe a range of speakers and ask students to interpret the range of attitudes, moods, emotions, innuendos and/or biases.

**Learning Strategy:**

Analyse and predict how the tone and voice quality reveals the speakers' attitudes, moods or emotions.

**Relevant Resources:**

- Speeches, plays, drama, scripts

**Suggested Resources:**

## Unit 4: Comprehension and Collaboration

**Content Standard 12.4.4:** Students will be able to prepare for and participate effectively in a range of conversations with diverse partners, building on others ideas and expressing their own clearly persuasively.

**Benchmark 12.4.4.1:** Comprehend specialized vocabulary in a variety of contexts, with support.

**Topic:** Using specialised jargon in a variety of contexts

**Text Types:** Newspaper articles, scientific reports, textbooks, brochures.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Using specialized vocabulary in a variety of contexts	Logical reasoning	Listening Comprehending	Self-esteem	Confident

### Learning Objectives: Students will be able to:

- i. Review specialized vocabulary.
- ii. Make a list of grade relevant specialized jargon used in a variety of contexts.
- iii. Comprehend the meaning of jargon spoken with support.

### Content Background:

#### Jargon

From Wikipedia, the free encyclopedia

Jargon is the specialized terminology associated with a particular field or area of activity. The context is usually a particular occupation (that is, a certain trade, profession, vernacular, or academic field), but any ingroup can have jargon. The main trait that distinguishes jargon from the rest of a language is special vocabulary - including some words specific to it, and often different senses or meanings of words, that outgroups would tend to take in another sense - therefore misunderstanding that communication attempt. Jargon is sometimes understood as a form of technical slang and then distinguished from the official terminology used in a particular field of activity.

Jargon is “the technical terminology or characteristic idiom of a special activity or group”. Most jargon is technical terminology (**technical terms**), involving **terms of art** or **industry terms**, with particular meaning within a specific industry. A main driving force in the creation of technical jargon is precision and **efficiency of communication**, when a discussion must easily range from general themes to specific, finely differentiated details without circumlocution. Jargon enriches everyday vocabulary with meaningful content and can potentially become a **catchword**.

**Context clues** are important for a listener to understand the meanings of jargon or **technical terminology**. Learning the meaning of a jargon through its use in a sentence or statement is the most practical way to build vocabulary, since a dictionary is not always available when a reader encounters an unknown jargon. A reader or listener must be aware that only by being sensitive to the circumstances in which a word is used can s/he decide upon an appropriate definition to fit the context. A listener should rely on context clues when an obvious clue to meaning is provided, or when only a general sense of the meaning is needed for the listener's purposes. Context clues should not be relied upon when a precise meaning is required, when clues suggest several possible definitions, when nearby words are unfamiliar, and when the unknown word is a common one that will be needed again; in these cases, a dictionary should be consulted.

**Teaching Strategies:**

Provide a list of frequently used specialized grade relevant jargon used in a variety of contexts and read aloud text to students to comprehend the meaning of the words and phrases.

**Learning Strategy:**

Express the meaning of each of jargon clearly and fluently.

**Relevant Resources:**

- Newspaper articles, scientific reports, textbooks, brochures

**Suggested Resources:**

## Unit 4: Comprehension and Collaboration

**Content Standard 12.4.4:** Students will be able to prepare for and participate effectively in a range of conversations with diverse partners, building on others ideas and expressing their own clearly persuasively.

**Benchmark 12.4.4.2:** Identify the literal meaning of words, with support.

**Topic:** Identifying literal meanings of words

**Text Types:** Speeches, plays, drama, scripts, poems

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Identifying Literal Meanings of Words	Problem-solving	Analysing Making inferences	Openness	Diligent

**Learning Objectives: Students will be able to:**

- i. Explain what literal meaning means in English as compared to figurative meaning.
- ii. Identify the literal meaning of grade relevant words and provide examples.
- iii. Determine the literal meaning of words as they are used in a spoken text, with support.

**Content Background:**

### What is Literal Meaning?

A **literal meaning** is when a word is the exact textbook definition. **Literal language** uses words exactly according to their conventionally accepted **meanings** or **denotation**.

Nonliteral meanings are when words have an exaggerated definition, you will find this often with figurative language. Authors and speakers will often use nonliteral language to help reader better understand what they are talking about. This helps readers get a better mental picture of what they are walking into.

Meanings of words and phrases in grammar are classified into two main categories which include literal and non-literal. Non-literal meanings are also known as figurative language.

Literal language means exactly what it tells. On the other hand, non-literal language comprises of figures of speech which do not have exact same meanings as the words used in a phrase. Students must be able to clearly differentiate between the two. Only then can they understand the words and phrases as they are used in oral texts.

### Connotative and Denotative Meaning

The **connotative** meaning of a word or expression is the associative or **secondary meaning** in addition to the **primary meaning**. A connotative word such as “steely” would never be used when referring to a woman.

The **denotation** of a word is its explicit definition as listed in a dictionary. Let’s use the word “**home**” as an example. The **denotative** or literal meaning of “**home**” is “a place where one lives; a residence.” The **connotative meaning** of “**home**” is a place of security, comfort, and family.

Retrieved: [https://www.google.com/search?ei=b322XfT1M8\\_7rQG8\\_Jm oAw&q=connotative+meaning&oq=connotative+meaning&gs\\_l=psy-ab.3..0i7118.213605.219178..221386...0.2..0.3083.3083.9-1.....0....1.. gws-wiz.RIsHWXn4UO4&ved=0ahUKEwi06Y-cnb7IAhXPfSsKHTx-BjUQ4dUDCAs&uact=5](https://www.google.com/search?ei=b322XfT1M8_7rQG8_Jm oAw&q=connotative+meaning&oq=connotative+meaning&gs_l=psy-ab.3..0i7118.213605.219178..221386...0.2..0.3083.3083.9-1.....0....1.. gws-wiz.RIsHWXn4UO4&ved=0ahUKEwi06Y-cnb7IAhXPfSsKHTx-BjUQ4dUDCAs&uact=5)

#### Teaching Strategies:

Read aloud text to students and ask students to identify the literal meanings of words and phrases as they are used in the text.

#### Learning Strategy:

Discuss the literal meaning of words and phrases as they are used in the text with support.

#### Relevant Resources:

- Speeches, plays, drama, scripts, poems

#### Suggested Resources:

## Unit 4: Comprehension and Collaboration

**Content Standard 12.4.4:** Students will be able to prepare for and participate effectively in a range of conversations with diverse partners, building on others ideas and expressing their own clearly persuasively.

**Benchmark 12.4.4.3:** Use knowledge of cognates to comprehend new vocabulary, with extensive support.

**Topic:** Using cognates to develop comprehension

**Text Types:** Reports (newspaper articles, scientific reports), brochures.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Using cognates to develop comprehension	Logical reasoning	Analysing Relating	Truth	Appreciative

### Learning Objectives: Students will be able to:

- i. Explain what a cognate is.
- ii. Provide examples of cognates between English and other common languages. Look up each associated word and explain the meaning of each word, providing examples.
- iii. Use cognates to determine the meaning of new vocabulary using context clues.

### Content Background:

#### Cognates

by Richard Nordquist  
Updated January 14, 2019

Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. While English may share very few cognates with a language like Chinese, 30-40% of all words in English have a related word in Spanish, French or Latin.

Cognate awareness is the ability to use cognates in a primary language as a tool for understanding a second language. In grade 12 students must be taught to use more sophisticated cognates that have multiple meanings. One example of a cognate with multiple meanings is *asistir*, which means to *assist* (same meaning) but also to *attend* (different meaning).

#### Classroom Strategies for Teaching Cognates

##### Read aloud

When you read aloud to your students, ask the students to raise their hand when they think they hear a cognate. Stop reading and discuss that cognate. Point out the subtle differences you hear between English and Spanish or other languages.

## Student Reading

As students read their texts, ask them to find three or four cognates and write them on sticky pads. Collect those notes and put them on an OUR COGNATES laminated chart. Before the class ends, read or have students read them to the class. Discuss spellings or sounds that are the same and different between the cognates.

### Follow-up activities:

#### Word Sort

Pair students and give each pair a set of cognate cards: one card has the English cognate and the other has the Spanish or other cognate. For example:

English	Spanish/Other language(s)
family	familia
center	centro
radio	radio
class	clase
desert	desierto

Have students sort the words. Then ask them what the word pairs have in common and write responses on the board.

#### Circle Differences

Ask students to indicate which letters are different between the cognates by circling the letters. Alternate between having them call out differences with the teacher circling and occasionally having students come up and circle the differences themselves.

#### False Cognates

Write examples of false cognates on the board. For example: *embarrassed/embarazada* and *pie/pie*.

Warn students that they might run into some words that are false cognates. These are words that look alike but do not have the same meaning in English and Spanish.

Ask the students: Does anyone know what *pie* means in Spanish (*foot*)? What does the word *pie* mean in English (*dessert*)? Another example of a false cognate is the word *embarrassed* in English and *embarazada* in Spanish.

What does *embarrassed* mean in English (to feel ashamed about something)? Does anyone know what *embarazada* means in Spanish (*pregnant*)?

Give students some cognates and false cognates and ask them to identify each. Examples of false cognates:

English	Spanish/Other language(s)
globe	globo (balloon)
pie	pie (foot)
rope	ropa (clothes)
soap	sopa (soup or pasta)
large	largo (long)
exit	éxito (success)
hay	hay (there is)

Ask students to work with a partner to find as many cognates and false cognates as they can from a given list of words. After they finish, ask partners to share one example of each with the class.

### Exaggerate Intonation and Stress

Cognate words can cause problems for Spanish speakers learning English and vice versa because of different stress patterns in the two languages. Point out how the emphasis changes in the following words:

- condition/condición
- animal/animal
- ability/habilidad

Retrieved: Calderón, M., August, D., Durán, D., Madden, N., R. Slavin & M. Gil (2003 and in press). *Spanish to English Transitional Reading: Teacher's Manual*. Baltimore, MD: The Success for All Foundation.

### Teaching Strategies:

Provide examples of cognates between English and other common languages and engage students to use knowledge of cognates to comprehend meaning of new vocabulary.

### Learning Strategy:

Demonstrate knowledge of cognates by comprehending meaning of new words orally.

### Relevant Resources:

- Calderón, M., August, D., Durán, D., Madden, N., R. Slavin & M. Gil (2003 and in press). *Spanish to English Transitional Reading: Teacher's Manual*. Baltimore, MD: The Success for All Foundation.

### Suggested Resources:



## Unit 4: Comprehension and Collaboration

**Content Standard 12.4.4:** Students will be able to prepare for and participate effectively in a range of conversations with diverse partners, building on others ideas and expressing their own clearly persuasively.

**Benchmark 12.4.4.4:** Identify figurative meanings of words and idiomatic phrases, with support.

**Topic:** Identifying figurative meanings of words and idiomatic phrases

**Text Types:** Narrative (Short story, poem, song lyrics).

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Identifying figurative meanings of words and idiomatic phrases	Logical reasoning	Listening skills Identifying	Tolerance	Participatory

### Learning Objectives: Students will be able to:

- i. Explain what figurative meaning means in English as compared to literal meaning.
- ii. Discuss the different types and related examples of figurative language.
- iii. Identify figurative meaning of words and idiomatic phrases as they are used in a spoken text.

### Content Background:

#### What is Figurative Meaning?

**Figurative meaning**, by definition, is the **metaphorical, idiomatic, or ironic** sense of a word or expression, in contrast to its **literal meaning**.

**Figurative meaning** is a statement or phrase that is not intended to be understood literally.

When speech or writing is not literal, it is **figurative**, like when you say *James runs as fast as the wind*. ... This figurative expression of James' running ability is compared to that of the wind – that is, James runs very fast.

**Figurative language** is a tool that an author uses, to help the reader visualize, or see, what is happening in a story or poem.

See examples of figurative language and literary devices below:

- A **simile** is a comparison of two things, indicated by some connective, usually “like”, “as”, “than”, or a verb such as “resembles” to show how they are similar.

- A **metaphor** is a figure of speech in which two “essentially unlike things” are shown to have a type of resemblance or create a new image. Example: “The mountain sat by the sea and watched the sun set”
- **Onomatopoeia** is a word used to imitate of a sound.
- **Personification** is the attribution of a personal nature or character to inanimate objects or abstract notions.
- An **oxymoron** is a figure of speech in which a pair of opposite or contradictory terms is used together for emphasis. Examples: Organised chaos, Same difference, Bittersweet.
- A **paradox** is a statement or proposition which is self-contradictory, unreasonable, or illogical. Example: This statement is a lie.
- **Hyperbole** is a figure of speech which uses an extravagant or exaggerated statement to express strong feelings. Example: They had been walking so long that John thought he might drink the entire lake when they came upon it.
- **Allusion** is a reference to a famous character or event. Example: A single step can take you through the looking glass if you’re not careful.
- An **idiom** is an expression that has a figurative meaning unrelated to the literal meaning of the phrase. Example: You should keep your eye out for him.
- A **pun** is an expression intended for a humorous or rhetorical effect by exploiting different meanings of words. Example: I wondered why the ball was getting bigger. Then it hit me.

### What is an Idiom?

An **idiom** (also called **idiomatic expression**) is an **expression, word,** or phrase that has a **figurative meaning** conventionally understood by native speakers. This **meaning** is different from the literal **meaning** of the **idiom’s** individual elements. In other **words, idioms** don’t mean exactly what the **words** say.

### Teaching Strategies:

Review figurative meaning and provide notes containing different types and related examples of figurative language and read a narrative text to the class and ask students to identify the figurative meaning of words and idiomatic phrases.

### Learning Strategy:

Listen to an oral text and identify the figurative meaning of words and idiomatic phrases orally.

**Relevant Resources:**

- Narrative (Short story, Poem, Song lyrics)

**Suggested Resources:**

## Strand 5: Communication

Strand 5 consists of five units:

1. Interpretative Listening
2. Interpretative Reading
3. Interpersonal Communication
4. Presentational Speaking
5. Presentational Writing

Unit	Topic
1. Interpretative Listening	<ul style="list-style-type: none"> <li>• Features of language variations</li> <li>• Main ideas from extended discourse</li> <li>• Inferences and predictions</li> <li>• Attentive listening</li> </ul>
2. Interpretative Reading	<ul style="list-style-type: none"> <li>• Draw conclusions from reading texts</li> <li>• Connotation, hidden meanings and tones</li> <li>• Abstract and colloquial non-literary writing</li> <li>• Discourse, register, style and regional variation (Written language)</li> </ul>
3. Interpersonal Communication	<ul style="list-style-type: none"> <li>• Communication -Group discussions</li> <li>• Communication -Oral presentations (Oral response to literature)</li> <li>• Express or defend viewpoints or recommendations</li> <li>• Communication – Group discussions (Big groups)</li> <li>• Language for lifelong learning</li> <li>• Oral presentation</li> <li>• Oral presentation – persuasive speech</li> <li>• Oral presentation –problem-solving presentation</li> </ul>
4. Presentational Speaking	<ul style="list-style-type: none"> <li>• Oral presentation – informative speech</li> <li>• Oral presentation – descriptive speech</li> <li>• Oral presentation – narrative speech</li> <li>• Oral presentation – oral summary (Book-talk).</li> <li>• Oral presentation – of original work (poems, plays, reports, etc)</li> </ul>

### Unit of Work

Unit of work outlines the topics, Text-types to be used, essential KSAVs to be achieved and the learning objectives that will work towards achieving the essential KSAVs for each benchmark. It basically presents what the teacher is expected to teach per the set standard. Teachers are advised to use the learning objectives to create lesson topics and lesson objectives in preparing lessons. Brief content background of each topic is provided to aid teacher's lesson preparation.

## Unit 1: Interpretative Listening

**Content Standard 12.5.1:** Students will be able to analysis and interpret information, concepts & ideas orally from culturally authentic sources on a variety of topics in English.

**Benchmark 12.5.1.1:** Demonstrate understanding of lexical variations, idiomatic expressions, colloquialism, and accents from different countries where English is spoken.

**Topic:** Lexical variations, idiomatic expressions, colloquialism, and accents

**Text type:** Radio Play/Drama, essays, articles travel books.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Lexical variation idiomatic expressions, colloquialism, accents	Logical reasoning	Listening	Corporation Responsible Open-mind	Individuality Openness Justice

### Learning Objectives: Students will be able to:

- i. Define/explain the following key terms: lexical variations, idiomatic expressions, colloquialism and accents.
- ii. Identify lexical variations, idiomatic expression, colloquial and accent.
- iii. List the meanings of the different cultural expressions.

### Content Background:

**Lexical Variation** - All languages change over time and vary according to place and social setting. We can observe **lexical variation** - differences in words and phrases - by comparing the way English is spoken in different places and among different social groups.

**Idioms are expressions** which have a meaning that is not obvious from the individual words. For example, the idiom '*drive somebody round the bend*' means 'make somebody angry or frustrated, but we cannot know this just by looking at the words. The best way to understand an idiom is to see it in context. If someone says '*This tin opener drives me round the bend!*, I think I'll throw it away and get a new one next time I'm in town' then the context and common sense tells us that 'drive round the bend' means something different from driving a car round a curve in the road. The context tells us the tin opener is not working properly and that it's having an effect on the person using it.

Examples of idioms:

1. Kill two birds with one stone (produce two useful results by just doing one thing)
2. In the blink of an eye (in an extremely short time)
3. A bone of contention (something which people argue and disagree over)

In literature, colloquialism is the use of informal words, phrases, or even slang in a piece of writing. Colloquial expressions tend to sneak in as writers, being part of a society, are influenced by the way people speak in that society. Naturally, they are bound to add colloquial expressions to their vocabulary. Writers use such expressions intentionally too, as it gives their works a sense of realism. For example, “Em that ya how?” or “Kanda Catch” or “Wanna – want to Gonna – going to, “ they came and sat on the patapata outside”, His new job as the haus boi for the masta.”

Accent – In sociolinguistics, an accent is a manner of pronunciation peculiar to a particular individual, location, or nation. An accent may be identified with the locality in which its speakers reside (a regional or geographical accent), the socioeconomic status of its speakers, their ethnicity, their social class (a social accent), or influence from their first language (a foreign accent).

### Teaching Strategies:

Teacher explains the key terms: lexical variations, idioms, colloquial and accents to the students. Students listen taken notes and practice identifying the key terms: lexical variations, idioms, colloquial and accents.

### Learning Strategies:

Students listen taken notes and practice identifying the key terms: lexical variations, idioms, colloquial and accents.

### Relevant Resources:

- UNESCO – Cultural Expressions
- Fromkin V. et al (2011) An Introduction to Language – 9<sup>th</sup> Edition, Wadsworth, Cengage Learning, Canada
- McDougal, Littell “Basic Skills in English – Orange Level
- Oxford Advance Learner’s Dictionary – 7<sup>th</sup> Edition
- Prentice Hall – Literature (Teacher’s Edition Grade 8 (2007)

### Suggested Resources:

## Unit 1: Interpretative Listening

**Content Standard 12.5.1:** Students will be able to analysis and interpret information, concepts & ideas orally from culturally authentic sources on a variety of topics in English.

**Benchmark 12.5.1.2:** Connect and synthesis the essential of complex extended discourse in academic, and professional setting.

**Topic:** Main ideas from extended discourse

**Text type:** Radio play/drama, short stories, poems, legends, mythic.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Extended discourse	Logical reasoning	Listening	Corporation Responsible Open-minded	Individuality Openness Justice

### Learning Objectives: Students will be able to:

- i. Explain 'extended discourse.
- ii. Practice identifying extended discourse.
- iii. Practice listening and asking question on a topic.

### Content Background:

If you use the word **discourse**, you are describing a formal and intense discussion or debate. The noun discourse comes from the Latin *discursus* to mean "an argument." But luckily, that kind of argument does not mean people fighting or coming to blows.

Extended discourse - A back-and-forth communication providing both sides of the dialogue with opportunities to hear and be heard through explanations and personal narratives.

Discourse is one of the four systems of language, the others being vocabulary, grammar and phonology. Discourse has various definitions but one way of thinking about it is as any piece of extended language, written or spoken, that has unity and meaning and purpose. One possible way of understanding 'extended' is as language that is more than one sentence.

### Teaching Strategies:

Teacher explain the term 'complex extended discourse' to the students. The students practice identify and asking questions on a topic.

### Learning Strategies:

The students practice identify and asking questions on a topic.

**Relevant Resources:**

- Fromkin V. et al (2011) An Introduction to Language – 9<sup>th</sup> Edition, Wadsworth, Cengage Learning, Canada
- McDougal, Littell “Basic Skills in English – Orange Level
- Oxford Advance Learner’s Dictionary – 7<sup>th</sup> Edition
- Prentice Hall – Literature (Teacher’s Edition Grade 8 (2007)

**Suggested Resources:**



## Unit 1: Interpretative Listening

**Content Standard 12.5.1:** Students will be able to analysis and interpret information, concepts & ideas orally from culturally authentic sources on a variety of topics in English.

**Benchmark 12.5.1.3:** Analysis cultural reference and make inferences and predictions within the cultural framework of the language.

**Topic:** Inferences and predictions

**Text type:** Radio play/drama, short stories, poems, legends, mythic.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Cultural reference Inference Predictions	Logical reasoning	Listening	Corporation Responsible Open-mind	Individuality Openness Justice

### Learning Objectives: Students will be able to:

- i. Explain what 'cultural references' are
- ii. Practice identifying cultural references in text
- iii. Work out meanings of cultural references in context

### Content Background:

A cultural reference is when people refer to something that relates to the culture of a country. ... Cultural references are difficult for international students to understand as they haven't come across the terms. It might be something historic that happened to that country some time ago or it might be something that is being reported in the news that day. Native speakers use cultural references to bond with each other as they're discussing shared experiences and knowledge.

Let's look at an example. If you're studying in the US and you're having a conversation with someone about a colleague's excellent predictions, and outcomes of stock market behavior during a major presentation in the US, the person might say, "Wow, you're better than the Oracle of Omaha!" You might then stand there, wondering what on Earth that means. The Oracle of Omaha in fact refers to Warren Buffet, who is from, and continues to live, in Omaha, Nebraska, USA. He is one of the wealthiest men in America, and one of the greatest investors in history, who has made his fortune mostly by making excellent predictions, like an oracle, of what will happen in the stock market. In this context, your colleague is trying to say that your predictions about the market could be as good as Warren Buffet's. If you said "the Oracle of Omaha" in Britain, or PNG they probably wouldn't know what you meant.

Inferences - make logical guesses based on two things: clues in the selection and what you already know from reading or from experience.

Prediction - make a reasonable guess about, what might happen in a story. As a reader, you combine details from the story with your own knowledge and experiences to make predictions.

**Teaching Strategies:**

Teacher explain the term 'cultural reference, predictions and inferences' to the students. The students practice identify the cultural reference and make prediction or inferences about its meaning.

**Learning Strategies:**

The students practice identify the cultural reference and make prediction or inferences about its meaning.

Explain how stream will be integrated and taught:

**Relevant Resources:**

- Fromkin V. et al (2011) An Introduction to Language – 9<sup>th</sup> Edition, Wadsworth, Cengage Learning, Canada
- McDougal, Littell "Basic Skills in English – Orange Level
- Oxford Advance Learner's Dictionary – 7<sup>th</sup> Edition
- Prentice Hall – Literature (Teacher's Edition Grade 8 (2007)

**Suggested Resources:**

## Unit 1: Interpretative Listening

**Content Standard 12.5.1:** Students will be able to analysis and interpret information, concepts and ideas orally from culturally authentic sources on a variety of topics in English.

**Benchmark 12.5.1.4:** Demonstrate understanding of spoken language intended for native speakers in a variety of setting, types of discourse, topics, styles, registers, and broad regional variations.

**Topic:** Setting, types of discourse, topics, styles, registers, and broad regional variations

**Text type:** Radio play/drama, short stories, poems, legends, mythic.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Discourse Register style	Logical reasoning	Listening	Corporation Responsible Open-mind	Individuality Openness Justice

### Learning Objectives: Students will be able to:

- i. Explain what discourse, style, register is.
- ii. Practice drawing objects.
- iii. Practice drawing objects and compare their drawings.

### Content Background:

Discourse is one of the four systems of language, the others being vocabulary, grammar and phonology. Discourse has various definitions but one way of thinking about it is as any piece of extended language, written or spoken, that has unity and meaning and purpose. One possible way of understanding 'extended' is as language that is more than one sentence.

Register – the term used for a variety of language determine by subject matter. Most speakers of a language speak one way with friends, another on a job interview or presenting a report in class, another talking to small children, another with their parents, and so on. These “situation dialects” are called styles, or registers. Nearly everybody has at least an informal and a formal style. In other words, register is a stylistic variant of a language appropriate to a particular social setting. Also called style.

### Teaching Strategies:

Teacher play audio of different people from different cultural background giving drawing instructions on drawing something. Students listen the instructions and follow them. Then they compare their drawings.

**Learning Strategies:**

Students listen the instructions and follow them. Then they compare their drawings.

**Relevant Resources:**

- Fromkin V. et al (2011) An Introduction to Language – 9<sup>th</sup> Edition, Wadsworth, Cengage Learning, Canada
- McDougal, Littell “Basic Skills in English – Orange Level
- Oxford Advance Learner’s Dictionary – 7<sup>th</sup> Edition
- Prentice Hall – Literature (Teacher’s Edition Grade 8 (2007)

**Suggested Resources:**

## Unit 2: Interpretive Reading

**Content Standard 12.5.2:** Students will be able to analysis and interpret information, concepts & ideas in writing from culturally authentic sources on a variety of topics in English.

**Benchmark 12.5.2.1:** Interpret information and draw conclusions of concepts and ideas with ease from culturally authentic sources on a variety of topics.

**Topic:** Interpret information: Draw conclusion

**Text type:** Short story, essay.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Draw conclusion	Logical reasoning	Reading	Corporation Responsible Open-mind	Individuality Openness Justice

### Learning Objectives: Students will be able to:

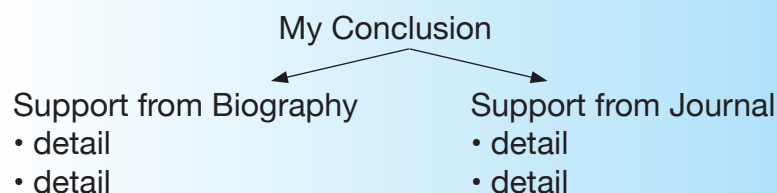
- i. Explain what is a complex text is with relevant examples?
- ii. Identify the key comprehension strategies in reading.

### Content Background:

A conclusion is a judgment or belief about something. To reach a solid conclusion, you need to use sound reasoning, evidence, and experience.

The following steps can help you arrive at and support a solid conclusion:

1. Choose a topic and jot down ideas and information about it.
2. Use this information to draw a conclusion about the topic.
3. Pick out specific evidence from both the biography and the journal for support. (Or other support reference materials).
4. State your conclusion in a topic sentence. Then present the reasons and evidence that support the conclusion.



### Teaching Strategies:

Teacher explain how to draw conclusions and the steps needed. Students listen and take notes and the practice drawing conclusion using outlines.

**Learning Strategies:**

Students listen and take notes and the practice drawing conclusion using outlines.

**Relevant Resources:**

- Fromkin V. et al (2011) An Introduction to Language – 9<sup>th</sup> Edition, Wadsworth, Cengage Learning, Canada
- McDougal, Littell “Basic Skills in English – Orange Level
- Oxford Advance Learner’s Dictionary – 7<sup>th</sup> Edition
- Prentice Hall – Literature (Teacher’s Edition Grade 8 (2007)

**Suggested Resources:**

## Unit 2: Interpretive Reading

**Content Standard 12.5.2:** Students will be able to analysis and interpret information, concepts & ideas in writing from culturally authentic sources on a variety of topics in English.

**Benchmark 12.5.2.2:** Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.

**Topic:** Connotation and tones

**Text type:** Short story, essay.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Connotation tone	Logical reasoning	Reading	Corporation Responsible Open-mind	Individuality Openness Justice

### Learning Objectives: Students will be able to:

- i. Explain what hidden meaning and connotation and tone are
- ii. Practice identifying hidden meanings
- iii. Use connotations of words to communication positive and negative feelings.

### Content Background:

#### Hidden meaning

A word's denotation is its literal meaning—that is, the meaning found in a dictionary definition. A word's connotation is the shades of meaning it may take on beyond its dictionary definition. It includes all the thoughts and feelings the word may bring to people's minds. For example, the vocabulary word smirk does mean "smile." But smirk also carries negative connotations of smugness or conceitedness. Recognizing connotations can improve both your reading and writing.

Writers use connotations of words to communicate positive or negative feelings.

Positive	Negative
slender	scrawny
thrifty	cheap
young	immature

The tone of a literary work expresses the speaker's attitude toward his or her subject. Words such as angry, sad, and humorous can be used to describe different tones. For example, the tone of John Kasaipwalova 'Bettlenut is Bad Magic for Aeroplane', is humorous.

**Teaching Strategies:**

Teacher explain the key terms: hidden meaning, connotation, and tone to the students. The students practice using the key terms to workout hidden meanings.

**Learning Strategies:**

The students practice using the key terms to workout hidden meanings.

**Relevant Resources:**

- Fromkin V. et al (2011) An Introduction to Language – 9<sup>th</sup> Edition, Wadsworth, Cengage Learning, Canada
- McDougal, Littell “Basic Skills in English – Orange Level
- Oxford Advance Learner’s Dictionary – 7<sup>th</sup> Edition
- Prentice Hall – Literature (Teacher’s Edition Grade 8 (2007)

**Suggested Resources:**



## Unit 2: Interpretive Reading

**Content Standard 12.5.2:** Students will be able to analysis and interpret information, concepts & ideas in writing from culturally authentic sources on a variety of topics in English

**Benchmark 12.5.2.3:** Interpret and analysis forms of written language including abstract, structurally complex, or highly colloquial non-literary writings

**Topic:** Abstract and colloquial non-literary writing

**Text type:** Newspaper, official documents, receipt.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Abstract writing Colloquial writing	Logical reasoning	Reading	Corporation Responsible Open-mind	Individuality Openness Justice

### Learning Objectives: Students will be able to:

- i. Explain abstract and colloquial nonliterary writing.
- ii. Practice identifying elements that are abstract.
- iii. Practice identifying colloquial nonliterary writings.

### Content Background:

#### Abstracts

In some fields, particularly in the natural and social sciences, reports begin with an abstract, a brief summary that tells readers what to expect. It should be shorter than an introduction, but still do three things that an introduction does:

- It states the research problem.
- It announces key themes.
- It ends with a statement of the main point or with a launching point that anticipates the main point in the full text.

Structurally complex - **Here are examples of each type of sentence:**

- The dog ran. **Simple Sentence.**
- The dog ran and he ate popcorn. **Compound sentence.**
- After the dog ran, he ate popcorn. **Complex sentence.**
- After the dog ran, he ate popcorn and he drank a big soda. **Compound-complex sentence.**

**Colloquial** - refers to **words** or **expressions** used in ordinary language by common people. An example of colloquial is casual conversation where some slang terms are used and where no attempt is made at being formal. Contractions: Words such as “ain’t” and “gonna” are examples of colloquialism, as they are not used widely throughout English-speaking populations.

What Is a Non-Literary Text? It is factual texts present information or ideas and aim to show tell or persuade the readers. Factual texts include advertisements, announcements, recipes, reports, and debates. The main text types of factual text are recount, explanation, discussion, report, exposition and procedure. A literary texts are texts that are narrative, or tell a story, and contain elements of fiction. Some good examples of literary texts include novels, short stories, and poetry.

**Teaching Strategies:**

Teacher explain the key terms: abstract writing and colloquial writing to the students. The students practice using the key terms to identify different writings.

**Learning Strategies:**

The students practice using the key terms to identify different writings.

**Relevant Resources:**

- Fromkin V. et al (2011) An Introduction to Language – 9<sup>th</sup> Edition, Wadsworth, Cengage Learning, Canada
- McDougal, Littell “Basic Skills in English – Orange Level
- Oxford Advance Learner’s Dictionary – 7<sup>th</sup> Edition
- Prentice Hall – Literature (Teacher’s Edition Grade 8 (2007)

**Suggested Resources:**

## Unit 2: Interpretive Reading

**Content Standard 12.5.2:** Students will be able to analysis and interpret information, concepts & ideas in writing from culturally authentic sources on a variety of topics in English.

**Benchmark 12.5.2.4:** Demonstrate understanding of written language intended for native speakers in a variety of setting, types of discourse, topic, styles, registers, and broad regional lexical variations.

**Topic:** Discourse, register, style and regional variation

**Text type:** Short stories, essay.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Discourse, style, register, regional variation	Logical reasoning	Reading	Corporation Responsible Open-mind	Individuality Openness Justice

### Learning Objectives: Students will be able to:

- i. Explain discourse, style, register, regional variation are.
- ii. Read different stories and identify the discourse, register types.
- iii. Read different stories and identify the style and regional variations use.

### Content Background:

Discourse is one of the four systems of language, the others being vocabulary, grammar and phonology. Discourse has various definitions but one way of thinking about it is as any piece of extended language, written or spoken, that has unity and meaning and purpose. One possible way of understanding 'extended' is as language that is more than one sentence.

Register – the term used for a variety of language determine by subject matter. Most speakers of a language speak one way with friends, another on a job interview or presenting a report in class, another talking to small children, another with their parents, and so on. These “situation dialects” are called **styles**, or **registers**. Nearly everybody has at least an informal and a formal style. In other words, register is a stylistic variant of a language appropriate to a particular social setting. Also called **style**.

Regional variation - accent or differences in pronunciations.

### Teaching Strategies:

Teacher explain the key terms: discourse, register, style, regional variation to the students. The students practice using the key terms to identify different writings.

**Learning Strategies:**

The students practice using the key terms to identify different writings.

**Relevant Resources:**

- Fromkin V. et al (2011) An Introduction to Language – 9<sup>th</sup> Edition, Wadsworth, Cengage Learning, Canada
- McDougal, Littell “Basic Skills in English – Orange Level
- Oxford Advance Learner’s Dictionary – 7<sup>th</sup> Edition
- Prentice Hall – Literature (Teacher’s Edition Grade 8 (2007)

**Suggested Resources:**

### Unit 3: Interpersonal Communication

**Content Standard 12.5.3:** Students will be able to engage in conversation and exchange information, concepts & ideas orally and in writing with a variety of speakers or readers in a variety of topics in a culturally appropriate context in English.

**Benchmark 12.5.3.1:** Use English language for all purposes effectively and consistently.

**Topic:** Communication – Group discussion – (Sharing roles – Small group)

**Text type:** Short stories, essay, official document.

#### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Group discussion, shared responsibilities, small group	Logical reasoning	Communication, oral and writing	Corporation Responsible Open-mind	Individuality Openness Justice

#### Learning Objectives: Students will be able to:

- i. Explain what a group discussion is and the roles each member contributes to the discussion.
- ii. Practice going into groups and perform designated role.
- iii. Practice in group discussion switch role from the former one.

#### Content Background:

##### Group discussion

Successful groups assign a role to each member. These roles distribute responsibility among the members and help keep discussions focused.

##### Guidelines for Discussion

- Be informed about the topic.
- Participate in the discussion; ask questions, and respond appropriately to questions.
- Don't talk while someone else is talking.
- Support statements and opinions with facts and examples.
- Listen attentively; be courteous and respectful of others' viewpoints.
- Work toward the goal; avoid getting sidetracked by unrelated topics

Role	Responsibilities
<b>Chairperson</b>	• Introduces topic
	• Explains goal or purpose
	• Participates in discussion and keeps it on track
	• Helps resolve conflicts
	• Helps group reach goal
<b>Recorder</b>	• Takes notes on discussion
	• Reports on suggestions and decisions
	• Organizes and writes up notes
	• Participates in discussion
<b>Participants</b>	• Contribute relevant facts or ideas to discussion
	• Respond constructively to one another's ideas
	• Reach agreement or vote on final decision

**Teaching Strategies:**

Teacher explains the group discussion activities and allocates different roles to different members of the group. Students go into group and take on their allocated role and practice the group discussion activity on a given topic.

**Learning Strategies:**

Students go into group and take on their allocated role and practice the group discussion activity on a given topic.

**Relevant Resources:**

- Fromkin V. et al (2011) An Introduction to Language – 9<sup>th</sup> Edition, Wadsworth, Cengage Learning, Canada
- McDougal, Littell “Basic Skills in English – Orange Level
- Oxford Advance Learner’s Dictionary – 7<sup>th</sup> Edition
- Prentice Hall – Literature (Teacher’s Edition Grade 8 (2007)

**Suggested Resources:**

### Unit 3: Interpersonal Communication

**Content Standard 12.5.3:** Students will be able to engage in conversation and exchange information, concepts and ideas orally and in writing with a variety of speakers or readers in a variety of topics in a culturally appropriate context in English.

**Benchmark 12.5.3.2:** Convey finer shades of meaning with ease by using a wide range of expression in any conversation or discussion.

**Topic:** Communication – Oral presentation (Oral response to literature)

**Text type:** Charts, picture, short stories, essay, official document.

#### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Oral response to literature	Logical reasoning	Communication, oral and writing	Corporation responsible open-mind	Individuality Openness Justice

#### Learning Objectives: Students will be able to:

- i. Explain what an oral response to literature is.
- ii. Practice reading, analyzing and organizing their oral presentation.
- iii. Present their oral response to a short story, poem, play/drama, song, film, etc.

#### Content Background:

##### Oral response to literature

An oral response to literature is your own personal interpretation of a piece written by someone else. It is a way to show an audience what a piece means to you.

- **Choose Carefully** In choosing a piece, think about the assignment, your interests, and the audience.
- **Exhibit Understanding** Develop an interpretation that shows careful reading, understanding, and insight. Direct the audience's attention to specific words, sentences, or phrases that are rich with meaning. Discuss the writer's techniques in developing plot, characterization, setting, or theme and how they contribute to your interpretation.
- **Organize Clearly** Organize your presentation around several clear ideas or images. What elements of the literature are most important? How do they relate to the piece as a whole and help provide meaning? Support your interpretation with examples from the selection.

Use the following questions to evaluate a speaker or your own presentation.

**Evaluate an Oral Response to Literature**

- Did the speaker choose an interesting piece that he or she enjoys and understands?
- Did the speaker present and explain an interpretation—an opinion about the main message of the piece?
- Was the speaker’s interpretation based on careful reading, understanding, and in-depth knowledge of the piece?
- Did the speaker support the interpretation with repeated use of examples and evidence from the text?
- Did the speaker organize his or her interpretation around several clear ideas, beliefs, or images?

**Teaching Strategies:**

Teacher explains the ‘oral response to literature’ activities to the students. Students choose a piece of literature (short story, poem, play/drama, films, etc. and read, analysis and organize their oral presentation and eventually present their oral presentation.

**Learning Strategies:**

Students choose a piece of literature (short story, poem, play/drama, films, etc. and read, analysis and organize their oral presentation and eventually present their oral presentation.

**Relevant Resources:**

- Fromkin V. et al (2011) An Introduction to Language – 9<sup>th</sup> Edition, Wadsworth, Cengage Learning, Canada
- McDougal, Littell “Basic Skills in English – Orange Level
- Oxford Advance Learner’s Dictionary – 7<sup>th</sup> Edition
- Prentice Hall – Literature (Teacher’s Edition Grade 8 (2007)

**Suggested Resources:**



### Unit 3: Interpersonal Communication

**Content Standard 12.5.3:** Students will be able to engage in conversation and exchange information, concepts & ideas orally and in writing with a variety of speakers or readers in a variety of topics in a culturally appropriate context in English.

**Benchmark 12.5.3.3:** Express and defend viewpoints or recommendations on a variety of topics or statements.

**Topic:** Express and Defend Viewpoints or Recommendations

**Text type:** Charts, picture, short stories, essay, official document.

#### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Oral response to literature	Logical reasoning	Communication, oral and writing	Corporation Responsible Open-mind	Individuality Openness Justice

#### Learning Objectives: Students will be able to:

- i. explain what is meant to defend your viewpoint
- ii. practice identifying viewpoint and identify support of the claim and write them ready for presentation
- iii. present their viewpoint and support the viewpoint with evidences, statistics, anecdotes, etc.

#### Content Background:

**Defend viewpoint** - refers to supporting a position. When a person defends his or her viewpoint, s/he is attempting to support his/her position; you defend viewpoint by presenting evidence that helps to prove your stance. For example, if you are defending the abolition of the death penalty, you would talk or write about the reasons why the death penalty should be abolished. For example, you could list cases of people who were put to death and later found to be innocent. You could argue that the death penalty does not act as a deterrent for other criminals. So, defending a viewpoint is supporting a specific side of the discussion.

When you hear the word *argument*, you may think of angry people shouting heated statements. In formal speaking and writing, however, a good argument is not emotional. It is a carefully stated claim supported by reasons and evidence. A strong argument is made up of two important parts.

- a **claim**, or a writer's position on a problem or an issue
  - **support**, or the reasons and evidence that help to prove the claim.
- A writer may include many kinds of evidence, including eye-opening statistics, compelling anecdotes, or examples. The evidence should be adequate, meaning that there should be enough of it. It should also be appropriate, or relevant to the topic.

**Teaching Strategies:**

Teacher explains the how to defend a viewpoint to the students. Students choose a topic and do research: read, analysis and organize their notes and present their oral presentation.

**Learning Strategies:**

Students choose a topic and do research: read, analysis and organize their notes and present their oral presentation.

**Relevant Resources:**

- Fromkin V. et al (2011) An Introduction to Language – 9<sup>th</sup> Edition, Wadsworth, Cengage Learning, Canada
- McDougal, Littell “Basic Skills in English – Orange Level
- Oxford Advance Learner’s Dictionary – 7<sup>th</sup> Edition
- Prentice Hall – Literature (Teacher’s Edition Grade 8 (2007)

**Suggested Resources:**

## Unit 3: Interpersonal Communication

**Content Standard 12.5.3:** Students will be able to engage in conversation and exchange information, concepts & ideas orally and in writing with a variety of speakers or readers in a variety of topics in a culturally appropriate context in English.

**Benchmark 12.5.3.4:** Participate with ease in complex discussions and multiple participants on a wide variety of topics.

**Topic:** Communication – Group discussion – (big group)

**Text type:** Charts, picture, short stories, essay, official document.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Group discussion big group	Logical reasoning	Communication, oral and writing	Corporation Responsible Open-mind	Individuality Openness Justice

### Learning Objectives: Students will be able to:

- i. Express and connect ideas to tell a story in-turn in groups of four using a picture.
- ii. Suggest peaceful solution to a moral dilemma.
- iii. Express in comparative manner why he/she likes/dislikes certain food.

### Content Background:

**A group discussion:** Gives everyone involved a voice. Whether the discussion is meant to form a basis for action, or just to play with ideas, it gives all members of the group a chance to speak their opinions, to agree or disagree with others, and to have their thoughts heard.

The literal definition of a group discussion is obvious: a critical conversation about a particular topic, or perhaps a range of topics, conducted in a group of a size that allows participation by all members. A group of two or three generally doesn't need a leader to have a good discussion, but once the number reaches five or six, a leader or facilitator can often be helpful. When the group numbers eight or more, a leader or facilitator, whether formal or informal, is almost always helpful in ensuring an effective discussion.

A group discussion is a type of meeting, but it differs from the formal meetings in a number of ways:

- It may not have a specific goal – many group discussions are just that: a group kicking around ideas on a particular topic. That may lead to a goal ultimately...but it may not.
- It's less formal, and may have no time constraints, or structured order, or agenda.

- Its leadership is usually less directive than that of a meeting.
- It emphasizes process (the consideration of ideas) over product (specific tasks to be accomplished within the confines of the meeting itself).
- Leading a discussion group is not the same as running a meeting. It's much closer to acting as a facilitator, but not exactly the same as that either.

An effective group discussion generally has a number of elements:

- All members of the group have a chance to speak, expressing their own ideas and feelings freely, and to pursue and finish out their thoughts
- All members of the group can hear others' ideas and feelings stated openly
- Group members can safely test out ideas that are not yet fully formed
- Group members can receive and respond to respectful but honest and constructive feedback. Feedback could be positive, negative, or merely clarifying or correcting factual questions or errors, but is in all cases delivered respectfully.
- A variety of points of view are put forward and discussed
- The discussion is not dominated by any one person
- Arguments, while they may be spirited, are based on the content of ideas and opinions, not on personalities
- Even in disagreement, there's an understanding that the group is working together to resolve a dispute, solve a problem, create a plan, make a decision, find principles all can agree on, or come to a conclusion from which it can move on to further discussion

Many group discussions have no specific purpose except the exchange of ideas and opinions. Ultimately, an effective group discussion is one in which many different ideas and viewpoints are heard and considered. This allows the group to accomplish its purpose if it has one, or to establish a basis either for ongoing discussion or for further contact and collaboration among its members.

There are many possible purposes for a group discussion, such as:

- Create a new situation – form a coalition, start an initiative, etc.
- Explore cooperative or collaborative arrangements among groups or organizations
- Discuss and/or analyze an issue, with no specific goal in mind but understanding
- Create a strategic plan – for an initiative, an advocacy campaign, an intervention, etc.
- Discuss policy and policy change
- Air concerns and differences among individuals or groups
- Hold public hearings on proposed laws or regulations, development, etc.
- Decide on an action
- Provide mutual support
- Solve a problem
- Resolve a conflict
- Plan your work or an event

Possible leadership styles of a group discussion also vary. A group leader or facilitator might be directive or non-directive; that is, she might try to control what goes on to a large extent; or she might assume that the group should be in control, and that her job is to facilitate the process. In most group discussions, leaders who are relatively non-directive make for a more broad-ranging outlay of ideas, and a more satisfying experience for participants.

**Teaching Strategies:**

Teacher explains the group discussion activities and explains the role of a leader and the other members of the group. Students go into group and take on their allocated role and practice the group discussion activity on a given topic.

**Learning Strategies:**

Students go into group and take on their allocated role and practice the group discussion activity on a given topic.

**Relevant Resources:**

- <https://ctb.ku.edu/en/table-of-contents/leadership/group-facilitation/group-discussions/main>
- McDougal, Littell “Basic Skills in English – Orange Level
- Oxford Advance Learner’s Dictionary – 7<sup>th</sup> Edition
- Prentice Hall – Literature (Teacher’s Edition Grade 8 (2007)

**Suggested Resources:**

### Unit 3: Interpersonal Communication

**Content Standard 12.5.3:** Students will be able to engage in conversation and exchange information, concepts & ideas orally and in writing with a variety of speakers or readers in a variety of topics in a culturally appropriate context in English.

**Benchmark 12.5.3.5:** Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.

**Topic:** Life-long learner – Frequent use language for enjoyment and enrichment

**Text type:** Charts, picture, short stories, essay, official document.

#### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Lifelong learner, regular and frequent practice	Logical reasoning	Communication, oral and writing	Corporation Responsible Open-mind	Individuality Openness Justice

#### Learning Objectives: Students will be able to:

- i. Explain what it meant to be a lifelong learner and frequent use of language skills.
- ii. Practice use of different language patterns for enjoyment and enrichment.
- iii. Practice simple presentences pattern for enjoyment and enrichment.

#### Content Background:

Lifelong learning is about creating and maintaining a positive attitude to learning both for personal and professional development. Lifelong learners are motivated to learn and develop because they want to: it is a deliberate and voluntary act. Lifelong learning can enhance our understanding of the world around us, provide us with more and better opportunities and improve our quality of life.

“Regular and frequent practice using language skills and knowledge for enjoyment help enrich one.”

In his book, *Master it Faster*, Colin Rose uses the mnemonic MASTER to describe the six stages he believes are key to becoming an effective learner. These stages can be applied to any type of learning, either formal or informal.

#### **Motivation**

Lifelong learning requires self-motivation. You need to feel positive about learning and about your ability to learn. If you struggle to see the point of learning what you are learning, you are unlikely to do well.

**Acquire**

Effective learning requires that you acquire information through reading, listening, observing, practicing, experimenting and experience. Information is all around you: the trick is to acquire relevant and meaningful information and develop this into knowledge and skills.

**Search**

Learning is successful when we can search for a personal meaning in the information we're acquiring. We find it hard to remember facts without understanding them or being able to put them into context. Learning is about applying what you acquire and asking yourself questions such as: '*How does this idea help in my life?*' or '*What has this experience taught me about myself?*'

**Trigger**

Human beings are notoriously bad at retaining information. You cannot and will not remember all that you read, hear and experience. You can help to trigger recollection in a variety of ways. For example, you can take notes, practice, discuss and experiment with new ideas and skills to help you learn and develop.

**Examine**

You should regularly examine your knowledge to help reinforce in your mind what you have learned. You should always try to keep an open-mind, question your understanding and be open to new information. Talking to others and seeing their point of view can be a powerful way of examining your own perception and understanding of a subject.

**Reflect**

Finally, you should reflect on your learning. Think about *how* and *why* you learned, including how you felt about a particular topic or situation, before and after you developed your knowledge. Learn from your mistakes as well as from your successes and always try to remain positive.

**Teaching Strategies:**

Teacher explains what lifelong learner means and the related activities or step to take to become a lifelong learner to students. Students listen, take note and practice ways they can become lifelong learner from the list provided.

**Learning Strategies:**

Students listen take note and practice ways they can become lifelong learner from the list provided.

**Relevant Resources:**

- <https://www.skillsyouneed.com/learn/lifelong-learning.html>
- McDougal, Littell "Basic Skills in English – Orange Level
- Oxford Advance Learner's Dictionary – 7th Edition
- Prentice Hall – Literature (Teacher's Edition Grade 8 (2007)

**Suggested Resources:**

## Unit 3: Interpersonal Communication

**Content Standard 12.5.3:** Students will be able to engage in conversation and exchange information, concepts and ideas orally and in writing with a variety of speakers or readers in a variety of topics in a culturally appropriate context in English.

**Benchmark 12.5.3.6:** Speak with ease on almost all topics, using appropriate regional and colloquial expressions.

**Topic:** Oral presentation - Oral interpretation

**Text type:** Charts, picture, short stories, essay, official document.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Oral presentation - oral interpretation	Logical reasoning	Communication, oral and writing	Corporation Responsible Open-mind	Individuality Openness Justice

### Learning Objectives: Students will be able to:

- i. explain what oral interpretation is and the evaluation guide
- ii. practice planning and delivering the oral response
- iii. present the oral presentation

### Content Background:

#### Oral interpretation

When you read a poem, play, or story aloud, your voice can bring the literature to life. In a dramatic reading, several speakers participate in the reading of a play or other work.

#### Oral Reading

An oral reading can be a monologue, during which you assume the voice of a character, the narrator, or the speaker in a poem. Or it may be a dialogue, during which you take the roles of two or more characters.

#### Delivering an Oral Response to Literature

You can share your response to a poem or song with your class.

#### Planning the Oral Response

1. Analyze the poem or song. Read it quietly to yourself, and then read it aloud. Decide which aspects of the poem you want to study. You might describe how the cadence (rhythm) contributes to the mood. Perhaps the writer uses onomatopoeia (words that imitate the sounds) to produce a particular effect. Look for repetitive patterns, such as repeated words, phrases, or sounds.



2. **Develop your own interpretation.** In other words, decide what you believe the main message is. Your interpretation should be based on careful reading of the poem or song, a thorough understanding of it, and insight into its deeper meaning.
3. **Create note cards.** Choose two or three key points—ideas, premises, or images that help you explain your interpretation. (A premise is a belief or message that the writer wants to tell the reader, such as “A poem can change how you see the world.”) Write a note card for each key point. The key points can be similar to or the same as the ones you chose for your essay. Use plenty of examples and evidence from the text to support your interpretation.
4. **Organize and practice your presentation.** Write a card for your introduction and another for your conclusion. After you put your cards in order, practice your presentation for a friend or family member.

Use these techniques when giving an oral reading:

- **Speak Clearly** As you speak, pronounce your words carefully and clearly.
- **Control Your Volume** Make sure that you are loud enough to be heard, but do not shout.
- **Pace Yourself** Read at a moderate rate, but vary your pace if it seems appropriate to the emotions of the character or to the action.
- **Vary Your Voice** Use a different voice for each character. Stress important words and phrases.

### Delivering the Oral Response

1. **Stay calm.** Look up from your notes often and make eye contact with your audience. Remember that you’re an expert on this poem.
2. **Ask for feedback.** Ask one or two classmates what they thought of your response. Use their comments to plan how to improve your next presentation.

Use the following questions to evaluate an artistic performance by a peer, a media presentation, or your own performance.

### Evaluate an Oral Interpretation

- Did the speaker speak clearly?
- Did the speaker maintain eye contact with the audience?
- Was the speaker’s voice the right volume?
- Did the speaker vary the rate of speech appropriately to express emotion, mood, and action?
- Did the speaker use different voices for the different characters in the piece?
- Did the speaker stress important words or phrases?
- Did the speaker use voice, tone, and gestures to enhance meaning?
- How did the audience react to the performance?

### Teaching Strategies:

Teacher explains what oral interpretation is, plus the steps and evaluation guide and the research activities to carry out to prepare for the speech to student. Students research, prepare and deliver the oral interpretation.

**Learning Strategies:**

Students research, prepare and deliver the oral interpretation

**Relevant Resources:**

- McDougal, Littell “Basic Skills in English – Orange Level
- Oxford Advance Learner’s Dictionary – 7<sup>th</sup> Edition
- Prentice Hall – Literature (Teacher’s Edition Grade 8 (2007)

**Suggested Resources:**

### Unit 3: Interpersonal Communication

**Content Standard 12.5.3:** Students will be able to engage in conversation and exchange information, concepts & ideas orally and in writing with a variety of speakers or readers in a variety of topics in a culturally appropriate context in English.

**Benchmark 12.5.3.7:** Deliver and defend recommendations in business, scientific, academic, or social context.

**Topic:** Oral presentation – Persuasive speech

**Text type:** Charts, picture, short stories, essay, official document.

#### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Oral presentation - persuasive speech	Logical reasoning	Communication, oral and writing	Corporation Responsible Open-mind	Individuality Openness Justice

#### Learning Objectives: Students will be able to:

- i. Explain what persuasive speech is.
- ii. Practice developing thesis/clear statement and research for relevant evidence to support the position.
- iii. Present the oral presentation.

#### Content Background:

##### Persuasive speech

When you deliver a persuasive speech, you offer a thesis or clear statement on a subject, you provide relevant evidence to support your position, and you attempt to convince the audience to accept your point of view.

Persuasion is the art of leading others to accept a certain idea or take a specific action. To persuade someone, writers often start by building a logical, well-supported argument. Then, they might use persuasive devices to strengthen the argument.

Persuasive texts typically rely on more than just the **logical appeal** of an argument to be convincing. They also rely on ethical and emotional appeals and other **persuasive techniques**—devices that can convince you to adopt a position or take an action. **Ethical appeals** establish a writer's credibility and trustworthiness with an audience. When a writer links a claim to a widely accepted value, the writer not only gains moral support for that claim but also establishes him- or herself as a reputable person readers can trust.

The chart shown here explains several other methods of persuasion.

Persuasive Technique	Example
<b>Appeals by Association</b>	
<b>Bandwagon appeal</b>	
Suggests that a person should believe or do something because “everyone else” does	Don’t be the last person in town to be connected to Neighbor Net.
<b>Testimonial</b>	
Relies on endorsements from well-known People or satisfied customers	Start your day with the vitamins recommended by four out of five doctors— Superstrength Vigorvites.
<b>Snob appeal</b>	
Taps into people’s desire to be special or part of an elite group	You deserve to eat like a king. Join the distinguished diners at Marco’s Palace.
<b>Appeal to loyalty</b>	
Relies on people’s affiliation with a particular Group	Show your support for the community by marching in our local parade!
<b>Emotional Appeals</b>	
<b>Appeals to pity, fear, or vanity</b>	
Use strong feelings, rather than facts, to persuade	If you don’t see a dentist regularly, your teeth will rot.

Use the following guidelines to evaluate a persuasive presentation.

Evaluate a Persuasive Speech

- Did the speaker provide a clear statement of his or her position?
- Did the speaker anticipate and address audience concerns, biases, and counterarguments?
- Did the speaker use sound logic and reasoning in developing the argument?
- Did the speaker support the argument with evidence that was closely related to his or her main points?
- Did the speaker offer information in a logical sequence?
- Did the speaker engage listeners and encourage acceptance of the position or proposal?

### Teaching Strategies:

Teacher explains what persuasive speech is and the research activities to carry out to prepare for the speech to student. Students identify their thesis and research for relevant evidence to support their position and eventually students present their speech.

**Learning Strategies:**

Students identify their thesis and research for relevant evidence to support their position and eventually students present their speech.

**Relevant Resources:**

- McDougal, Littell “Basic Skills in English – Orange Level
- Oxford Advance Learner’s Dictionary – 7th Edition
- Prentice Hall – Literature (Teacher’s Edition Grade 8 (2007)

**Suggested Resources:**

### Unit 3: Interpersonal Communication

**Content Standard 12.5.3:** Students will be able to engage in conversation and exchange information, concepts & ideas orally and in writing with a variety of speakers or readers in a variety of topics in a culturally appropriate context in English.

**Benchmark 12.5.3.8:** Think critically and apply concepts in English in order to more effectively communicate, solve problems, and accomplish goals when interacting with native speaker.

**Topic:** Oral presentation – Problem-solving presentation

**Text type:** Charts, picture, short stories, essay, official document.

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Oral presentation - informative speech	Logical reasoning	Communication, oral and writing	Corporation responsible open-mind	Individuality Openness Justice

**Learning Objectives: Students will be able to:**

- i. Explain what problem-solution presentation is and the evaluation guides.
- ii. Practice by research and prepare their problem-solution presentation.
- iii. Present their problem-solution presentation.

**Content Background:**

#### Problem-Solution presentation

When delivering a presentation on problems and solutions, you need to be organized, logical, and persuasive.

- **Identify the Problem** Define the problem for your audience. Provide background information: How long has this problem existed? What are its causes?
- **Make Connections** Think about how similar or related problems have been solved. How might this information help solve the current problem?
- **Propose Solutions** Offer at least two or three possible solutions. Back them up with persuasive evidence and logical analysis of how they would work.
- **Encourage Discussion** Ask your audience if they have any questions or alternative suggestions. Have them discuss and evaluate what you said.

Use the following guidelines to evaluate a problem-solution presentation.

**Evaluate a Problem-Solution Presentation**

- Did the speaker define the problem clearly?
- Did the speaker theorize about (suggest explanations for) the causes and effects of each problem?
- Did the speaker make connections between the problem and at least one solution?
- Did the speaker give persuasive evidence to prove the correctness of how the problem was defined and how well the solution or solutions would work?
- Did the speaker invite the audience to respond, participate, and discuss ideas?

**Teaching Strategies:**

Teacher explains the problem-solution presentation steps and the evaluation guide to the students. Students listen, take notes, and research to prepare for their problem-solution presentation and eventually present their speech.

**Learning Strategies:**

Students listen, take notes, and research to prepare for their problem-solution presentation and eventually present their speech.

**Relevant Resources:**

- McDougal, Littell “Basic Skills in English – Orange Level
- Oxford Advance Learner’s Dictionary – 7<sup>th</sup> Edition
- Prentice Hall – Literature (Teacher’s Edition Grade 8 (2007)

**Suggested Resources:**

## Unit 4: Presentational Speaking

**Content Standard 12.5.4:** Students will be able to present information, concepts & ideas to an audience of listeners on a variety of topics in a culturally appropriate context in English.

**Benchmark 12.5.4.1:** Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.

**Topic:** Oral presentation – Informative speech

**Text type:** Charts, picture, short stories, essay, official document

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Oral presentation - informative speech	Logical reasoning	speaking	Corporation responsible open-mind	Individuality Openness Justice

**Learning Objectives: Students will be able to:**

- Explain what informative presentation is and the guide to evaluate this presentation
- Practice by researching, collect notes, organize and outline notes for oral presentation
- Present on their topic

**Content Background:**

### Informative speech

When you deliver an informative speech, you give the audience new information, provide a better understanding of information, or enable the audience to use the information in a new way. Informative presentation provides facts and background on a specific subject. It provides informative quotations and paraphrases from authorities to support your ideas.

### Making an Informative Presentation

Congratulations—you are an expert on your research topic! Share what you have learned by making an informative presentation.

### Planning the Presentation

1. **Select information to present.** Reread your report, making notes of facts, details, examples, and explanations that might interest your classmates. Choose items from several sources, such as online information, books, newspapers, magazines, or speakers whose lectures you have attended. Make sure each source is authoritative, which means accurate and highly reliable.



**2. Keep your focus narrow.** Decide on a few questions that you will ask and answer during your presentation. The questions should be relevant—clearly related to your main topic. They should also be specific enough that you can answer them thoroughly and completely. For example, “How did cats change from wild animals to pets over time?” is a relevant, specific question.

**3. Think about visual or media displays.** What pictures, sounds, or video would help your classmates understand your topic? You can create a power presentation, poster, or flip chart. For a presentation on cats in ancient Egypt, you might create a video of Egyptian art or a timeline. Be sure to include credits for your sources.

Informative speech cont.....

### Producing the Presentation

**1. Practice.** Try out your presentation alone or in front of a family member or a friend. Decide which points in your presentation would work best with a visual or media display.

**2. As you present, support your opinions with facts and details.** Don't just read your notes out loud. Use them as a starting point to explain your main ideas. Include your own ideas and comments, with detailed evidence to back them up. Identify your sources. For instance, you might say, “According to Jay Bisno, who is an expert on ancient Egypt. . . .”

Use the following questions to evaluate the presentation of a peer or a public figure, or your own presentation.

### Evaluate an Informative Speech

- Did the speaker ask and answer questions that were specific enough to be completely and thoroughly answered during the presentation?
- Did the speaker use facts, details, examples and explanations to develop the topic?
- Did the speaker cite a variety of reliable sources, such as books, magazines, newspapers, speakers, and online information?
- Was the message balanced and unbiased?
- Did the speaker explain all unfamiliar terms?

### Teaching Strategies:

Teacher explains the key ideas on informative presentation to evaluating informative speech to students. The students listen, take notes and then research, organize and prepare their notes and eventually do an oral presentation of their topic.

### Learning Strategies:

The students listen, take notes and then research, organize and prepare their notes and eventually do an oral presentation of their topic.

**Relevant Resources:**

- McDougal, Littell “Basic Skills in English – Orange Level
- Oxford Advance Learner’s Dictionary – 7<sup>th</sup> Edition
- Prentice Hall – Literature (Teacher’s Edition Grade 8 (2007)

**Suggested Resources:**

## Unit 4: Presentational Speaking

**Content Standard 12.5.4:** Students will be able to present information, concepts & ideas to an audience of listeners on a variety of topics in a culturally appropriate context in English.

**Benchmark 12.5.4.2:** Give a clearly articulated, well-structured presentation on a complex topic.

**Topic:** Oral presentation – Descriptive speech

**Text type:** Charts, picture, short stories, essay, official document

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Oral presentation - descriptive speech	Logical reasoning	speaking	Corporation Responsible Open-mind	Individuality Openness Justice

### Learning Objectives: Students will be able to:

- i. Explain what descriptive presentation is and the guide to evaluate this presentation.
- ii. Practice by researching, collect notes, organize and outline notes for oral presentation.
- iii. Present on their topic.

### Content Background:

#### Descriptive speech

Most presentations will involve some description. In a descriptive speech, you describe a subject that you are personally involved with.

**Consider Your Goals** What do you want to accomplish with your description? Do you want to show why something is important to you? Do you want to make a person or scene more memorable? Do you want to explain an event?

**Identify Your Audience** Who will read your description? How familiar are they with your subject? What background information will they need? Which details will they find most interesting?

**Think Figuratively** What figures of speech might help make your description vivid and interesting? What similes, metaphors, or analogies come to mind? What imaginative comparisons can you make? What living thing does an inanimate object remind you of?

**Gather Sensory Details** Which sights, smells, tastes, sounds, and textures make your subject come alive? Which details stick in your mind when you observe or recall your subject? Which senses does it most strongly affect?

You might want to use a chart like the one shown here to collect sensory details about your subject.

Sights      2. Sounds      3. Textures      4. Smells      5.

**Organize Your Details**

Details that are presented in a logical order help the listener form a mental picture of the subject. Descriptive details may be organized in spatial order, by order of impression, in order of importance, or in chronological order.

Use the following questions to evaluate a speaker or your own presentation.

**Evaluate a Descriptive Speech**

- Did the speaker clearly express his or her point of view about the subject being described?
- Did the speaker use sensory details, figurative language, and factual details?
- Did the speaker use tone and pitch to emphasize important details?
- Did the speaker use facial expressions to emphasize his or her feelings toward the subject?

**Teaching Strategies:**

Teacher explains the key ideas on descriptive presentation to evaluating descriptive speech to students. The students listen, take notes and then research, organize and prepare their notes and eventually do an oral presentation of their topic.

**Learning Strategies:**

The students listen, take notes and then research, organize and prepare their notes and eventually do an oral presentation of their topic.

**Relevant Resources:**

- McDougal, Littell “Basic Skills in English – Orange Level
- Oxford Advance Learner’s Dictionary – 7<sup>th</sup> Edition
- Prentice Hall – Literature (Teacher’s Edition Grade 8 (2007)

**Suggested Resources:**

## Unit 4: Presentational Speaking

**Content Standard 12.5.4:** Students will be able to present information, concepts & ideas to an audience of listeners on a variety of topics in a culturally appropriate context in English.

**Benchmark 12.5.4.3:** Adapt presentations to reflect attitudes and culture of the audience.

**Topic:** Oral presentation – Narrative speech

**Text type:** Charts, picture, short stories, essay, official document.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Oral presentation - Narrative Speech	Logical reasoning	Speaking	Corporation Responsible Open-mind	Individuality Openness Justice

### Learning Objectives: Students will be able to:

- i. Explain what narrative presentation is and the guide to evaluate this presentation.
- ii. Practice by researching, collect notes, organize and outline notes for oral presentation.
- iii. Present on their topic.

### Content Background:

#### Narrative speech

A narrative speech tells a story or presents a subject using a story-type format. A good narrative keeps an audience informed and entertained. It also delivers a message in a creative way. The events in a narrative may be real or imagined. Autobiographies and biographies are narratives that deal with real people or events. Fictional narratives include short stories, fables, myths, and novels. A narrative may also be in the form of a poem.

#### Narrative nonfiction

Narrative nonfiction tells true stories about events that really happened rather than imaginary. Narrative nonfiction includes autobiographies, biographies, and memoirs. To make these events interesting, writers use many of the elements found in short stories, such as

- a **conflict**, or struggle between opposing forces
- **suspense**, or the feeling of excitement or tension that makes you eager to find out what happens next.

**Narrative Poetry.** A poem that tells a story is called narrative poetry. Like fiction, a narrative poem contains characters, a setting, and a plot. It might also contain such elements of poetry as rhyme, rhythm, imagery, and figurative language.

**Telling a Story:** Follow these guidelines to share the story you just wrote.

### Planning the Story

#### 1. Decide on the mood.

Is your story scary? Funny? Suspenseful? Heartwarming? Think of a word or two that describe its overall mood. Keep that description in mind as you plan your presentation. Knowing the mood will help you decide what music or other effects to add, what to emphasize, and where to pause.

#### 2. Add effects.

What sound effects or music could you add to your presentation? For example, if you are trying to create a cheerful mood, you might play some happy music in the background. If you want to create a mood of fear, you might add eerie, creepy sounds. You might also use pictures—of spaceships, deep-sea creatures, or other animals or objects that match your story content.

#### 3. Learn your story.

Your goal is to tell, not read, your story. If you can, memorize your story. Create notes or cue cards to have ready in case you forget anything.

#### 4. Be dramatic

Think of ways to keep your audience interested. You might include gestures, such as raising one arm as you describe a spaceship taking off. Consider raising or lowering your voice when speaking dialogue that is especially dramatic or tension-filled.

### Telling the Story

**1. Look at the audience.** Don't be afraid to refer to your notes or cards as you speak. Still, be sure to look at your audience most of the time. Practice holding the notes or cards in a way that allows you to keep your head up as you read them.

**2. Practice with your props.** Be sure to practice at least once with all your music or other props, so your timing will be smooth when you perform.

#### 3. Rehearse in front of someone.

Have someone listen to you as you rehearse. Ask for feedback. Repeat the rehearsals until you feel ready to tell your story to a real audience.

Use the following guidelines to evaluate a speaker or your own presentation.

### Evaluate a Narrative Speech

- Did the speaker establish a context—in other words, explain when and where events took place?
- Was the plot clear? Did it flow well?
- Was there a consistent point of view, or did the speaker switch confusingly from I to he or she or you?
- Did the speaker use words that express the appropriate mood and tone?
- Did the speaker include sensory details and exact, specific language to develop the plot and characters?
- Did the speaker use narrative devices, such as dialogue, tension, and suspense, to keep the audience interested?

**Teaching Strategies:**

Teacher explains the key ideas on narrative presentation to evaluating narrative speech to students. The students listen, take notes and then research, organize and prepare their notes and eventually do an oral presentation of their topic.

**Learning Strategies:**

The students listen, take notes and then research, organize and prepare their notes and eventually do an oral presentation of their topic.

**Relevant Resources:**

- McDougal, Littell “Basic Skills in English – Orange Level
- Oxford Advance Learner’s Dictionary – 7<sup>th</sup> Edition
- Prentice Hall – Literature (Teacher’s Edition Grade 8 (2007)

**Suggested Resources:**

## Unit 4: Presentational Speaking

**Content Standard 12.5.4:** Students will be able to present information, concepts & ideas to an audience of listeners on a variety of topics in a culturally appropriate context in English.

**Benchmark 12.5.4.4:** Present fluently and with ease in a variety of settings.

**Topic:** Oral presentation – Oral summary – Book talk

**Text type:** Charts, picture, short stories, essay, official document.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Oral presentation - Oral Summary	Logical reasoning	Speaking	Corporation Responsible Open-mind	Individuality Openness Justice

### Learning Objectives: Students will be able to:

- i. Explain what oral summary – book talk is and the guide to evaluate this presentation.
- ii. Practice by researching, collect notes, organize and outline notes for oral presentation.
- iii. Present on their topic.

### Content Background:

#### Oral Summary

An **oral summary**, like the **written summary**, involve a brief **synopsis** of the text read and includes the main points of the text. ... A variation of an **oral summary** is a book talk, in which the presenter shares about a book and gives students interesting points to make others want to read the book.

An oral summary includes the main ideas of a book or article. It also includes the most important details or evidence. Use the following questions to evaluate a speaker or your own presentation.

**Summary** - A summary is a brief retelling of the main ideas of a piece of writing. When you summarize, you explain the ideas in your own words.

**Synopsis** - A synopsis conveys the narrative arc, an explanation of the problem or plot, the characters, and how the **book** or **novel** ends. It ensures character actions and motivations are realistic and make sense. It summarizes what happens and who changes from beginning to end of the story.



**Evaluate an Oral Summary**

- Did the speaker introduce the subject clearly?
- Did the speaker present the main ideas early in the presentation?
- Did the speaker discuss the supporting details?
- Did the speaker show the audience that he or she really understood the piece?

**Book Talk (Oral Book Report)**

**Time:** 5 minutes

**Requirements:** Note cards (Needed for assistance, please do not read from them!)

**Procedures:** Your Book Talk should include the following:

1. The title, author, publication date of your book. You should have the book with you to show to the class.
2. Briefly summarize the book (don't spend too long on this) by telling who the main characters are, what the central conflict/idea is, what the important events in the book are, and what you believe the author wants readers to take from the experience of reading the book. **It's best not to reveal too much or tell the ending**, especially if you are ultimately recommending the book as a good read.
3. Introduce and then read a passage from the book. This passage should be from a significant moment in the story that describes a main character in some way, illuminates the book's theme or central idea, represents an important point in the plot, strikingly reflects the author's style, or foreshadows something exciting. In other words, choose a passage that excites the imagination!
4. Finally, tell the audience if you would recommend the book or not, and explain your three main reasons why.

**\*\*\*Remember to practice your book talk out loud before the due date!!!!\*\*\***

**Teaching Strategies:**

Teacher explains what is oral summary is and especially a book talk to the students. The students listen, take notes and choose a book, read the book and follow the guide provided to organize their note for the book talk and eventually present the talk.

**Learning Strategies:**

The students listen, take notes and choose a book, read the book and follow the guide provided to organize their note for the book talk and eventually present the talk.

**Relevant Resources:**

- McDougal, Littell “Basic Skills in English – Orange Level
- Oxford Advance Learner’s Dictionary – 7<sup>th</sup> Edition
- Prentice Hall – Literature (Teacher’s Edition Grade 8 (2007)
- <http://www.tesoltasks.com/BookTalk.htm>

**Suggested Resources:**

## Unit 4: Presentational Speaking

**Content Standard 12.5.4:** Students will be able to present information, concepts & ideas to an audience of listeners on a variety of topics in a culturally appropriate context in English.

**Benchmark 12.5.4.5:** Prepare and present original work (e.g. poems, reports, plays, stories) supported by research.

**Topic:** Oral presentation – Original work – Official/formal letter.

**Text type:** Charts, picture, short stories, essay, official document.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Oral presentation - Original work – official letter	Logical reasoning	Speaking and writing	Corporation Responsible Open-mind	Individuality Openness Justice

### Learning Objectives: Students will be able to:

explain what an official/formal letter is and its parts and functions  
practice planning and drafting an official/formal letter  
read out their official/formal letter

### Content Background:

#### Official/formal Letter

Letters carrying the messages of *official* matters are known as *official letters*. On the other hand, business *letter* refers to *formal* written *letter* where business related issues and formation are exchanging with the suppliers, customers, banks, insurance companies and other external parties of the organization.

**Formal Letters.** A **formal letter** is one **written** in a formal and ceremonious language and follows a certain stipulated format. Such letters are **written** for **official** purposes to authorities, dignitaries, colleagues, seniors, etc and not to personal contacts, friends or family.

#### Rules for Writing Formal Letters in English

In English there are a number of conventions that should be used when formatting a formal or business letter. Furthermore, you try to write as simply and as clearly as possible, and not to make the letter longer than necessary. Remember not to use informal language.

#### Addresses:

**1) Your Address** - The return address should be written in the top right-hand corner of the letter.

**2) The Address of the person you are writing to** - The inside address should be written on the left, starting below your address.

**Date** - Different people put the date on different sides of the page. You can write this on the right or the left on the line after the address you are writing to. Write the month as a word.

**Salutation or greeting:**

**1) Dear Sir or Madam,** - If you do not know the name of the person you are writing to, use this. It is always advisable to try to find out a name.

**2) Dear Mr Aitau,** - If you know the name, use the title (Mr, Mrs, Miss or Ms, Dr, etc.) and the surname only. If you are writing to a woman and do not know if she uses Mrs. or Miss, you can use Ms, which is for married and single women.

**Ending a letter:**

**1) Yours faithfully** - If you do not know the name of the person, end the letter this way.

**2) Yours sincerely** - If you know the name of the person, end the letter this way.

**3) Your signature** - Sign your name, then print it underneath the signature. If you think the person you are writing to might not know whether you are male or female, put your title in brackets after your name.

**Content of a Formal Letter**

**First paragraph** - The first paragraph should be short and state the purpose of the letter- to make an enquiry, complain, request something, etc.

**Middle of letter**

The paragraph or paragraphs in the middle of the letter should contain the relevant information behind the writing of the letter. Most letters in English are not very long, so keep the information to the essentials and concentrate on organising it in a clear and logical manner rather than expanding too much.

**Last Paragraph** - The last paragraph of a formal letter should state what action you expect the recipient to take- to refund, send you information, etc.

**Abbreviations Used in Letter Writing**

The following abbreviations are widely used in letters:

- **asap** = as soon as possible
- **cc** = carbon copy (when you send a copy of a letter to more than one person, you use this abbreviation to let them know)
- **enc.** = enclosure (when you include other papers with your letter)
- **pp** = per procuracionem (A Latin phrase meaning that you are signing the letter on somebody else's behalf; if they are not there to sign it themselves, etc)
- **ps** = postscript (when you want to add something after you've finished and signed it)
- **pto** (*informal*) = please turn over (to make sure that the other person knows the letter continues on the other side of the page)
- **RSVP** = please reply

**Teaching Strategies:**

Teacher explains the purpose of an official/formal letter and the parts of a formal letter. The students listen, take notes and write their own personal letter and read their letter to class.

**Learning Strategies:**

The students listen, take notes and write their own personal letter and read their letter to class.

**Relevant Resources:**

- <https://www.usingenglish.com/resources/letter-writing.php>
- McDougal, Littell “Basic Skills in English – Orange Level
- Oxford Advance Learner’s Dictionary – 7<sup>th</sup> Edition
- Prentice Hall – Literature (Teacher’s Edition Grade 8 (2007)

**Suggested Resources:**

## Unit 5: Presentational Writing

**Content Standard 12.5.5:** Students will be able to present information, concepts & ideas to an audience of readers on a variety of topics in a culturally appropriate context in English.

**Benchmark 12.5.5.1:** Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.

**Topic:** Workplace document – Business letter

**Text type:** Charts, picture, short stories, essay, official document.

**Essential Knowledge, Skills, Values, Attitudes (KSVA):**

Knowledge	Logical Processes	Skills	Values	Attitudes
Oral presentation - Business letter	Logical reasoning	Writing	Corporation Responsible Open-mind	Individuality Openness Justice

**Learning Objectives: Students will be able to:**

- i. Explain what an business letter is and its parts and functions.
- ii. Practice planning and drafting the first draft of the letter.
- iii. Edit and rewrite the final draft and submit in to teacher.

**Content Background:**

A **business letter** is a **letter** written in formal language, usually used when writing from one **business** organization to another, or for **correspondence** between such organizations and their customers, clients and other external parties. **Such letter** is one **written** in a **formal** and ceremonious language and follows a certain stipulated format. Such letters are **written** for **official** purposes to authorities, dignitaries, colleagues, seniors, etc. and not to personal contacts, friends or family.

### Rules for Writing Formal Letters in English

In English there are a number of conventions that should be used when formatting a formal or business letter. Furthermore, you try to write as simply and as clearly as possible, and not to make the letter longer than necessary. Remember not to use informal language.

#### Addresses:

**1) Your Address** - The return address should be written in the top right-hand corner of the letter.

**2) The Address of the person you are writing to** - The inside address should be written on the left, starting below your address.

**Date** - Different people put the date on different sides of the page. You can write this on the right or the left on the line after the address you are writing to. Write the month as a word.

**Salutation or greeting:**

**1) Dear Sir or Madam,** - If you do not know the name of the person you are writing to, use this. It is always advisable to try to find out a name.

**2) Dear Mr. Aitau,** - If you know the name, use the title (Mr, Mrs, Miss or Ms, Dr, etc.) and the surname only. If you are writing to a woman and do not know if she uses Mrs. or Miss, you can use Ms, which is for married and single women.

A covering letter is the one that accompanies your CV when you are applying for a job. Here is a fairly conventional plan for the layout of the paragraphs.

**Opening Paragraph**

Briefly identify yourself and the position you are applying for. Add how you found out about the vacancy.

**Paragraph 2**

Give the reasons why you are interested in working for the company and why you wish to be considered for that particular post. State your relevant qualifications and experience, as well as your personal qualities that make you a suitable candidate.

**Paragraph 3**

Inform them that you have enclosed your current CV and add any further information that you think could help your case.

**Closing Paragraph**

Give your availability for interview, thank them for their consideration, restate your interest and close the letter.

**Outline: A Letter of Enquiry**

A letter of enquiry is when you are approaching a company speculatively, that is you are making an approach without their having advertised or announced a vacancy.

**Opening Paragraph**

Introduce yourself briefly and give your reason for writing. Let them know of the kind of position you are seeking, why you are interested and how you heard about them.

**Paragraph 2**

Show why their company in particular interests you, mention your qualifications and experience along with any further details that might make them interested in seeing you.

**Paragraph 3**

Refer to your enclosed CV and draw their attention to any particularly important points you would like them to focus on in it.

**Closing Paragraph**

Thank them, explain your availability for interview and restate your enthusiasm for their company and desire to be considered for posts that might as yet be unavailable.

**Teaching Strategies:**

Teacher explains the purpose of a business letter and the parts. The students listen, take notes and write their own business letter.

**Learning Strategies:**

The students listen, take notes and write their own business letter.

**Relevant Resources:**

- <https://www.usingenglish.com/resources/letter-writing.php>
- McDougal, Littell “Basic Skills in English – Orange Level
- Oxford Advance Learner’s Dictionary – 7<sup>th</sup> Edition
- Prentice Hall – Literature (Teacher’s Edition Grade 8 (2007)

**Suggested Resources:**



## Unit 5: Presentational Writing

**Content Standard 12.5.5:** Students will be able to present information, concepts & ideas to an audience of readers on a variety of topics in a culturally appropriate context in English.

**Benchmark 12.5.5.2:** Write, edit, and prepare for final publication a well-structured critical review of a paper, project or cultural events.

**Topic:** Critical review

**Text type:** Charts, picture, short stories, essay, official document.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Critical review	Logical reasoning	Writing	Corporation Responsible Open-mind	Individuality Openness Justice

### Learning Objectives: Students will be able to:

- i. Explain what a critical review is and identify the ten steps involved.
- ii. Practice using the ten steps to collect the information for the crucial review.
- iii. Write and present their critical review.

### Content Background:

A **critical review** is the summarization and **evaluation** of the ideas and information in an article. ... Reviewing critically means thinking carefully and clearly and taking into consideration both the strengths and weaknesses in the material under **review**.

#### 10 Steps to Write a Critical Analysis Paper

1. First, create a rough draft in which you answer the following basic questions that will be incorporated in your critical review paper afterwards.
  - What is the author's stance on the subject?
  - In what context the argument was made; what is the theoretical background of the author and how does it influence his/her opinion?
  - Has the author provided any solution to the issue? Is it reasonable in the given situation?
  - What tools have been used to support the argument? For example, emotional appeals, research evidences, logic etc.
  - How effective and valid is the author's tools of persuasion.
  - If the author's purpose is to provide information, critique on whether the info is presented in a logical and coherent manner.
  - If the author's aim is to entertain the reader/audience, evaluate if the work triggers any emotion and to what extent does it influence your emotions or feelings.

2. Once you have the answers to the above questions, it is now time to start your critical paper. Start by introducing the book/theory, etc. that you will analyze in your paper by mentioning the title, author, important publication details and the argument or topic to be analyzed. This will be your thesis statement on which the entire critical review will be based. Keep it concise and clear.
3. Next, summarize the work of the author. You need to make sure that you don't cover tiny little details of the work. That will almost be like copying the author's composition. Discuss the main points as presented by the author and this should also be a concise explanation. You can decide on the length of this part depending on the required word count, but it should not be more than 25-30% of the total word count.
4. Next comes the analysis part, here you will need the answers you have already written down on your rough draft. Describe each main point made by the author, say how he or she has supported it and then evaluate how effective, efficient, valid and strong the argument is based on the given context.
5. One important thing you need to keep in mind while writing a critical review is that you can't simply dismiss or approve an argument on the basis of your personal opinion. You Support your opinion and analysis by giving reference to a credible resource. It could be established facts, theories, research findings, events, etc. In short, your analysis should be logical.
6. As mentioned earlier, you need to review the work from top to bottom. Analyse the first argument made by the author (in case it's a literary work) and then proceed to the next. Your critical essay will also be marked on how coherent and logically structured your content is.
7. The next step is to discuss the implications of the author's argument and any other questions that it gives rise to. Assess whether the implications are good or negative. Also highlight how effectively (or ineffectively) the issue has been dealt with by the author.
8. Conclude your paper by giving a brief review of what you have analyzed, what solutions or findings have been achieved from the argument and what are the strengths and weaknesses of the topic, methodology etc. which the writer has used.
9. It is extremely crucial that you keep a neutral and fair approach throughout your critical essay. Critical analysis does not necessarily mean that you only bring out the negative aspects of the work or try to disagree with every argument. Your writing should be fair, i.e. it should look at both the positive and negative aspects of the writers work.
10. Last but not least, proofread your work. Yes, it is a step that is often ignored, yet it is as important as the writing process itself because you get a chance to check your work from a second person's view and most likely, you will find out some grammatical, formatting or semantic errors that you can edit and polish up your critical analysis paper.

**Teaching Strategies:**

Teacher explains what critical review is and discusses the ten steps with the students. Students listen, take note and practice answering the questions and follow the ten steps to write their critical review.

**Learning Strategies:**

Students listen, take note and practice answering the questions and follow the ten steps to write their critical review.

**Relevant Resources:**

- <https://www.usingenglish.com/resources/letter-writing.php>
- McDougal, Littell “Basic Skills in English – Orange Level
- Oxford Advance Learner’s Dictionary – 7<sup>th</sup> Edition
- Prentice Hall – Literature (Teacher’s Edition Grade 8 (2007)

**Suggested Resources:**

## Unit 5: Presentational Writing

**Content Standard 12.5.5:** Students will be able to present information, concepts & ideas to an audience of readers on a variety of topics in a culturally appropriate context in English.

**Benchmark 12.5.5.3:** Write a report based on conducted research summarizing the opinion of others, and analyzing information and facts.

**Topic:** Research report writing

**Text type:** Charts, picture, short stories, essay, official document.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Research report	Logical reasoning	Writing	Corporation Responsible Open-mind	Individuality Openness Justice

### Learning Objectives: Students will be able to:

- i. Explain what a research report is, and the elements of a research report paper.
- ii. Practice following the step in conducting a research and writing the first draft.
- iii. Revise, edit and write the second draft of their research report.

### Content Background:

#### Step 1: Where do I begin?

##### A. Begin by defining the task

1. Write the due date in your diary,
2. Have your assignment in front of you.
3. Scan it to become familiar with its layout.
4. Skim it for key words and ideas about the topic.
5. Have a pencil, eraser or pen at hand.
6. Read the assignment more closely.
7. Make notes in the margins as you read.
8. Underline key words and unfamiliar words, look up the definitions and synonyms, write these close to the word, use personalized symbols if you have developed your own such as:
  - a '?' if you don't understand something.
9. Ask questions about the topic.
10. Summarize what you're being asked to do.
11. Rewrite the topic in your own words.
12. If you are unsure about any details:
  - a. ask your teacher for clarification,
  - b. discuss it with a parent/guardian/peer.
13. Make a plan or a timeline to keep you on track.

**B. How do I gather ideas?**

Begin gathering ideas about the topic as soon as possible as this helps to focus your thinking. You could:

- Ask and write questions about the topic and what you need to find out.
- Write down keywords; these could be good search terms.
- Brainstorm your ideas on graphic organizers such as concept map.

**Step 2: How do I locate information?**

- Think about the sources that suit your needs.
- Consider sources you already have:
  - Reading material studied in class (e.g. text book articles, library books, encyclopaedias, newspapers, etc.).
  - Visual and/or audio text (e.g. YouTube, films, documentaries ...).
- Search the library catalogue and the internet for other resources.
- Refine search terms to make your search broader or narrower.
- Evaluate the quality of the information source. Ask the following questions:
  - ‘How current is it?’
  - ‘How reliable is the author and is it relevant to the task?’

**Step 3: How do I select my information?**

- Preview texts
- Look at the indexes, table of contents and headings
- Skim and scan information to find relevant details
- Look for key words
- Notice bold, italics and underlined words
- Dismiss unnecessary information

**Step 4: How do I record my information?**

This stage will depend on your familiarity with the text and its type. You may need to listen to an audio text, and or view a visual text and/or read a written text.

- For a written text you will need to underline key parts and make margin notes.
- For visual, audio or oral texts you will need to take notes.
- Choose the most appropriate graphic organizer.

**Note making**

- Make notes using note making strategies and focus questions.
- Collect relevant quotes to use in your report, etc.
- Think about the validity of the information – be aware of bias and prejudice.

## Bibliography

### Steps 4 & 5: How do I organize and present my information? Report Format

Understanding the function of each section will help you to structure your information and use the correct writing style. Reports for different briefs require different sections, so always check carefully any instructions you've been given.

**Title:** The title needs to concisely state the topic of the report. It needs to be informative and descriptive so that someone just reading the title will understand the main issue of your report. You don't need to include excessive detail in your title but avoid being vague and too general.

**Abstract:** (Also called the Summary or Executive Summary) This is the 'shop window' for your report. It is the first (and sometimes the only) section to be read and should be the last to be written. It should enable the reader to make an informed decision about whether they want to read the whole report. The length will depend on the extent of the work reported but it is usually a paragraph or two and always less than a page.

A good way to write an abstract is to think of it as a series of brief answers to questions. These would probably include:

- What is the purpose of the work?
- What methods did you use for your research?
- What were the main findings and conclusions reached as a result of your research?
- Did your work lead you to make any recommendations for future actions?
- What is the purpose of the work?
- What methods did you use for your research?
- What were the main findings and conclusions reached as a result of your research?
- Did your work lead you to make any recommendations for future actions?

**Introduction:** (Also called Background or Context) In this section you explain the rationale for undertaking the work reported on, including what you have been asked (or chosen) to do, the reasons for doing it and the background to the study. It should be written in an explanatory style. State what the report is about - what is the question you are trying to answer? If it is a brief for a specific reader (e.g. a feasibility report on a construction project for a client), say who they are. Describe your starting point and the background to the subject, for instance: what research has already been done (if you have been asked to include a Literature Survey later in the report, you only need a brief outline of previous research in the Introduction); what are the relevant themes and issues; why are you being asked to investigate it now?

Explain how you are going to go about responding to the brief. If you are going to test a hypothesis in your research, include this at the end of your introduction. Include a brief outline of your method of enquiry. State the limits of your research and reasons for them, for example; “Research will focus on native English speakers only, as a proper consideration of the issues arising from speaking English as a second language is beyond the scope of this project”.

**Literature survey:** (Also called Literature Review or Survey/Review of Research) This is a survey of publications (books, journals, authoritative websites, sometimes conference papers) reporting work that has already been done on the topic of your report. It should only include studies that have direct relevance to your research.

A literature survey should be written like an essay in a discursive style, with an introduction, main discussion grouped in themes and a conclusion.

Introduce your review by explaining how you went about finding your materials, and any clear trends in research that have emerged. Group your texts in themes. Write about each theme as a separate section, giving a critical summary of each piece of work and showing its relevance to your research. Conclude with how the review has informed your research (things you’ll be building on, gaps you’ll be filling etc.).

**Methods:** (Also called Methodology) You need to write your Methods section in such a way that a reader could replicate the research you have done. There should be no ambiguity here, so you need to write in a very factual informative style. You need to state clearly how you carried out your investigation. Explain why you chose this particular method (questionnaires, focus group, experimental procedure etc.), include techniques and any equipment you used. If there were participants in your research, who were they? How many? How were they selected? Write this section concisely but thoroughly – go through what you did step by step, including everything that is relevant. You know what you did, but could a reader follow your description?

**Results:** (Also called Data or Findings) This section has only one job which is to present the findings of your research as simply and clearly as possible. Use the format that will achieve this most effectively e.g. text, graphs, tables or diagrams. When deciding on a graphical format to use, think about how the data will look to the reader. Choose just one format - don’t repeat the same information in, for instance, a graph and a table. Label your graphs and tables clearly. Give each figure a title and describe in words what the figure demonstrates. Writing in this section should be clear, factual and informative. Save your interpretation of the results for the Discussion section.

**Discussion:** This is probably the longest section and worth spending time on. It brings everything together, showing how your findings respond to the brief you explained in your introduction and the previous research you surveyed in your literature survey. It should be written in a discursive style, meaning you need to discuss not only what your findings show but why they show this, using evidence from previous

research you surveyed in your literature survey. It should be written in a discursive style, meaning you need to discuss not only what your findings show but why they show this, using evidence from previous research to back up your explanations. This is also the place to mention if there were any problems (for instance, if your results were different from expectations, you couldn't find important data, or you had to change your method or participants) and how they were or could have been solved.

**Conclusion:** Your conclusions should be a short section with no new arguments or evidence. Sum up the main points of your research - how do they answer the original brief for the work reported on?

This section may also include:

- Recommendations for action
- Suggestions for further research

**References:** (Also called Reference List or Bibliography) List here full details for any works you have referred to in the report, including books, journals, websites and other materials. You may also need to list works you have used in preparing your report but have not explicitly referred to - Use the reference MLA style.

**Appendices:** The appendices hold any additional information that may help the reader but is not essential to the report's main findings: anything that 'adds value'. That might include (for instance) interview questions, raw data or a glossary of terms used. Label all appendices and refer to them where appropriate in the main text.

### Which section should I write first?

It can be helpful to write up sections as you go along. This means that you write about what you've done while it's still fresh in your mind and you can see more easily if there are any gaps that might need additional research to fill them. In addition, you don't end up with a large piece of writing to do in one go - that can be overwhelming.

Here is a suggested order for writing the main sections:

1. **Methods and Data/Results:** As a rough guide, the more factual the section, the earlier you should write it. So sections describing 'what you did and what you found' are likely to be written first.
2. **Introduction and Literature Survey:** Sections that explain or expand on the purpose of the research should be next. What questions are you seeking to answer, how did they arise, why are they worth investigating? These will help you to see how to interpret and analyze your findings.
3. **Discussion:** Once you've established the questions your research is seeking to answer, you will be able to see how your results contribute to the answers and what kind of answers they point to. Write this early enough that you still have time to fill any gaps you find.



4. **Conclusions and Recommendations:** These should follow logically from your Discussion. They should state your conclusions and recommendations clearly and simply.
5. **Abstract/Executive Summary:** Once the main body is finished you can write a succinct and accurate summary of the main features.

If you haven't been given instructions on how to structure your report, look at examples of other reports in your discipline. Your area may have examples of past report writing assignments that you can see.

For some reports, (often business or management reports) it isn't appropriate to use the 'introduction, methods, results, discussion, conclusion' model. Instead, you have to create appropriate sub-headings depending on the brief you have been given. All reports aim to inform the reader about a specific investigation so you need to select the best headings to lead the reader through the different stages of this investigation. Read your brief carefully, brainstorm what you need to include, then group similar ideas together; see if these groups would make logical sub-headings.

For example, if you are given the following brief: 'Select a particular job in your chosen field and research what the role involves, what the career prospects are, which companies hire for this role and what skills are required.'

How would you structure this report? A possible structure could be:

1. **Introduction:** Background to the role, brief description of what the job involves and how to find information about it.
2. **Job description and skills:** Detailed description of the responsibilities of the role and the skills required.
3. **Relevant employers:** Which companies hire for this role and what they are looking for.
4. **Career prospects:** What other jobs might this role lead onto, what is the job market like for this role?
5. **Conclusion:** What this research has shown about the best ways of becoming employed in this role.

#### **Step 4 Pre-writing and drafting**

- Determine the importance and relevance of the information.
- Look for gaps in the information collected. Check you have enough.
- Combine data from different sources - recall and retell to construct meaning, identify trends, interpret data, and draw conclusions.
- Compile a bibliography.

#### **Step 5: Editing and publishing**

- Consider the requirements of the task: refer to your assignment sheet, rubric, and the relevant section/s of this handbook. For example: are you writing an essay, a report, an oral presentation, etc.
- Refer to the guidelines and templates given to you by your teacher.
- Keep your audience and purpose in mind.

- Decide on the best method to use and communicate the information.
- Seek feedback and guidance and edit your work.
- Complete the final copy or prepare and present the information.

**Teaching Strategies:**

Teacher explains the steps in research and the parts/elements of the research report to the students. Students listen, take notes and practice conducting a research and write their research report.

**Learning Strategies:**

Students listen, take notes and practice conducting a research and write their research report.

**Relevant Resources:**

- McDougal, Littell “Basic Skills in English – Orange Level
- Oxford Advance Learner’s Dictionary – 7th Edition
- Prentice Hall – Literature (Teacher’s Edition Grade 8 (2007)

**Suggested Resources:**

## Unit 5: Presentational Writing

**Content Standard 12.5.5:** Students will be able to present information, concepts & ideas to an audience of readers on a variety of topics in a culturally appropriate context in English.

**Benchmark 12.5.5.4:** Incorporating figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.

**Topic:** Creative writing – Short story

**Text type:** Charts, picture, short stories, essay, official document.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Short stories, figurative languages	Logical reasoning	Writing	Corporation responsible open-mind	Individuality Openness Justice

### Learning Objectives: Students will be able to:

- i. Explain what story writing is and identify the steps in planning, preparing and writing a short story.
- ii. Plan, prepare outline and writing the first draft of their short story.
- iii. Revise, edit and writing the second draft of their short story.

### Content Background:

Taking those first steps towards writing a story can be both a fun and challenging activity. By planning and writing a story, you learn to put your thoughts into order and use written language to communicate your ideas in a variety of ways.

Finding ideas and inspiration for writing a story can be tricky for both children and adults alike. Structure your story from beginning to end is a great way to make the writing process a whole lot easier.

#### Step 1: Think of an idea

A good place to start is by reading a books or even to write stories based on real-life experiences, such as your child's first day of school, an adventure in the park, or losing their first tooth. Other times thin of a theme or issue to write.

#### Step 2: Create a character and a setting

Create a character and a setting. The main character can be a child, an adult, or even an animal? Will the story be set in the local village, garden, a different country, or even outer space? Let your imagination run wild.

**Step 3: The Beginning**

All good stories have a beginning, middle and an end. Expand on their original story idea and set the opening scene. What's special or different about the main character? Maybe it's a cat who enjoys taking baths, a superhero who can't fly, or a princess who lives in a cave!

**Step 4: The Conflict**

A story with no conflict can be rather dull. Help children to understand the concept of conflict in a story by revisiting some of their best-loved books. Explain when a conflict arises and encourage them to create one for their own story. They can even introduce a new character to shake things up!

**Step 5: The Turning Point**

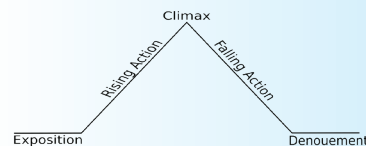
The turning point is usually in the middle of the story, and helps to make a story more interesting. It can be a eureka moment, a time where a character discovers a hidden superpower, or a surprise that throws the whole story into a spin. Think of something that the reader would least expect. It doesn't always have to make sense – this is your time to unleash their imagination!

**Step 6: The Resolution**

A good story doesn't finish without a final resolution. Show how the conflict in the story pans out. Link the conflict with the turning point to create a meaningful resolution.

**Step 7: The End**

A satisfying ending is the perfect way to finish a story. What happened to the characters once their conflict became resolved? Were they able to finally achieve something, or did they learn an important lesson as a result?



**Exposition** – the start of the story. The way things are before actions starts.

**Rising action**- the series of conflicts and crisis in the story that leads to the climax.

**Climax** – the turning point. The most intense moment (either mentally or in action).

**Falling action** – all of the actions which follows the climax.

**Resolution** – the conclusion, the tying together of all of the threads.

**Teaching Strategies:**

Teacher explains what a short story is and the steps and guides on how to plan, prepare and writing a short story. Students listen, take notes and plan, prepare and write their own short story.

**Learning Strategies:**

Students listen, take notes and plan, prepare and write their own short story.

**Relevant Resources:**

- McDougal, Littell “Basic Skills in English – Orange Level
- Oxford Advance Learner’s Dictionary – 7<sup>th</sup> Edition
- Prentice Hall – Literature (Teacher’s Edition Grade 8 (2007)

**Suggested Resources:**

## Unit 5: Presentational Writing

**Content Standard 12.5.5:** Students will be able to present information, concepts & ideas to an audience of readers on a variety of topics in a culturally appropriate context in English.

**Benchmark 12.5.5.5:** Use humor and irony when writing an essay.

**Topic:** Humor and Irony in essay

**Text type:** Charts, picture, short stories, essay, official document.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Short stories , figura- tive languages	Logical reasoning	Writing	Corporation responsible open-mind	Individuality Openness Justice

### Learning Objectives: Students will be able to:

- i. Identify a topic and plan & outline your essay
- ii. Write the first draft of your essay
- iii. Edit and write the second draft of your essay

### Content Background:

(Adapted from Perrine's Structure, Sound & Sense)  
Section 7: Humor and Irony

Novels and short stories that employ humor often use the technique we call irony, a term which has a range of meanings that all involve some sort of discrepancy or incongruity. Irony should not be equated with mere sarcasm (from the Greek *sarcasmus* – “flesh -- tearing), which is simply language one person uses to belittle or ridicule a mother. Irony is far more complex, a technique used to convey a truth about human experience by exposing some incongruity of a character's behavior or a society's traditions. Operating through careful, often subtle indirection, irony helps to critique the world in which we live by laughing at the many varieties of human eccentricity and folly.

It may be useful here to distinguish three distinct kinds of irony found in literary fiction:

1. Verbal irony, usually the simplest kind, is a figure of speech in which the speaker says the opposite of what he or she intends to say. (This form of irony is, in fact, often employed to create sarcasm.
2. In dramatic irony the contrast is between what a character says or thinks and what the reader knows to be true. The value of this kind of irony lies in the truth it conveys about the character or the character's expectations.
3. In irony of situation, usually the most important kind to fiction writers, the discrepancy is between appearance and reality, or between expectation and fulfillment, or between what is and what would seem appropriate.

Irony, like symbol and allegory, is often a means for the author to achieve compression. By creating an ironic situation or perspective, the author can suggest complex meanings without stating them. In these and other stories, the ironic contrast between appearances and reality generates a complex set of meanings. “Tell the truth, but tell it slant.” Emily Dickinson once advised this. One reason that irony is such an important technique is that a story, like other art forms, achieves its effects through indirection. In art, the truth must be produced indirectly because a flat statement – as in an essay, or a dry plot summary can have no emotional impact on the reader. We must feel the truth a story conveys with our whole being, not simply understand it with our intellect. If a story has no emotional impact, it has failed as a work of art.

Humor and irony are important because they help an author to achieve such an impact. A reader will not respond to a story, for instance, that contrives its emotions and attempts to “play upon” the reader’s feelings directly. An ironic method can help to temper and control the emotional content of a story, evoking responses that are intellectual and emotional all at once.

Sentimentality By contrast, stories that try to elicit easy or unearned emotional responses are guilty of sentimentality.

### When and How to Use Irony

#### How to Use Irony

Irony can be tough to write because first you have to notice something ironic to write about a situation, which is a kind of **insight**. That’s also why it’s a fairly impressive writing technique. So the trick is not to practice **writing** irony but to practice **noticing** it. Look around you every day, and you will see plenty of ways in which ordinary expectations are contradicted by what happens in the real, unpredictable world.

As you look around for irony, take care to avoid the pitfall of confusing *irony* with *coincidence*. Often coincidences are ironic, and often they are not. Think of it this way: a coincidence would be if firemen, on the way home from putting out a fire, suddenly got called back out to fight another one. *Irony* would be if their fire truck caught on fire. The latter violates our expectations about fire trucks, whereas the former is just an unfortunate (but not necessarily unexpected) turn of events.

Another way of putting it is this: *coincidence* is a relationship between facts (e.g. Fire 1 and Fire 2), whereas *irony* is a relationship between a fact and an expectation and how they contradict each other.

#### When to use irony

Irony belongs more in creative writing than in formal essays. It’s a great way of getting a reader engaged in a story, since it sets up expectations and then provokes an emotional response. It also makes a story feel more lifelike, since having our expectations violated is a universal experience. And, of course, humor is always valuable in creative writing. Verbal irony is also useful in creative writing, especially in crafting character or showing us their mind and feelings. Take this passage as an example:

*Eleanor turned on her flashlight and stepped carefully into the basement. She kept repeating to herself that she was not afraid. She was not afraid. She was not afraid.*

Even though the author keeps repeating “she was not afraid,” we all know that Eleanor **was** afraid. But we also know that she was trying to convince herself otherwise, and this verbal irony gives us additional psychological insight into the character. Rather than just saying “Eleanor was afraid of the basement,” the author is giving us information about how Eleanor deals with fear, and the emotions she is feeling as she enters the basement.

In **formal essays**, you should almost never *use* irony, but you might very well *point it out*. Irony is striking in any context, and a good technique for getting the reader’s attention. For example, a paper about the history of gunpowder could capture readers’ interest by pointing out that this substance, which has caused so much death over the years, was discovered by Chinese alchemists seeking an elixir of immortality.

It goes without saying that you shouldn’t express your own thoughts by using verbal irony in a formal essay – a formal essay should always present exactly what you mean without tricks or disguises.

#### **Teaching Strategies:**

Teacher explains irony & humor and how to include them in their essay writing. Students listen, take-notes and write their essay engaging humor and irony.

#### **Learning Strategies:**

Students listen, take-notes and write their essay engaging humor and irony.

#### **Relevant Resources:**

- <https://studylib.net/doc/8915179/section-7--humor-and-irony>
- <https://literaryterms.net/when-and-how-to-use-irony/>
- McDougal, Littell “Basic Skills in English – Orange Level
- Oxford Advance Learner’s Dictionary – 7<sup>th</sup> Edition
- Prentice Hall – Literature (Teacher’s Edition Grade 8 (2007)

#### **Suggested Resources:**



## Unit 5: Presentational Writing

**Content Standard 12.5.5:** Students will be able to present information, concepts & ideas to an audience of readers on a variety of topics in a culturally appropriate context in English.

**Benchmark 12.5.5.6:** Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.

**Topic:** Letter to the editor

**Text type:** Charts, picture, short stories, essay, official document.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Letter to Editor	Logical reasoning	Writing	Corporation Responsible Open-mind	Individuality Openness Justice

### Learning Objectives: Students will be able to:

- i. Identify a topic and plan & outline your essay.
- ii. Write the first draft of your essay.
- iii. Edit and write the second draft of your essay.

### Content Background:

*Refer to BM:12.5.4.5 on letter for more details*

#### What is a letter to the editor?

You feel strongly about an issue, and you want to let people know what you think. You believe you can even influence people to take some action if you speak your mind. But, you want to reach an audience larger than just your friends or your group membership. Letters to the editor can be an effective way to get the word out.

A letter to the editor is a written way of talking to a newspaper, magazine, or other regularly printed publication. They can take a position for or against an issue, or simply inform, or both. They can convince readers by using emotions, or facts, or emotions and facts combined. Letters to the editor are usually short and tight, rarely longer than 300 words.

#### Why should you write a letter to the editor?

Letters to the editor are among the most widely read features in any newspaper or magazine. They allow you to reach a large audience. You can probably think of many more specific reasons why you might want to write to the editor, but here are a few general ones:

- You are angry about something, and want others to know it
- You think that an issue is so important that you have to speak out
- Part of your group's strategy is to persuade others to take a specific action

**Or you want to:**

- Suggest an idea to others
- Influence public opinion
- Educate the general public on a specific matter
- Influence policy-makers or elected officials directly or indirectly
- Publicize the work of your group and attract volunteers or program participants

**When should you write a letter to the editor?**

Letters to the editor can be written any time you want to shape public opinion, tell others how you feel about people, programs, or ideas, or just inform the public on a certain issue. Letters to the editor can also be used to start a community conversation about an issue important to you.

**How should you send your letter?**

Most of the letters are sent through the airmail or email to the editors.

**How do you write a letter to the editor?****Open the letter with a simple salutation.**

A simple “To the Editor of the **Daily Sun**,” or just “To the Editor:” is sufficient. If you have the editor’s name, however, you should use it to increase the possibilities of your letter being read.

Grab the reader’s attention: Your opening sentence is very important. It should tell readers what you’re writing about, and make them want to read more.

**Explain what the letter is about at the start.****Throughout your letter, remember the rule:**

- Be quick,
- Be concise, and then
- Be quiet.

Don’t make the editor or the general public wait to find out what you want to say. Tell them your key point at the beginning.

Explain why the issue is important: Explain the issue and its importance simply. Use plain language that most people will understand.

Give evidence for any praise or criticism: If you are writing a letter discussing a past or pending action, be clear in showing why this will have good or bad results.

**State your opinion about what should be done.**

You can write a letter just to “vent,” or to support or criticize a certain action or policy, but you may also have suggestions about what could be done to improve the situation. If so, be sure to add these as well. Be specific. And the more good reasons you can give to back up your suggestions, the better.

**Keep it brief.**

Generally, shorter letters have a better chance of being published. So go back over your letter and see if anything can be cut or condensed.

**Sign the letter.**

Be sure to write your full name (and title, if relevant) and to include your address, phone number, and e-mail address. Newspapers won't print anonymous letters, though in some cases they may withhold your name on request.

**Check your letter to make sure it's clear and to the point.**

A newspaper may not print every letter it receives, but clear, well-written letters are likely to be given more serious consideration.

**Teaching Strategies:**

Teachers explain the parts of a letter to editor to students. Students listen, take notes and write their letter to the editor.

**Learning Strategies:**

Students listen, take notes and write their letter to the editor.

**Relevant Resources:**

- McDougal, Littell "Basic Skills in English – Orange Level
- Oxford Advance Learner's Dictionary – 7<sup>th</sup> Edition
- Prentice Hall – Literature (Teacher's Edition Grade 8 (2007)

**Suggested Resources:**

## Unit 5: Presentational Writing

**Content Standard 12.5.5:** Students will be able to present information, concepts & ideas to an audience of readers on a variety of topics in a culturally appropriate context in English.

**Benchmark 12.5.5.7:** Write creative fictions that include an authentic setting, coherent plot, and distinct characters with effective details.

**Topic:** Creative fiction – humor/irony in short story

**Text type:** Charts, picture, short stories, essay, official document.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Letter to Editor	Logical reasoning	Writing	Corporation Responsible Open-mind	Individuality Openness Justice

### Learning Objectives: Students will be able to:

- i. Identify a topic and plan & outline your essay.
- ii. Write the first draft of your essay.
- iii. Edit and write the second draft of your essay.

### Content Background:

#### **Humor and Fiction by William H. Coles**

Humor, in the main, is something that pleases us, a characteristic alone that can help writers improve the quality of their literary fictional stories. That said, good definitions and valid generalizations about humor are hard to come by. What really amuses us? Who finds what funny? How can literary fiction be enhanced?

For practicality, humor can be thought of as a spectrum; on one spectrum end is buffoonery, ridicule, slip-on-a-banana-peel sort of humor — primarily visual or auditory — and on the other end is humor based on ideas — often incongruous, new awareness, comparisons, mutually understood and agreed upon disparities. Irony resides in this more intellectual end of the spectrum, arguably the most useful humor concept for writers of literary fiction. Whatever we might identify as humor is always dependent on numerous inciting conditions and receptive states that are constantly changing.

A dominant characteristic of humor is surprise, which is entwined in expectations and misdirection. Closely related are comparisons — a source of extensive academic literary analysis — that create incongruities and disparity from norms, and that are pleasurable. And timing is an encompassing and essential element. All this not only improves quality of story, but can improve memorable style characteristics too.

Overall, for the writer, humor is a rich resource. There is always something new. Humor continuously changes as life progresses, and although any serious dissection of humor for better comprehension is immediately outdated, new humor elements constantly increase resources for a writer. Compare humor possibilities of Mark Twain to those of the contemporary writer who has so many more life experiences to draw from.

### *Story and Character*

In well-crafted fiction, reader enjoyment is primarily related to the way stories are told through a series of actions or events that engage the reader and cause meaningful change in the characters. This character enlightenment translates to enlightenment and meaning in the reader. A less effective way of telling fiction is descriptive events in narration, which hobbles advantages of creative imagination. It is in stories presented through action — and narrated with sophistication — that the intricacies of humor, fired by the imagination, are best applied.

We are defined by humor in more ways than we might think, and humor often reveals more about us than we might realize ourselves — a useful tool for the writer. This is true with fictional characters, too. In fiction, major characters must be unique, credible, have at least a touch of hero, must be capable of changing people and events — and capable of change within themselves. Characters cannot be cut off or inaccessibly boxed (in the writing) to the possibility of change. Characters also must not be trivial, that is, without emotion, action or thought. In literary fiction, the author depends on the character to carry the story. Failure in character creation fails to engage a reader and causes story failure. In developing memorable characters there are three unavoidable elements in literary fiction: (1) core desire, (2) a morality weather vane whose position is always known by the reader, and (3) humor.

Trying to recreate humor through descriptive narration of the humorous event is almost always doomed to be less humorous than the event itself. Most successful humor in prose is transferred by engagement of reader in story — and characters — and experiencing humor through action. We've all tried to tell someone something that made us laugh, and after failing, thrown up our hands in exasperation and said "you should have been there." As writers, we need to place our readers "there," and avoid describing something we found funny.

A joke or a funny after dinner story is not often useful for the literary writer. Instead, understanding the elements of humor and then incorporating these elements into style are most valuable. Selected elements are:

- Surprise — something unexpected and often a shift in perspective
- Misdirection
- Incongruous juxtaposition
- Exact timing of inciting and responding
- Ridicule (social nonconformities)
- A "cognitive shift" created by a discovery or solution to a puzzle or problem

A sense of humor is the ability of a human to experience humor. Humor, however, is specific for each individual and depends on a host of variables: location, culture, maturity, education, intelligence and context.

### Irony

For the literary fiction writer, irony is the circulation for the story corpus. In general, irony is the expression of meaning by saying the opposite, often to humorous effect. Although there is considerable overlap, there are useful forms of irony often described in literature.

Verbal irony is saying the opposite of what is meant. (“What a wonderful play!” when the audience left before the end of the first act.) Situational irony is an outcome that turns out to be very different from what was expected. (A contractor builds a church that looks like a cow barn.) In dramatic irony in prose, the reader, or the narrator at times, realizes implications of words or acts that the characters do not perceive. (An irritatingly verbose character says to a rarely verbal spouse: “Harold, stop talking for a few seconds; I can’t get a word in edgewise.”)

Irony usually evolves as the story structure is formed and as the writer creates. Rarely, if ever, are literary stories created on preformed specific ironies that structure the story or are injected into a finished story like drugs into an arm vein.

### Summary

In summary, humor pleases readers of literary fiction and develops characters into memorable and useful entities. Here are specific advantages a writer can expect to acquire when learning to understand how humor works in prose fiction.

Humor: arouses interest in the story, sustains attention, helps reader connect with characters, helps emphasize and relate ideas, helps create images in reader’s mind, makes story more memorable, and makes readers feel good.

1. Humor is most effective in the great literary fictional story that lasts and that is written with a structured process, working with logic, consistency, balance and priorities toward a known ending with meaning (although the ending may change during the creative process). In addition, memorable literary fiction is imagined for effective drama and maximum character development. Every story has meaning, most often directly related to an awakening or enlightenment of the character that is self-generated from conflicts and actions in the story. Finally, every successful story is enjoyable, and changes the thinking of the reader in irreversible ways.
2. There are dangers of humor in fiction, however. Genre fiction writers are often comedic, but the literary fiction writer using humor may, if not skillfully rendered, make the writing seem forced and artificial. And humor not well thought out or reasonably incorporated can offend readers. In general, literary fiction involves character, and

misconceived humor may create ridicule and demean crucial characters, which in turn, spoils a story effect. In spite of pitfalls, literary writers can still learn to incorporate humor for better character development and enjoyment, without loss of credibility and strong sympathetic reader involvement. It takes practice, skill, talent and much thought about story and story purpose.

3. The ironies that drive parody and satire are often concretely formed before, or early in, the writing process.

Satire = the use of humor to characterize human stupidity or vices.

Parody = imitation of a writer's style with deliberate exaggeration for comic effect.

#### **Teaching Strategies:**

Teacher explain what humor and irony is and how they can be incorporated into their writing. Students listen, take notes and practice writing their short story with inclusion of humor and irony.

#### **Learning Strategies:**

Students listen, take notes and practice writing their short story with inclusion of humor and irony.

#### **Relevant Resources:**

- <https://www.storyinliteraryfiction.com/essays-on-writing/how-humor-works-in-literary-fiction/>
- McDougal, Littell "Basic Skills in English – Orange Level
- Oxford Advance Learner's Dictionary – 7<sup>th</sup> Edition
- Prentice Hall – Literature (Teacher's Edition Grade 8 (2007)

#### **Suggested Resources:**

## Strand 6: English Grammar

Strand 6 consists of three units:

1. Conventions of Standard English
2. Knowledge of Language
3. Vocabulary Acquisition and Use

Unit	Topic
1. Conventions of Standard English	<ul style="list-style-type: none"> <li>• Conventions of usage - writing</li> <li>• Conventions of usage – speaking</li> <li>• Punctuation</li> <li>• Grammar – parallel structure (parallelism)</li> <li>• Editing</li> </ul>
2. Knowledge of Language	<ul style="list-style-type: none"> <li>• Syntax</li> <li>• Meaning creation in reading and listening</li> </ul>
3. Vocabulary Acquisition and Use	<ul style="list-style-type: none"> <li>• Parts of speech</li> <li>• Vocabulary – defining meanings and articulation of words</li> <li>• Inference – contextual determination of meanings of words and phrases</li> <li>• Irony/metaphor</li> <li>• Similes/onomatopoeia</li> <li>• Using appropriate vocabulary in context</li> <li>• Content use and application of specialized vocabularies or jargons.</li> </ul>

### Unit of Work

Unit of work outlines the topics, Text-types to be used, essential KSAVs to be achieved and the learning objectives that will work towards achieving the essential KSAVs for each benchmark. It basically presents what the teacher is expected to teach per the set standard. Teachers are advised to use the learning objectives to create lesson topics and lesson objectives in preparing lessons. Brief content background of each topic is provided to aid teacher's lesson preparation.



## Unit 1: Conventions of English Grammar

**Content Standard 12.6.1:** Students will be able to demonstrate command of conventions of Standard English grammar and usage when writing or speaking.

**Benchmark 12.6.1.1:** Apply correct conventions during literary criticism if text requires the use of analysis, interpretive and evaluative strategies.

**Topic:** Conventions of usage - Writing

**Text Types:** Newspaper, old writings, research paper, essays

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Conventions of usage – writing	Logical reasoning, construction/ deconstruction.	Analysing texts, knowing and applying rules of writing.	Sustainability, Interdependence, Common good	Caring, Responsible, Respect

### Learning Objectives: Students will be able to:

- i. Criticise and analyse given texts.
- ii. Identify rules of conventions of writing in any given text.
- iii. Demonstrate understanding by applying all known conventions of English writing.
- iv. Write proper and correctly constructed sentences in texts.

### Content Background:

What is Standard English Conventions of Writing and Usage?

*Language conventions are basically different ways the writer uses and manipulates language to encourage the audience to view something in a certain way.*

#### Descriptive language conventions

##### Imagery

- When the writer creates a very clear picture of something in your head, to make the events more realistic.  
E.g. Robert's boots sunk into the bloodied sand of the beach. Hundreds of soldiers, lay lifeless and will, others were twitching and foaming at the mouth.  
(You could say this is a "disgusting connotation that helps you to respond to war in a negative way.)

##### Personification

- When an object is given a human characteristic  
E.g. The lamp blinked.  
Or  
The wind screamed.

##### Similes

When one thing is COMPARED to another

E.g. As white as snow, or as pretty as a picture.

### Metaphors

- When something is not compared but said TO BE something else  
E.g. *The moon was suspended on a black sheet of velvet. (the night sky IS the sheet)*
- event, or place  
E.g. *The screaming mother clung to the truck as her sobbing children were taken away from her.*

This gives the idea of a very desperate and emotional event, and we respond sympathetically to the mother and children.

Another form of emotive language is when a particular character is given positive traits/qualities and thus makes her/him a likable and sympathetic character:

E.g. Emma opened her lunch box and pulled out her sandwich, looked over at the little girl to the right and noticed she had no lunch. Even though strawberry jam was her favourite she quietly placed one of the crustless triangles in the girl's lap.

In Evidence-Based Reading and Writing Sometimes there's none at all. It could be that your reader or listener fully understands what you mean and can essentially skip over the irregularity. Sometimes you may even intentionally deviate from a convention to achieve a particular purpose. A sentence fragment, for instance, breaks convention by lacking key elements of a typical sentence but, in certain cases, can be very effective in creating emphasis, reflecting surprise or shock, or the like. In most cases, though, following language conventions proves highly useful. When a writer fails to observe conventions, the reader is likely to be distracted, annoyed, or confused. When a writer does observe conventions, the reader's attention can be focused on the message being sent. In reality, though, conventions aren't truly separate from the meaning that you as a writer are trying to convey; they're part and parcel of it, a critical means by which you ensure that the message you intend to convey is the same as what the reader understands and, indeed, as the sentence fragment example suggests, part of the means by which the message itself is shaped. As is the case for Expression of Ideas, Standard English Conventions on the Writing and Language Test is an overarching category that includes three subcategories, each of which contains several testing points. Standard English Conventions questions require you to edit passages for sentence structure, usage, and punctuation. (Spelling and capitalization aren't directly tested.) In list form, the conventions category looks like this: **REMEMBER** Observing Standard English Conventions is about more than ticking off items on a long list of grammar, usage, and mechanics rules; rather, it's closely tied to the meaning a writer wishes to convey. § Sentence Structure: Recognizing and correcting sentence formation problems and inappropriate shifts in sentence construction, including wSentence boundaries: Recognizing and correcting grammatically incomplete sentences that aren't rhetorically effective (the "good"—clearly deliberate—sentence fragments we spoke of earlier) Subordination and coordination: Recognizing and correcting problems in how major parts of sentences are related Parallel structure: Recognizing and correcting problems with parallelism Modifier placement:

Recognizing and correcting problems with modifier placement, including dangling and misplaced modifiers wShifts in verb tense, mood, and voice (e.g., changing inappropriately from past to present tense) wShifts in pronoun person and number (e.g., changing inappropriately from second person “you” to third person “one”)

Take Note that USAGE refers to the collective term for the speech and writing habits of a community, especially as they are presented DESCRIPTIVELY with information about preference for alternative linguistic FORMS.

**Teaching Strategies:**

Put up different texts. Then give different selected texts to groups of students to analyse.

**Learning Strategies:**

In their respective working groups, students will analyse selected texts respectively.

**Relevant Resources:**

- Oxford Advanced Learner’s Dictionary.
- vce oxford english 3 & 4

**Suggested Resources:**

- Basic Skills in English

## Unit 1: Conventions of English Grammar

**Content Standard 12.6.1:** Students will be able to demonstrate command of conventions of Standard English grammar and usage when writing or speaking.

**Benchmark 12.6.1.2:** Interpret and evaluate complex informational texts, styles, expressive language and genres.

**Topic:** Conventions of usage - Speaking

**Text Types:** Old research papers, essays, topics of Interest, reviews.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Conventions of usage – speaking	Logical reasoning, construction/ deconstruction.	Interpreting, evaluating, and generating ideas, inferences, analyse,	Participatory, Responsible, Creativity	Individuality, Self-discipline, Independence

### Learning Objectives: Students will be able to:

- i. Interpret and evaluate different text and styles.
- ii. Demonstrate understanding by applying all conventions of spoken Standard English .

### Content Background:

#### Standard English Conventions: The Craft of Language

“Conventions” is just another way of referring to standard practices and expectations that we follow in all sorts of areas of our lives. We have conventions for how to greet people, make polite requests, and express gratitude. Conventions aren’t just about etiquette, though; they’re the customs we use and rely on in order to make our dealings with other people function more smoothly. Like conventions in other parts of our lives, language conventions offer a standard (typical, broadly agreed upon) way to construct written expression in a manner that meets people’s expectations and thereby helps ensure that our spoken and, especially, our written utterances are understood. To take a simple but important example, we commonly agree that in most cases a “sentence” in writing consists of a more or less complete thought, that a sentence will have certain parts (at least a subject and a verb), that the start of a new sentence should be signaled by a capital letter, and that the end of a sentence should be indicated with punctuation (a period, question mark, or exclamation point). Of course, people violate conventions all the time. When the violation is against the law, there are generally clear and obvious penalties. But what’s the “penalty” if you break a language convention?

**Teaching Strategies:**

Put up different selected texts for students to analyse and evaluate orally.

**Learning Strategies:**

Students will interpret, analyse and evaluate various texts (both in audio and written forms) and to read / say aloud their findings (the way they understand).

**Relevant Resources:**

- Oxford Advanced Learner's Dictionary.
- vce oxford English 3 & 4

**Suggested Resources:**

- Basic Skills in English

## Unit 1: Conventions of English Grammar

**Content Standard 12.6.2:** Students will be able to demonstrate command of the conventions of Standard English capitalisation, punctuation, and spelling when writing.

**Benchmark 12.6.2.1:** Observe and demonstrate command of the conventions of Standard English capitalisation, punctuation, and spelling when reading and writing.

**Topic:** Punctuation

**Text Types:** Newspaper, old writings, research paper, essays

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Standard English Punctuation conventions	Logical reasoning, construction/ deconstruction, Correct application of punctuation conventions.	Identify, Generating ideas, Making inferences	Participatory, Responsible, Creativity	Individuality, Self-discipline, Independence

### Learning Objectives: Students will be able to:

- i. Identify words used in descriptive texts.
- ii. Demonstrate understanding by using descriptive words correctly in sentences.
- iii. Construct sentences with appropriate descriptive words.

### Content Background:

[pʌŋ(k)tʃʊ'eɪʃ(ə)n]

#### **NOUN**

Punctuation is (the application of capital letters, fullstop/period, hyphenation, comma, colon, semicolon, etc.) in their appropriate places, in written sentences (and written speeches).

Punctuation is the use of spacing, conventional signs and certain typographical devices as aids to the understanding and correct reading of written text whether read silently or aloud. Another description is, "It is the practice action or system of inserting points or other small marks into texts in order to aid interpretation; division of text into sentences, clauses, etc., by means of such marks.

The importance of punctuation is basically for consistency and clarity in meaning.punctuation

"satisfactory standards of handwriting, spelling, grammar, and punctuation"

#### **synonyms:**

punctuation marks · points, such as full stop, comma, and brackets, used in writing to separate sentences and their elements and to clarify meaning.

**Teaching Strategies:**

Prepare different jumbled texts for students to punctuate.

**Learning Strategies:**

Students must apply conventions of punctuation to punctuate different jumbled texts.

**Relevant Resources:**

- Oxford Advanced Learner’s Dictionary.
- vce oxford English 3 & 4

**Suggested Resources:**

- Basic Skills in English

## Unit 1: Conventions of English Grammar

**Content Standard 12.6.2:** Students will be able to demonstrate command of the conventions of Standard English capitalisation, punctuation, and spelling when writing.

**Benchmark 12.6.2.2:** Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking.

**Topic:** Grammar - Parallel Structure (parallelism)

**Text Types:** Sentence structuring exercises, incorrect parallel structured sentences, correct parallel structured sentences.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
English language convention - Parallel Structure.	Logical reasoning, construction/ deconstruction,	Writing and speaking, generating ideas, synthesising, analysing	Participatory, Responsible,	Individuality, Self-discipline, Independence

### Learning Objectives: Students will be able to;

- i. Identify incorrectly structured sentences.
- ii. Identify correctly structured sentences.
- iii. Speak correctly structured sentences.
- iv. Write correctly structured sentences.

### Content Background:

**Parallel Structuring:** refers to correct and uniform structuring of parts of speech or sentence elements in written and spoken sentences.

#### Example:

☒ Each morning, she wakes up, washes, and eat breakfast, then go to school.

☑ Each morning, she wakes up, washes, and eats breakfast, then goes to school.

#### Parallelism/Parallel structure

Parallelism/Parallel structures provide a pleasing balance between the parallel units, and they emphasize meaning relationships between the units such as equivalence and contrast. Parallelism often involves coordination. However, the coordinated units must be similar in type. Here is an example of faulty parallelism, where the coordinated units are dissimilar:



**faulty** They discontinued the production of the paint because the results of the field tests were unsatisfactory and a lack of interested customers. (clause and noun phrase)

**corrected** They discontinued the production of the paint because the results of the field tests were unsatisfactory and there was a lack of interested customers. Or

They discontinued the production of the paint because of the unsatisfactory results of the field tests and a lack of interested customers.

**faulty** You will find long lines in the bookstore and to pay your tuition. (prepositional phrase and infinitive clause)

**corrected** You will find long lines in the bookstore and at the cashier.

**The relative pronoun that is generally an alternative to which or who. It is a fault to switch from that to which or who, or vice versa. The fault is illustrated in the following sentence; it can be corrected by using either which or that in both instances.**

Scientists are still trying to explain the UFO which was seen over Siberia in 1908 by thousands of witnesses and that caused an explosion like that of an H-bomb.

**In a series of three or more coordinated units, we can often choose whether to repeat words from the first unit or to leave them out. But we should be consistent:**

**faulty** The colour of her hair, look of self-assurance, and the aristocratic bearing match those in the painting of the beautiful woman staring from the wall of the living room. (determiner in the third unit, but not in the second)

**corrected** The colour of her hair, the look of self-assurance, and the aristocratic bearing . . . or The colour of her hair, look of self-assurance, and aristocratic bearing . . .

**faulty** His collages derive from both art and from popular culture.

**corrected** His collages derive from both art and popular culture. or His collages derive both from art and from popular culture.

**faulty** They neither will help nor hinder her attempts to persuade the workers to join the trade union. **corrected** They will neither help nor hinder . . .

**faulty** We realized that we had to make a decision, either marry or we go our separate ways. **corrected** We realized that we had to make a decision, either marry or go our separate ways.

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**Similarly, expressions that compare or contrast must also introduce parallel units:**

**faulty** I prefer the novels of Hemingway to Faulkner. **corrected** I prefer the novels of Hemingway to those of Faulkner. or I prefer Hemingway to Faulkner. **faulty** The lung capacity of non-smokers exposed to tobacco smoke in offices is measurably less than non-smokers in smoke-free offices.

**corrected** . . . is measurably less than that of non-smokers in smoke-free offices.

**Both correlatives must be present in comparative structures of the type *The more, the merrier*:**

**faulty** If the cost of raw materials keeps rising, the more manufacturers will raise their prices.

**corrected** The more the cost of raw materials rises, the more manufacturers will raise their prices. or If the cost of raw materials keeps rising, manufacturers will raise their prices.

**Repeated sounds**

Avoid putting words near each other if they sound the same or almost the same but have different meanings. The lack of harmony between sound and sense may be distracting and sometimes even confusing. I suggest some alternatives in parentheses:

**Style**

Industries and the professions are finding it increasingly difficult to find people with good writing skills. (Replace find by recruit or hire.) The subject of my paper is the agreement between subject and verb in English. (Replace the first subject by topic.) At this point I should point out that I left of my own free will. (Replace point out by mention.) The television show showed how coal was mined in the United States. (Replace showed by demonstrated.)

8.13 Pronoun reference A pronoun may refer to something in the situation (this in Give this to your mother), but generally it refers back to another word or phrase – its antecedent (cf. 5.17). The reference to an antecedent should be clear:

**unclear** The students were employed during the vacation by people who were fussy about their work.

**clarified** The students were employed during the vacation by people who were fussy about the students' work. or The students were employed during the vacation by people who were fussy about their own work.

You need to be particularly careful when you intend the pronoun to refer to more than a phrase:

**unclear** Some people believe that a person is successful only when he acquires enormous wealth and they cannot be persuaded otherwise. But that is not always true.

**clarified** Some people believe that a person is successful only when he acquires enormous wealth and they cannot be persuaded otherwise. But wealth is not always a true measure of success.

Do not use a pronoun to refer vaguely to an antecedent that is implied but is not actually present. Replace the pronoun with a suitable noun phrase:

**vague** The airlines and the airports are unable to cope with the new security measures. Delays and frustration affect travellers daily. No one saw it coming.

**clarified** The airlines and the airports are unable to cope with the new security measures. Delays and frustration affect travellers daily. No one anticipated the problem.

You can sometimes improve a sentence by rephrasing it to omit a pronoun:

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unnecessary pronouns In our textbook it says that we should make sure that the reference of the pronoun is clear. improved Our textbook says that we should make sure that the reference of pronouns is clear.

#### CONSISTENCY

##### Pronoun agreement

Pronouns should agree with their antecedents in number (cf. 5.17):

**faulty** Get a university map because they really help.

**corrected** Get a university map because it really helps.

**faulty** A manager should consider several factors when determining how they will deal with inefficient employees.

**corrected** Managers should consider several factors when determining how they will deal with inefficient employees.

Be consistent in the use of pronouns. Use the same pronouns to refer to the same persons:

**inconsistent** Every day you are bombarded with advertisements. It is up to us to decide what is worth buying.

**corrected** Every day you are bombarded with advertisements. It is up to you to decide what is worth buying. or Every day we are bombarded with advertisements. It is up to us to decide what is worth buying.

The inconsistency in the next example follows from the switch from passive to active:

**inconsistent** A coordinating conjunction should be used to join two main clauses when you want to give them equal emphasis.

**corrected** You should use a coordinating conjunction to join two main clauses when you want to give them equal emphasis. or A coordinating conjunction should be used to join two main clauses when equal emphasis is required.

##### Tense consistency

**Be consistent in your use of tenses:**

##### Style

A day later you start thinking about the essay and then you realized that you had been neglecting it. (Replace realized with realize and had with have.) Mr William Sanders is a loyal and efficient man. He rarely left the house until all his work was done. (Replace left with leaves and was with is.) For the most part they well understood the problems, once being under-graduates themselves. (Replace once being with having once been.) Although I worked until midnight, I can't finish all my assignments. (Replace can't with couldn't.) If you had gone to the bookshop before the term started, you would be able to buy all your course books. (Replace would be with would have been.)

**Teaching Strategies:**

Teacher to write incorrectly structured sentences on B/B for students to comprehend then puts correctly structured sentences under each of them on the B/B, for students see, differentiate and understand.

**Learning Strategies:**

Students to identify incorrectly structured sentences write the correct structured sentences and to write 10 correct structured sentences of their own.

**Relevant Resources:**

- Oxford Advanced Learner's Dictionary.
- vce oxford English 3 & 4

**Suggested Resources:**

- Basic Skills in English

## Unit 1: Conventions of English Grammar

**Content Standard 12.6.2:** Students will be able to demonstrate command of the conventions of Standard English capitalisation, punctuation, and spelling when writing.

**Benchmark 12.6.2.3:** Spell correctly and edit own work and the written works of others.

**Topic:** Editing

**Text Types:** Research papers, newspaper, essays, reports, narratives, biographies.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
English language conventions - Editing	Logical reasoning, construction/deconstruction, Correct usage of vocabularies in simple and complex sentences.	Writing and speaking for clarity, Generating ideas, Making inferences, Analysing	Participatory, Responsible, Creativity	Individuality, Self-discipline, Independence

### Learning Objectives: Students will be able to:

- i. Identify grammar errors, incorrect word structuring in written texts.
- ii. Identify and correct errors (spelling/grammar) in sentences, paragraphs and other written texts.
- iii. Write correct words in sentences and paragraphs to have the desired/intended meaning.

### Content Background:

*Editing* is a stage of the writing process in which a writer or editor strives to improve a draft (and sometimes prepare it for publication) by correcting errors and by making words and sentences clearer, more precise, and more effective.

The process of editing involves adding, deleting, and rearranging words along with recasting sentences and cutting the clutter. Tightening our writing and mending faults can turn out to be a remarkably creative activity, leading us to clarify ideas, fashion fresh images, and even radically rethink the way we approach a topic. Put another way, thoughtful editing can inspire further revision of our work.

#### **Etymology**

From the French, “to publish, edit”

## Observations

- **Two Types of Editing**

“There are two types of **editing**: the ongoing edit and the [draft](#) edit. Most of us edit as we write and write as we edit, and it’s impossible to slice cleanly between the two. You’re writing, you change a word in a sentence, write three sentences more, then back up a clause to change that semicolon to a dash; or you edit a sentence and a new idea suddenly spins out from a word change, so you write a new paragraph where until that moment nothing else was needed. That is the ongoing edit. . . .

“For the draft edit, you stop writing, gather a number of pages together, read them, make notes on what works and doesn’t, then rewrite. It is only in the draft edit that you gain a sense of the whole and view your work as a detached professional. It is the draft edit that makes us uneasy, and that arguably matters most.”

(Susan Bell, *The Artful Edit: On the Practice of Editing Yourself*. W.W. Norton, 2007)

- **Editing Checkpoints**

“The final step for the writer is to go back and clean up the rough edges. . . . Here are some checkpoints:

“**Facts:** Make sure that what you’ve written is what happened;

“**Spelling:** Check and recheck names, titles, words with unusual spellings, your most frequently misspelled words, and everything else. Use a spell check but keep training your eye;

“**Numbers:** Recheck the digits, especially phone numbers. Check other numbers, make sure all math is correct, give thought to whether numbers (crowd estimates, salaries, etc.) seem logical;

“**Grammar:** Subjects and verbs must agree; pronouns need correct antecedents; modifiers must not dangle; make your English teacher proud;

“**Style:** When it comes to repairing your story, leave the copy desk feeling like the washing machine repair guy who has nothing to do.”

- **Editing in Class**

“A large portion of everyday **editing** instruction can take place in the first few minutes of class . . . Starting every class period with invitations to notice, combine, imitate, or celebrate is an easy way to make sure editing and writing are done every day. I want to communicate with my instruction that editing is shaping and creating writing as much as it is something that refines and polishes it. . . . I want to step away from all the energy spent on separating editing from the writing process, shoved off at the end of it all or forgotten about altogether.”

(Jeff Anderson, *Everyday Editing*. Stenhouse, 2007)

- **Tinkering: The Essence of Writing Well**

“Rewriting is the essence of writing well: it’s where the game is won or lost. . . . Most writers don’t initially say what they want to say, or say it as well as they could. The newly hatched sentence almost always has something wrong with it. It’s not clear. It’s not logical. It’s verbose. It’s klunky. It’s pretentious. It’s boring. It’s full of clutter. It’s full of **clichés**. It lacks *rhythm*. It can be read in several different ways. It doesn’t lead out of the previous sentence. It doesn’t . . . The point is that clear writing is the result of a lot of tinkering.”

(William Zinsser, *On Writing Well*. Harper, 2006)

### The “Slap-and-Pat” Theory of Editing

“What I try to practice is what I call the ‘slap-and-pat’ theory of **editing**. Almost everything that’s written needs some criticism. Almost everything that’s written needs some praise, or deserves some praise. So you try to mix praise with criticism. Ideally, you do it sincerely. That is, you don’t praise what you really don’t like; but you praise what you really do like. You don’t write 12 pages of things that are wrong, without remembering to find something else you like, that is already right.”

(Editor Samuel S. Vaughan, in an interview with the online journal [Archipelago](#))

### The Lighter Side of Editing

“I hate cross-outs. If I’m writing and I accidentally begin a word with the wrong letter, I actually use a word that does begin with that letter so I don’t have to cross out. Hence the famous closing, ‘Dye-dye for now.’ A lot of my letters make no sense, but they are often very neat.”

(Paula Poundstone, *There’s Nothing in This Book That I Meant to Say*. Three Rivers Press, 2006)

Generally speaking we edit for:

1. **Content editing** involves reading through your work while ignoring small lapses in order to evaluate its structural soundness.
2. **Technical editing** is where you check facts and verify details.
3. **Copyediting** your manuscript (also known as line editing) is when you pay attention to usage, punctuation, grammar, style, and spelling. Putting this earlier in the process, when so much else is in flux, wastes your time.
4. **Proofreading**, when you see it as a scavenger hunt for typos, can be fun. Go over your manuscript, but then get others you trust into the act. This is where multiple sets of eyes come in handy.

**Teaching Strategies:**

Give some unedited texts (with punctuation, spelling and grammar errors) to students.

**Learning Strategies:**

Edit the unedited texts (for punctuation, spelling and grammar errors).

**Relevant Resources:**

- Oxford Advanced Learner's Dictionary.
- vce oxford English 3 & 4

**Suggested Resources:**

- Basic Skills in English



## Unit 2: Knowledge of Language

**Content Standard 12.6.3:** Students will be able to apply knowledge of language to make sense of how language functions in different contexts, to make effective choices for meaning, style, and to comprehend more fully when reading or listening.

**Benchmark 12.6.3.1:** Apply knowledge of language to understand functions in different contexts.

**Topic:** Syntax

**Text Types:** Old research papers, newspaper, essays, reports, reviews, commentaries.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Syntax	Logical reasoning, construction/ deconstruction, Correct usage of words in simple and complex sentences.	Writing and speaking	Participatory, Responsible, Creativity	Individuality, Self-discipline, Independence

### Learning Objectives: Students will be able to:

- i. Understand what syntax is, in writing.
- ii. Demonstrate the application of the syntax rules syntax in written sentences, paragraphs.
- iii. Understand and apply syntax rules accordingly in written sentences.

### Content Background:

#### What is syntax?

Syntax is the ordering or structuring of words in sentences, (or language rules).

*The study of rules governing the way words are combined to form sentences in a language.*

The part of grammar that represents a speaker's knowledge of sentences and their structures is called syntax.. Most of the examples will be from the syntax of English, but the principles that account for syntactic structures are universal.

### What the Syntax Rules Do

“Then you should say what you mean,” the March Hare went on. “I do,” Alice hastily replied, “at least—I mean what I say—that’s the same thing, you know.” “Not the same thing a bit!” said the Hatter. “You might just as well say that ‘I see what I eat’ is the same thing as ‘I eat what I see!’” “You might just as well say,” added the March Hare, “that ‘I like what I get’ is the same thing as ‘I get what I like!’” “You might just as well say,” added the Dormouse . . . “that ‘I breathe when I sleep’ is the same thing as ‘I sleep when I breathe!’” “It is the same thing with you,” said the Hatter. LEWIS CARROLL, *Alice’s Adventures in Wonderland*, 1865.

The rules of syntax combine words into phrases and phrases into sentences. Among other things, the rules specify the correct word order for a language. For example, English is a Subject–Verb–Object (SVO) language. The English sentence in (1) is grammatical because the words occur in the right order; the sentence in (2) is ungrammatical because the word order is incorrect for English. (Recall that the asterisk or star preceding a sentence is the linguistic convention for indicating that the sentence is ungrammatical or ill-formed according to the rules of the grammar.)

1. The President nominated a new Supreme Court justice.
2. \*President the new Supreme justice Court a nominated.

A second important role of the syntax is to describe the relationship between the meaning of a particular group of words and the arrangement of those words. For example, Alice’s companions show us that the word order of a sentence contributes crucially to its meaning. The sentences in (3) and (4) contain the same words, but the meanings are quite different, as Mad Hatter points out.

3. I mean what I say.
4. I say what I mean.

### What the Syntax Rules Do

The rules of the syntax also specify the grammatical relations of a sentence, such as subject and direct object. In other words, they provide the information about who is doing what to whom. This information is crucial to understanding the meaning of identical sentences have very different meanings.

5. Your dog chased my cat.
6. My cat chased your dog.

Syntactic rules also specify other constraints that sentences must adhere to. Consider, for example, the sentences in (7). As an exercise you can first read through them and place a star before those sentences that you consider to be ungrammatical. For example, the grammatical relations in (5) and (6) are reversed, so the otherwise the sentence in (8a) is not.

7. (a) The boy found.
- (b) The boy found quickly.
- (c) The boy found in the house.
- (d) The boy found the ball.

We predict that you will find the sentence in (7d) grammatical and the ones in (7a–c) ungrammatical. This is because the syntax rules specify that a verb like *found* must be followed by something, and that something cannot be an expression like *quickly* or *in the house* but must be like **the ball**.

Similarly, we expect you will find the sentence in (8b) grammatical while (f) Zack wants Robert to be a gentleman. The fact that all native speakers have the same judgments about the sentences in (7) to (9) tells us that grammatical judgments are determined by rules that are shared by all speakers of a language.

8. (a) Disa slept the baby.  
(b) Disa slept soundly.

The verb *sleep* patterns differently than *find* in that it may be followed solely by a word like *soundly* but not by other kinds of phrases such as *the baby*. We also predict that you'll find that the sentences in (9a, d, e, f) are grammatical and that (9b, c) are not. The examples in (9) show that specific verbs, such as *believe*, *try*, and *want*, behave differently with respect to the patterns of words that may follow them.

9. (a) Zack believes Robert to be a gentleman.  
(b) Zack believes to be a gentleman.  
(c) Zack tries Robert to be a gentleman.  
(d) Zack tries to be a gentleman.  
(e) Zack wants to be a gentleman.

#### Syntax: The Sentence Patterns of Language

In (10) we see that the phrase *ran up the hill* behaves differently from the phrase *ran up the bill*, even though the two phrases are superficially quite similar. For the expression *ran up the hill*, the rules of the syntax allow the word orders in (10a) and (10c), but not (10b). In *ran up the bill*, in contrast, the rules allow the order in (10d) and (10e), but not (10f). The pattern shown in (10) illustrates that sentences are not simply strings of words with no further organization. If they were, there would be no reason to expect *ran up the hill* to pattern differently from *ran up the bill*. These phrases act differently because they have different syntactic structures associated with them. In *ran up the hill*, the words *up the hill* form a unit, as follows: He ran [up the hill]

The whole unit can be moved to the beginning of the sentence, as in (10c), but we cannot rearrange its subparts, as shown in (10b).

#### Teaching Strategies:

Demonstrate how words and phrases are put together to form sentences in Standard English language.

#### Learning Strategies:

Construct sentences (simple – complex) using basic syntax rules of Standard English language (following the s + v, s + v + o pattern).

**Relevant Resources:**

- Oxford Advanced Learner's Dictionary.
- vce oxford English 3 & 4

**Suggested Resources:**

- Basic Skills in English

## Unit 2: Knowledge of Language

**Content Standard 12.6.3:** Students will be able to apply knowledge of language to make sense of how language functions in different contexts, to make effective choices for meaning, style, and to comprehend more fully when reading or listening.

**Benchmark 12.6.3.2:** Demonstrate their understanding of English by making effective choices for meaning or style and to comprehend more fully when reading or listening.

**Topic:** Meaning creation in reading and listening

**Text Types:** Research papers, newspapers, essays, reports, reviews, commentaries.

### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Vocabulary – English language convention	Logical reasoning and comprehension.	Reading/ listening for comprehension, Generating ideas, Making inferences, Analysing	Participatory, Responsible, Creativity	Individuality, Self-discipline, Independence

### Learning Objectives: Students will be able to:

- i. Comprehend reading and listening texts.
- ii. Make out meanings from groups of words and phrases, sentences and paragraphs.
- iii. Comprehend contextual meanings of words and phrases in reading or listening texts.

### Content Background:

1. Identify word orders/structure in reading/listening texts for meanings.
2. Making inferences for meaning in reading and speaking.

### Teaching Strategies:

Read texts (3 times) while students listen and comprehend. After the text(s) are read, the teacher then reads accompanying comprehension questions to the students.

### Learning Strategies:

Students must listen attentively during the three (3) text readings and take down important essential notes. Then take down questions as they are read, to be comprehended. Finally, they must answer the comprehension questions and orally present answers.

**Relevant Resources:**

- Oxford Advanced Learner's Dictionary.
- vce oxford English 3 & 4

**Suggested Resources:**

- Basic Skills in English

### Unit 3: Vocabulary Acquisition and Use

**Content Standard 12.6.4:** Students will be able to determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analysing meaningful word parts, and consulting general and specialised reference materials, as appropriate.

**Benchmark 12.6.4.1:** Identify and correctly use patterns of words changes that indicate different meanings or parts of speech (e.g. conceive, conception, conceivable).

**Topic:** Parts of speech.

**Text Types:** Reading texts, research papers, newspapers, essays, reports, review

#### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Parts of speech	Logical reasoning, construction/ deconstruction, Correct usage of vocabularies in simple and complex sentences.	Identify word patterns, Writing /speaking for clarity, Making inferences, Analysing	Individuality, Self-discipline, Independence	Participatory, Responsible, Creativity

#### Learning Objectives: Students will be able to:

- i. Identify different parts of speech in sentences.
- ii. Identify the functions of different parts of speech in sentences.
- iii. Construct meaningful sentences using different parts of speech and state their functions.

#### Content Background:

Part of speech refers to the category to which a word is assigned according to its function. In English, the main parts of speech are; a). Noun, b). Verb, c). Pronoun, d). Adjective, e). Adverb, f). Preposition, g). Conjunction, h). Determiner (articles), i). Interjection.

1. s + v: eg. He / ran  
prn v

2. s + v + o: eg. They / killed / a / pig.  
prn v art n  
s v o

3. s + v + o(d) + o(i): She / made / a / dress / for / herself.  
prn v art n refl. prn

#### (parts of speech)

s v o(d) o(i)

#### (sentence elements)

The two largest and most important categories are the noun and the verb. The most basic kind of clause contains at least one noun and one verb and, may contain just a noun and verb. The first six categories in list [7] can function as the head of corresponding phrases (noun phrase, verb phrase, adjective phrase, etc.).

The other two can't. The very small coordinator and subordinator classes do not function as head but serve as markers of coordination and subordination (we'll explain those terms below). An NP with a coordinator added to it (such as *or* *la*) is still a kind of NP; and when you add a subordinator to a clause (as with *that they were late*), you get a kind of clause. There are no such things as 'coordinator Word and lexeme categories: the parts of speech

The traditional term 'parts of speech' applies to what we call categories of words and lexemes. Leaving aside the minor category of interjections (covering words like *oh*, *hello*, *wow*, *ouch*, etc., about which there really isn't anything interesting for a grammar to say), we recognise eight such categories: [7] NOUN The dog barked. ii VERB The dog barked. iii ADJECTIVE He's very old. iv DETERMINATIVE The dog barked. v ADVERB She spoke clearly. vi PREPOSITION It's in the car. vii phrases' or 'subordinator phrases'.

### Teaching Strategies:

Define what part of speech is, in a sentence. Then ask students to give a few complete sentences which are then broken down to identify the different parts of speech that make up the sentences.

### Learning Strategies:

Define Parts of speech and construct own sentences. They will then break down the sentences and identify the different parts of speech in the s v o patterns.

### Relevant Resources:

- Oxford Advanced Learner's Dictionary.
- vce oxford English 3 & 4

### Suggested Resources:

- Basic Skills in English



### Unit 3: Vocabulary Acquisition and Use

**Content Standard 12.6.4:** Students will be able to determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analysing meaningful word parts, and consulting general and specialised reference materials, as appropriate.

**Benchmark 12.6.4.2:** Consult general and specialised reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or to determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

**Topic:** Vocabulary – Defining meanings and articulation of words.

**Text Types:** Dictionaries, glossaries, thesauruses, other reference books

#### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
General and specialised reference materials.	Researching, note taking, Correct usage of vocabularies in simple and complex sentences.	Writing/speaking for clarity, Generating ideas, Making inferences.	Participatory, Responsible, Creativity	Individuality, Self-discipline, Independence

#### Learning Objectives: Students will be able to:

- i. Familiarise themselves with various reference books.
- ii. Identify the correct reference books that contain the class and type of information needed.
- iii. Use different general and specialised reference materials to determine and clarify meanings to words/phrases.

#### Content Background:

1. Identifying various Reference Books
2. Knowing what and which words/phrases to look for.
3. Demonstrate understanding by writing sentences/paragraphs using word groups or phrases for clarity in meanings.
4. Compose correct structured sentences
5. Write well-structured sentences.

#### Teaching Strategies:

Prepare instructions/guidelines on type of language (or jargons) to be researched on.

**Learning Strategies:**

Read instructions and guidelines. They will then, research and gather information a particular processing project of interest (paying special attention to specialised words for parts, processes, (and other technical jargons) used. Thirdly, using the gathered information, write about the project (what it is, the different parts put together, and how it works to process something, etc.). Finally, they will present of work to class.

**Relevant Resources:**

- Oxford Advanced Learner's Dictionary.
- vce oxford English 3 & 4

**Suggested Resources:**

- Basic Skills in English

### Unit 3: Vocabulary Acquisition and Use

**Content Standard 12.6.4:** Students will be able to determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analysing meaningful word parts, and consulting general and specialised reference materials, as appropriate.

**Benchmark 12.6.4.3:** Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).

**Topic:** Inference – (contextual determination of meanings of words and phrases).

**Text Types:** Dictionaries, glossaries, Thesauruses, other reference books.

#### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Inferences	Researching, note taking, Correct usage of vocabularies in simple and complex sentences.	Writing/speaking for clarity, Making inferences.	Participatory, Responsible, Creativity	Individuality, Self-discipline, Independence

#### Learning Objectives: Students will be able to:

- i. Familiarise themselves with various reference books.
- ii. Identify the correct reference books that contain the class and type of information needed.
- iii. Use different reference materials to determine contextual meanings to words/phrases.

#### Content Background:

1. Identifying various Reference Books
2. Knowing what and which words/phrases to look for.
3. Demonstrate understanding by writing sentences/paragraphs using word groups or phrases for clarity in meanings.

#### Teaching Strategies:

Prepare groups of words or phrases for students to work out contextual meanings. Put words/phrases on charts for students to copy notes from.

#### Learning Strategies:

Copy words/phrases and determine their contextual meanings through inference or consulting reference materials.

#### Relevant Resources:

- Oxford Advanced Learner’s Dictionary.
- vce oxford English 3 & 4

#### Relevant Resources:

- Basic Skills in English

### Unit 3: Vocabulary Acquisition and Use

**Content Standard 12.6.5:** Students will be able to analyse and interpret figurative language, word relationships and nuances in word meanings.

**Benchmark 12.6.5.1:** Demonstrate in writing an understanding of the use of irony, metaphor.

**Topic:** Irony/Metaphor

**Text type:** Poems, literature, essays, narratives, short stories, legends.

#### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Vocabulary - Irony/Metaphor	Logical reasoning, construction/deconstruction, Correct usage of vocabularies in simple and complex sentences.	Writing/speaking irony and metaphor,	Individuality, Self-discipline, Independence	Participatory, Responsible, Creativity

#### Learning Objectives: Students will be able to:

Identify Irony/Metaphor in sentences.

Familiarise themselves with various Ironies/Metaphors in sentences.

Demonstrate understanding by writing sentences containing Ironies/Metaphors.

#### Content Background:

- 1. Irony:** a discrepancy of some sort or a contrast – between what is said and what is meant, between appearances and reality, or between what we expect and what takes place.

Example.

- After much hard work a man becomes a millionaire at 21. What ironic situation might develop to take away his pleasure?*
- A soldier survives a war and injures himself shaving.*

- 2. Metaphor:** comparing one object with another but is spoken of as if it were the other OR when something is not compared but is said TO BE something else.

Example.

- The moon was suspended on a black sheet of velvet. (the night sky IS the sheet)*
- The road was a ribbon of moonlight.*
- The Prime Minister came under fire in the Parliament today.*

**Teaching Strategies:**

Define irony and metaphor and give examples of each.

**Learning Strategies:**

Define irony and metaphor and give examples of each. Secondly, using poetry and old literature books write down some interesting metaphors and ironies and use in own context.

**Relevant Resources:**

- Oxford Advanced Learner's Dictionary
- vce oxford English 3 & 4
- SENIOR ENGLISH SKILLS BUILDING – Revised Edition.

**Suggested Resources:**

- Basic Skills in English

### Unit 3: Vocabulary Acquisition and Use

**Content Standard 12.6.5:** Students will be able to analyse and interpret figurative language, word relationship, and nuances in word meanings to develop word awareness.

**Benchmark 12.6.5.2:** Demonstrate in writing an understanding of the use of anaphora, similes and onomatopoeia of words with similar denotations.

**Topic:** Similes/onomatopoeia

**Text type:** Poems, old literature, essays, narratives, short stories.

#### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Similes and onomatopoeia.	Logical reasoning, construction / deconstruction, Correct usage of vocabularies in simple and complex sentences.	Writing using similes and onomatopoeia, inference, analysing, synthesis.	Participatory, Responsible, Creativity	Individuality, Self-discipline, Independence

#### Learning Objectives: Students will be able to:

- i. Identify and familiarise themselves with similes/onomatopoeia.
- ii. Demonstrate understanding by using similes/onomatopoeia in sentences.

#### Content Background:

##### 1. Definitions:

**a. Similes:** A figure of speech that asks us to picture one thing as being similar to another. It uses words 'like' and 'as' to make connections OR when one thing is COMPARED to another.

**Example:** 'as playful as a puppy', 'as poor as a church mouse', 'sank like lead into the sea', 'drink like fish', 'as cold as cucumber', 'as white as snow', or 'as pretty as a picture'.

**b. Onomatopoeia:** The formation of words that echo the sounds they describe.

**Example:** 'quack', 'click', 'splash'

#### Teaching Strategies:

Define similes/onomatopoeia and give examples of similes/onomatopoeia.

#### Learning Strategies:

Define similes/onomatopoeia and identify various similes/onomatopoeia in sentences/texts. Secondly, they are to demonstrate understanding by writing sentences using similes/onomatopoeia.

**Relevant Resources:**

- Oxford Advanced Learner's Dictionary
- vce oxford english 3 & 4,
- SENIOR ENGLISH SKILLS BUILDING – Revised Edition.

**Suggested Resources:**

- Basic Skills in English

### Unit 3: Vocabulary Acquisition and Use

**Content Standard 12.6.6:** Students will be able to acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening.

**Benchmark 12.6.6.1:** Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Topic:** Using appropriate vocabulary in context

**Text types:** Research papers, essays, newspapers.

#### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Vocabulary knowledge.	Logical reasoning, construction/deconstruction, Correct usage of vocabularies in simple and complex sentences.	Writing/speaking for clarity, Generating ideas, Making inferences, Analysing	Individuality, Self-discipline, Independence, interdependence	Participatory, Responsible, Creativity

#### Learning Objectives: Students will be able to:

- i. Familiarise themselves with various general and domain-specific words/phrases.
- ii. Identify the correct usage contexts/instances.
- iii. Use general/domain-specific words/phrases in appropriate contexts/texts.

#### Content Background:

Definition - (General academic / Domain-specific words/phrases). Knowing and using of words and phrases appropriate to and at the given level of education.

##### Technical Meanings

Sometimes when you learn something new, you have to learn new words, too. These new words help you understand the topic better.

Some informational passages have words with technical meanings. These words are specific to a topic or a subject and have specific meaning. These are called **academic words and phrases**.

When you read, try to find the words that are new to you, or that you know are important to the topic or subject. Sometimes, these words will be in bold. Use context clues or a dictionary or glossary to help you figure out what the words mean.



Did you know that spices do more than make food tastier or hotter? Certain spices also act as **preservatives**. Before people could refrigerate food, they had different methods of keeping food from spoiling. Adding spices to food was one of them.

Without refrigeration, many foods spoil quickly. For example, meat and other animal products go bad faster if left unrefrigerated. The spoiled food allows **pathogens** to grow. These bacteria in the spoiled food can cause illness.

Common spices like garlic, clove, and cinnamon can get rid of E. coli bacteria that cause food poisoning. Cumin also slows down the growth of bacteria. **Consuming** food with strong-tasting spices like these helps keep people healthy! Who knew eating spicy food was so good for you?

### “With”

#### Direct Instruction

**Academic** language includes the words students are likely to encounter in classroom and testing settings. This includes the verbs found in educational standards and standardized test questions, such as analyze, interpret, develop, etc. How can a student complete a task or answer a question if they don’t know what that word means? Directly teaching these words and showing students where they can expect to run into these words set your pupils up for success.

#### Teaching Strategies:

Define general/domain-specific words/phrases and write few examples of sentences that contain general/domain-specific words/phrases.

#### Learning Strategies:

Define general/domain-specific words/phrases and write 10 sentences that contain different general academic/domain-specific words/phrases. Then underline each general academic/domain-specific words/phrases in the sentences.

#### Relevant Resources:

- Oxford Advanced Learner’s Dictionary
- vce oxford english 3 & 4,
- Senior English Skills Building – Revised Edition.

#### Suggested Resources:

- Basic Skills in English

### Unit 3: Vocabulary Acquisition and Use

**Content Standard 12.6.6:** Students will be able to acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening.

**Benchmark 12.6.6.2:** Demonstrate competency in applying accurately the use of general academic and domain-specific words and phrases sufficient for writing, reading, speaking and listening.

**Topic:** Competent use and application of specialised vocabularies or jargons.

**Text types:** Research papers, essays, newspapers, reports, reviews, summaries.

#### Essential Knowledge, Skills, Values, Attitudes (KSVA):

Knowledge	Logical Processes	Skills	Values	Attitudes
Competency in use of general academic and domain-specific words and phrases.	Logical reasoning, construction/deconstruction, Correct usage of vocabularies in simple and complex sentences.	Writing, reading, speaking and listening for accuracy and clarity, Generating ideas, Making inferences, Analysing	Individuality, Self-discipline, Independence	Participatory, Responsible, Creativity

#### Learning Objectives: Students will be able to:

- i. Familiarise themselves with various general and domain-specific words/phrases.
- ii. Identify the correct usage contexts/instances.
- iii. Use general academic/domain-specific words/phrases in appropriate contexts/texts.

#### Content Background:

**Vocabulary** refers to all the [words](#) of a [language](#), or to the words used by a particular person or group. Also called **wordstock**, *lexicon*, and *lexis*. [English](#) has “a stunningly bastard vocabulary,” says linguist John McWhorter. “Out of all of the words in the *Oxford English Dictionary*,...no less than ninety-nine percent were taken from other languages” (*The Power of Babel*, 2001).

But vocabulary is “more than words,” say Ula Manzo and Anthony Manzo. A measure of a person’s vocabulary “amount[s] to a measure of all that they have learned, experienced, felt, and reflected upon. It [is also] a good indicator of what one is capable of learning. . . . Every test is, in large measure, a test of vocabulary” (*What Research Has to Say About Vocabulary Instruction*, 2009).

The noun *vocabulary* (or *vocab* for short) refers to the words used in a language. The word *vocabulary* can have at least three different meanings:

**1. all of the words in a language**

- New words are constantly being added to the *vocabulary of English*.

**2. the words used in a particular context**

- If you want to do an MBA you need to improve your *business vocabulary*.
- My neighbour is a doctor so he has an extensive *medical vocabulary*.
- I've just bought a book on the *vocabulary of slang*.

**3. the words an individual person knows**

- The teacher says that **my vocabulary** is good.
- Define general academic/domain-specific words/phrases.
- Compare/contrast general academic/domain-specific words/phrases.

When learning a foreign language, our individual vocabulary in that language is one of the most important micro-skills to develop. Of course, all micro-skills like grammar, vocabulary and pronunciation are important. But it is far more difficult to communicate with no vocabulary than with no grammar. :-)

Active and passive vocabulary

In our own individual vocabulary, there is a difference between:

- words that we *understand and use* (our **active vocabulary**)
- words that we *understand* but do not or cannot use (our **passive vocabulary**)

This is true for native speakers as well as for learners. In your own language, there are many words that you use regularly when speaking or writing. These words are part of your active vocabulary. And then there are many words that you understand when you hear them, on television for example, but do not use in everyday speech. These words are part of your passive vocabulary.

Examples and Observations

- “*How many words are there in the English language?*”  
“No easy answer is possible. In order to reach a credible total, there must be agreement about what to count as an item of **vocabulary** and also something physical to count or to serve as the basis for an estimate . . . .  
“In effect, the overall vocabulary is beyond strict statistical assessment. Nonetheless, limited counts take place and serve useful ends, and some rough indications can be given about the overall vocabulary. *The Oxford English Dictionary* (1989) defines over 500,000 items described as ‘words’ in a promotional press release. The average college, desk, or family dictionary defines over 100,000 such items. Specialist dictionaries contain vast lists of words and word-like items . . . .

... When printed material of this kind is taken into account, along with lists of geographical, zoological, botanical, and other usages, the crude but credible total for words and word-like forms in present-day English is somewhere over a billion items.”

(Tom McArthur, *The Oxford Companion to the English Language*. Oxford University Press, 1992)

- **Vocabulary Acquisition**

“By age two, spoken **vocabulary** usually exceeds 200 words. . . . Three-year-olds have an **active vocabulary** of at least 2,000 words, and some have far more. By five, the figure is well over 4,000. The suggestion is that they are learning, on average, three or four new words a day.”

(David Crystal, *How Language Works*. Overlook, 2005)

- **A Bastard Vocabulary**

“**English**, probably more so than any language on earth, ‘has a stunningly bastard vocabulary.’ Somewhere between 80 and 90 percent of all the words in the *OED* [*Oxford English Dictionary*] were born from other languages. **Old English**, lest we forget, was already an amalgam of Germanic tongues, Celtic, and Latin, with pinches of Scandinavian and Old French influence as well.”(David Wolman, *Righting the Mother Tongue: From Olde English to Email, the Tangled Story of English Spelling*. Harper, 2010)

“The **vocabulary** of English is currently 70 to 80 percent composed of words of Greek and Latin origin, but it is certainly not a Romance language, it is a Germanic one. Evidence of this may be found in the fact that it is quite easy to create a sentence without words of Latin origin, but pretty much impossible to make one that has no words from Old English.”

(Ammon Shea, *Bad English: A History of Linguistic Aggravation*. Pergee, 2014)

(John Christopher Wells, *Accents of English: The British Isles*.

Cambridge University Press,

### Teaching Strategies:

Define what general/domain-specific words/phrases are, and give examples of general/domain-specific words/phrases in appropriate contexts/texts in sentences.

### Learning Strategies:

Write down definition of general academic and domain-specific words/phrases and give some each, and appropriate use those words in appropriate contexts/texts to enable desired clarity in meaning.

### Relevant Resources:

- Oxford Advanced Learner’s Dictionary
- vce oxford english 3 & 4,
- Senior English Skills Building – Revised Edition.

### Suggested Resources:

- Basic Skills in English

# Standards-Based Lesson Planning

In SBC, standards-based planning is very important if we are to achieve the state standards that are rigorous, independent, and applicable in the real world. Teachers need to be able to and need to plan instructions that will help their students meet these state standards.

Lesson plans are important part of teaching. They are, best put, the bones of a lesson. They state clearly:

- i. what the students are expected to learn,
- ii. how the students are going to learn them, and
- iii. the expected outcomes.

In a standards-based lesson plan, the state standards (Content standards and Benchmarks) are clearly stated along with the areas the lesson will cover in that lesson. Each day's lesson builds onto the following day's lesson so there is a progression of learning. Any reader, when looking at lesson plans for a month, should be able to see the goal of the teacher and how the students learn what they are taught.

## Elements of SBC lesson plans

In SBC, the daily lesson plan is the most detailed standards-based plan. It outlines the purpose and activities of what will be done on a specific day.

The standards-based daily lesson plan allows the teacher to make academic learning relevant to students by intertwining:

- i. content knowledge,
- ii. information processing skills, and
- iii. life experiences.

The lesson plan consists of:

1. Lesson information  
This includes the strand and unit from which the standards to be addressed fall under, and also the topic that addresses the benchmark.
2. Lesson topic  
This relates to the specific information the teacher would impart to students. The lesson topic should come from the bigger topic addressing the stated benchmark.
3. Standards  
This is the most important section of the standards-based lesson plan. This is where the standards being addressed, both content standards and benchmarks, are clearly stated.
4. Materials  
It is important that the teacher include materials that the teacher and the students will use during the lesson.

5. Learning objectives

These are the specific outcomes that the teacher wants students to achieve at the end of the lesson. The objectives should be based on whichever benchmark the teacher is using to design the lesson.

6. Instructional activities (Lesson Procedure)

This is where everything the teacher and the students will be doing throughout the lesson is listed, beginning with the introduction, followed by the body and conclusion. This section should be thorough, so whoever is reading the lesson plan knows exactly what will be happening. When writing this section, make sure that each of the activities ties back to both the learning objective and the standards (content standard and benchmark) the lesson is addressing.

### **Standards-Based Instruction**

The key distinction when talking about standards-based instruction is that in a standards-based classroom, students are expected to meet a defined standard for proficiency. In other words, teachers ensure that the content they are teaching and their methods of teaching it enable students to learn both the skills and concepts defined in the standard for the grade level and to demonstrate evidence of their learning.

## Samples of Standards-based Lesson Plans

### Sample 1: (Integrating STEAM)

**Strand 2:** Writing

**Unit 1:** Argumentative Texts

**Topic:** Writing Argumentative Text

**Lesson Topic:** Developing ideas and content of Argumentative Text

**Grade:** 12

**Length of Lesson:** 40 minutes

**National Content Standard 12.2.1:** Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Grade Level Benchmark: 12.2.3.1:** Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.

#### Essential Knowledge, Skills, Values, and Attitudes

**Knowledge:** Brainstorming and developing ideas/ What is argumentative essay?

**Skills:** Note-making/Writing

**Values:** Self-cultivation/Rationality

**Attitudes:** Critical

#### STEAM Knowledge and Skill

**Knowledge:** Argumentative essay

**Skill:** Writing

**Performance Indicator:** Compose an argumentative text.

**STEAM Performance Indicator:** Debating

**Materials:** Samples, handouts/worksheets, Internet sourced samples

**Lesson Objective: Students will be able to:**

- i. Compose an argumentative essay.

**Essential Questions:**

What are the key elements contained within an argumentative essay?

## Lesson Procedure

Teacher Activities	Student Activities
<b>Introduction</b>	
<ul style="list-style-type: none"> <li>• Explain what students will do and how it is important it will be useful.</li> <li>• Relate what they will do with prior learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively.</li> <li>• Take note mentally.</li> </ul>
<b>Body</b>	
<b>Modelling</b>	
<ul style="list-style-type: none"> <li>• Explain how argumentative essay is structured and composed.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and take note mentally.</li> </ul>
<b>Guided Practice</b>	
<ul style="list-style-type: none"> <li>• Give students a sample of a text</li> <li>• Ask students to skim and identify structure and language features.</li> <li>• Ascertain if students have identified correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Study the text samples.</li> <li>• Identify rubrics.</li> <li>• Tell teacher what they identified.</li> </ul>
<b>Independent Practice</b>	
<ul style="list-style-type: none"> <li>• Ask students to write down main arguments they have identified.</li> <li>• Allow students to present discoveries in class.</li> <li>• Task students to develop a paragraph based on a topic focused on valid reasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Write their findings.</li> <li>• Give feedback to the teacher.</li> <li>• Write a paragraph using the rubrics.</li> </ul>
<b>Conclusion</b>	
<ul style="list-style-type: none"> <li>• Revise the types of main points.</li> <li>• Ask students to present what they have written.</li> </ul>	<ul style="list-style-type: none"> <li>• Pay attention.</li> <li>• Present the texts they wrote down.</li> </ul>



**Sample 2: (integrating STEAM)****Strand 3:** Listening**Unit :****Topic:** Figurative Meanings**Lesson Topic:** Interpreting Figurative Meanings**Grade:** 12**Length of Lesson:** 40 minutes

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**National Content Standard 12.3.2:** Students will be able to comprehend the meaning of academic and/or specialized vocabulary when spoken.**Grade Level Benchmark 12.3.2.2:** Identify figurative meanings of words and idiomatic phrases, with support.**Essential Knowledge, Skills, Values, and Attitudes:****Knowledge:** Interpreting figurative meanings**Skills:** Listening, analysing**Values:** Sensitivity**Attitudes:** Critical

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**STEAM Knowledge and Skill****Knowledge:** Interpreting figurative meanings**Skill:** Listening, analysing

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**Performance Indicator:** Interpret and comprehend the figurative meanings of words and idiomatic phrases.**STEAM Performance Indicator:** As above

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**Materials:** List of words and samples of figurative languages.

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**Lesson Objective: Students will be able to:**

- i. Interpret the significance of figurative meanings of words and idiomatic phrases.

**Essential Questions:**

- How can figurative meanings be interpreted correctly?
- What are some things to consider when interpreting figurative meanings of words and idiomatic phrases?
- What STEAM principles and practices can be used to enhance clear interpretation of figurative meanings?

## Lesson Procedure

Teacher Activities	Student Activities
<b>Introduction</b>	
<ul style="list-style-type: none"> <li>• Write an idiomatic phrase on board.</li> <li>• Allow for responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the phrase and discuss its meaning.</li> <li>• Give feedback.</li> </ul>
<b>Body</b>	
<b>Modeling</b>	
<ul style="list-style-type: none"> <li>• Ask students to give idiomatic expressions they know off and explain its meaning too.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond when need be.</li> </ul>
<b>Guided Practice</b>	
<ul style="list-style-type: none"> <li>• Get students into groups.</li> <li>• Give worksheet on idioms.</li> <li>• Allow time to read idioms, discuss and interpret figurative meanings.</li> <li>• Go through the answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Get into groups.</li> <li>• Receive worksheet.</li> <li>• Read the idioms and interpret meanings.</li> <li>• Present feedback of the exercise.</li> </ul>
<b>Independent Practice</b>	
<ul style="list-style-type: none"> <li>• Give a matching exercise to students providing idioms and their meanings and timed them (speed and accuracy).</li> <li>• Go through correction after 10 'bingos' called out.</li> </ul>	<ul style="list-style-type: none"> <li>• Match idioms and their meanings.</li> <li>• Call out 'bingo' when done. (fun-filled).</li> <li>• Give feedback and correct own work.</li> </ul>
<b>Conclusion</b>	
<ul style="list-style-type: none"> <li>• Emphasize the importance of using figurative languages and or idioms correctly and interpreting meanings well.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively and take note.</li> </ul>

# Assessment, Monitoring and Reporting

## Standards-Based Assessment

### What is standards-based assessment?

In the standards-based paradigm, students have the freedom to demonstrate understanding in diverse ways, including (but not limited to) selected response (e.g. multiple choice tests), physical constructions, written responses, and performances. Of course, these are not new types of assessments, nor is the concept of differentiated assessment. The teacher uses all available observations and quantitative information to summarize learning with reference to a specific standard. With these data, a teacher can formulate the steps or actions that can be taken to gain mastery of a particular concept. That is, it aids in assessment for learning.

One of the key aspects of standards-based assessment is post-assessment feedback. The feedback a student receives from this type of assessment does not emphasize a score, percentage, or statistical average, but information about the expectations of performance as compared to the standard. A standards-based approach does not necessarily dismiss a summative grade, percentage, or a measure of central tendency (such as a mean, or median). However, an assessment that does not reference or give feedback with respect to a standard would not be standards-based. There is a large body of evidence that points to the effectiveness of appropriate feedback.

### Purpose of standards-based assessment

The purpose of standards-based assessment is to connect evidence of learning to learning outcomes (the standards). When standards are explicit and clear, the learner becomes aware of his/her achievement with reference to the standards, and the teacher may use assessment data to give meaningful feedback to students about this progress. The awareness of one's own learning allows students to point to a specific standard of achievement and so strengthens self-regulation and meta-cognition, two skills generally understood to be effective learning strategies.

### Framework of the standards-based approach in assessment

A common approach to standards-based assessment (SBA) is:

- Identify a key factor important body of knowledge (e.g. a scientific theory, a mathematical relationship), the essential content and concepts.
- Identify the indicators (i.e. evidence) that students will show when the concept or content has been understood.
- Choose a collection of assessments that will allow students to demonstrate the indicators.
- Using a scale or rubric, identify the proficiency of the student with respect to the standard. This progress is made accessible to the

learner in order to provide meaningful feedback. Any feedback should be able to provide information on how the proficiency can be improved) and the educator needs to be aware of the effects of praise during feedback.

- Repeat instruction, assessment and feedback until the student achieves a predetermined level of mastery.

### Hallmarks of standards-based assessment

- Standards (i.e. learning outcomes) need to be visible and understandable by students
- Tasks, activities and assessments should be clear about which standard is being practiced
- Formative assessment should be used to give feedback to students about their progress towards a standard
- Assessment in general should be well-designed, accurate and high in validity to be fair and accessible
- Exemplars should be used to give students an understanding of how achievement against a standard is measured
- Rubrics should be used to assess performances and constructed responses
- Selective response (e.g. multiple choice) should be used to assess basic understanding and knowledge (as in Bloom's Taxonomy) of a specific standard (or the underlying pre-requisite concepts associated with the standard)

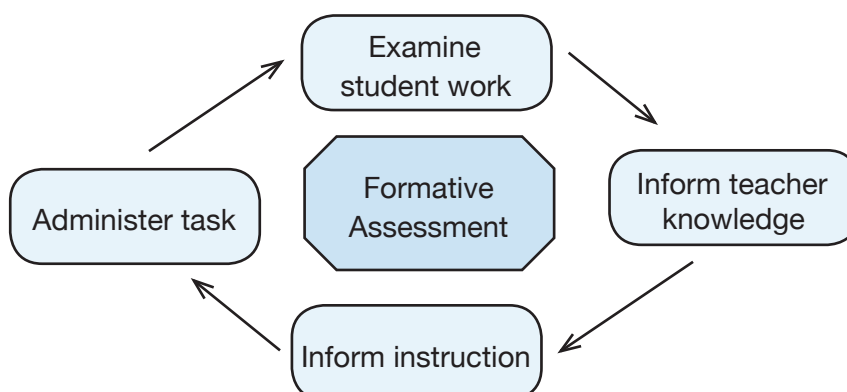
### Types of Assessment

Students will be assessed using the 3 types of assessment:

1. Formative,
2. Summative, and
3. Authentic also called performance assessment.

#### 1. Formative Assessment (Assessment for and as learning)

Formative assessment is a potentially transformative instructional tool that, if clearly and effectively used, can benefit both educators and their students. Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes/standards. Formative assessment takes place during instruction. It is a process and not any particular test.



**Formative Assessment - Checklist** (for the sample lesson plan 1)

Name:..... Class: ..... Date:.....

**Performance standards:** students will be able to write the introduction to an informative essay correctly.

Criteria	Ratings			
	0	1	2	3
<b>Introduction :</b> - Introduces topic using words from the prompt.				
<b>Thesis statement:</b> - Thesis statement contains all the main ideas writer wants to write about.				

**2. Summative Assessment (Assessment of learning)**

Unlike formative assessment, the goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it to some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value.

## Sample Summative Assessment - Rubrics (for benchmark 9.2.2.3)

Performance Standard:	Write an informative essay on a selected topic following the correct structure				
	Ratings				
Criteria/Component	Exceeds Expectations A	Meets Expectations B	Needs improvement C	Does Not Meet Expectations D	Rating Awarded
<b>Introduction</b> -interesting & thesis clearly stated.	Introduction is lively and draws the reader into the writing. The thesis is precise and smoothly integrated.	Introduction grabs the reader's attention and contains a clear and specific thesis.	Introduction lacks engagement and specificity. The thesis needs work.	Introduction is not engaging and/or thesis is not clear.	
<b>Body Paragraphs</b> MIS clearly stated with well-constructed sentences. State reasons & evidence clearly.	Body paragraphs are carefully constructed, showed fluid organization and present lively and engaging information. Words, phrases and clauses work to create cohesion. Valid reasoning and relevant and sufficient examples fully supports the thesis.	Body paragraphs demonstrate careful construction and use words, phrases, and clauses to link the main idea and create cohesion. Reasons and evidences are clearly presented to fully support the thesis.	Construction and organization may feel choppy or unclear. Reasons, details and explanations need improvement. Additional thesis support is needed.	Construction is unclear, claims are not fully supported, body paragraphs do not appear to sufficiently support the thesis and is not clearly organized.	
<b>Conclusion</b> Supports the thesis.	Provides a passionate and engaging conclusion that fully follows from and support the thesis presented. The reader is left with the satisfaction that the essay is complete.	Provides a conclusion that follows from and supports the thesis presented. The reader is left with the feeling that the essay is complete.	Provides a conclusion that is lacking full support for the thesis. The reader is left with the feeling that the essay is incomplete.	Conclusion is missing or incomplete. The essay does not feel finished.	
<b>Conventions/Format</b> Grammar mechanics	Grammar, spelling and punctuation are correct and make the sentence easy to read. Paper is an appropriate length, double spaced.	Grammar, spelling and punctuation are correct and make the sentence easy to read. Paper is an appropriate length.	Has some errors in grammar, spelling and/or punctuation. May not meet requirement.	Mistake impeded the clarity of the writing. Paper may not be of required length.	

### 3. Performance assessment/Authentic Assessment

Performance assessment, also known as alternative or authentic assessment, is a form of testing that requires students to perform a task rather than select an answer from a ready-made list. In the narrowest sense, performance assessment is a test in which the test taker actually demonstrates the skills the test is intended to measure by doing real-world tasks that require those skills rather than by answering questions asking how to do them. For example, a student may be asked to explain historical events, generate scientific hypotheses, solve math problems, converse in a foreign language, or conduct research on an assigned topic. Experienced raters, either teachers or other trained staff, then judge the quality of the student's work based on an agreed-upon set of criteria. This new form of assessment is most widely used to directly assess writing ability based on text produced by students under test instructions.

Methods that have been used successfully to assess performance include:

- **Open-ended or extended response exercises** - questions or other prompts that require students to explore a topic orally or in writing. Students might be asked to describe their observations from a science experiment, or present arguments an historic character would make concerning a particular proposition. For example, what would Abraham Lincoln argue about the causes of the Civil War?
- **Extended tasks** - assignments that require sustained attention in a single work area and are carried out over several hours or longer. Such tasks could include drafting, reviewing, and revising a poem; conducting and explaining the results of a science experiment on photosynthesis; or even painting a car in auto shop.
- **Portfolios** - selected collections of a variety of performance-based work. A portfolio might include a student's "best pieces" and the student's evaluation of the strengths and weaknesses of several pieces. The portfolio may also contain some "works in progress" that illustrate the improvements the student has made over time.

These methods, like all types of performance assessments, require that students actively develop their approaches to the task under defined conditions, knowing that their work will be evaluated according to agreed-upon standards. This requirement distinguishes performance assessment from other forms of testing.

**Sample Performance/Authentic Assessment Rubrics** (for the sample lesson  
1 STEAM activity)

<b>Performance Standard:</b>	Students will be able to research possible causes for the disappearances of objects mysteriously when they hit the Bermuda triangle and justify which possible cause is/ are genuine, supported with relevant evidences and quotes.			
	<b>Ratings</b>			
<b>Criteria</b>	<b>Exceeds Expectations 4</b>	<b>Meets Expectations 3</b>	<b>Needs improvement 2</b>	<b>Does Not Meet Expectations 1</b>
Purpose - <i>purpose of the research clearly stated.</i>	Explains the key purpose of paper in detail	Explains all key purposes of paper.	Explains some purposes but misses key purposes	Does not refer to the purposes
Content - <i>content relevant and presented in logical order.</i>	The student is extremely knowledgeable about the topic	The student has a good understanding of the topic	The student demonstrates some knowledge and understanding of the topic	The student show no knowledge or understanding of the topic
Organization - <i>Well organized paper, logically sequenced using correct layout.</i>	Well organized and easy to follow.	Good organization and fairly easy to follow.	Somewhat organized but hard to follow in places.	Not organized at all and difficult to follow most of the time.
The point - <i>causes of object disappearances clearly stated with genuine evidences/ quotes.</i>	Reveals profound insight about the topic	Reveals insight about the topic	Doesn't show a central insight about the topic	Doesn't show any insight about the subject.
Mechanics - <i>spelling, punctuation, sentence construction</i>	There are few or no minor errors. Few careless mistakes.	There are some minor errors. Overall, the student's writing is adequate.	There are numerous major and minor errors, meaning is still clear.	Errors are so numerous and serious that they interfere with communication.



## Performance Standards

### What is performance standard?

Performance Standards are concrete statements of how well students must learn what is set out in the content standards, often called the “*be able to do*” of “what students should know and be able to do.”

Performance standards are the indicators of quality that specify how competent a students’ demonstration must be. They are explicit definitions of what students must do to demonstrate proficiency or competency at a specific level on the content standards.

Performance Standards;

- Measure students’ performance and proficiency (using performance indicators) in the use of a specific knowledge, skill, value, or attitude in real life or related situations,
- Provides the basis (performance indicators) for evaluating, reporting and monitoring students’ level of proficiency in use of a specific knowledge, skills, value, or attitude,
- Used to plan for individual instruction to help students not yet meeting expectations (desired level of mastery and proficiency) to make adequate progress towards the full attainment of benchmarks and content standards,
- Used as the basis for measuring students’ progress towards meeting the national benchmarks and content standards.

### Indicators for developing effective performance standards

1. Are clear, measurable, observable, and attainable.
2. Identify performance expectations.
3. Measure what we want them to measure (validity).
4. Clearly show students’ proficiency levels.
5. Clearly show the status of progress of students towards the attainment of content standards.
6. Written using outcomes language.
7. Provide the basis for measuring students’ performance and proficiency against the same standard.
8. Can help students to understand clearly the expectations which would improve their learning.
9. Give a set of clear performance expectations to help students understand what they need to do to meet the set standards.
10. Can generate reliable data to guide individual instruction to help students not yet meeting content standards to make adequate progress towards attaining the content standards.
11. Can be used to report on students’ performance

Defining what proficiency means is key to developing effective standards-based assessment and assessing students’ proficiency levels.

# Glossary

Terms	Definitions
<b>Assessment</b>	Activities teachers use to help students learn and to measure and monitor their progress towards the attainment of expected levels of proficiency.
<b>Assessment As Learning</b>	Assessment is used to help students understand and reflect on what they have learnt or are having difficulties with, identify areas of strengths and weaknesses, and set clear, measurable, and attainable personal goals to improve their own learning.
<b>Assessment For Learning</b>	A common form of assessment. It is an ongoing assessment process that arises out of the interaction between teaching and learning. Also referred to as formative assessment.
<b>Assessment Of Learning</b>	Provides a summary of students learning over a given period of time and is generally carried out at the end of a course of study. Also referred to as summative assessment.
<b>Assessment Strategies</b>	Different ways or approaches of assessing students' work.
<b>Benchmarks</b>	Benchmarks are more detailed descriptions of a specific level of performance expected of students at particular ages, grades, school levels or levels of development. They are the specific components of the knowledge, process, skill, concept, principle, or idea identified by a content standard.
<b>Content Standards</b>	Content Standards are broadly stated expectations of what (content) students should know. They describe the knowledge, skills, values, and attitudes that students should attain.
<b>Evidence Outcomes</b>	Evidence outcomes are indicators that indicate students' mastery of essential knowledge, skills, values and attitudes at the end of each grade or school level.
<b>Performance Assessment</b>	Performance assessment, also known as alternative or authentic assessment, is a form of testing that requires students to perform a task rather than select an answer from a ready-made list.
<b>Performance Assessment</b>	Performance assessment, also known as alternative or authentic assessment, is a form of testing that requires students to perform a task rather than select an answer from a ready-made list.
<b>Standard</b>	A standard is a level of quality or achievement, especially a level that is thought to be acceptable. It is something used to measure or estimate the quality or degree of something, for example, how good a piece of work is.
<b>Standards-Based Assessment</b>	A systematic and ongoing process of collecting and interpreting information about students' achievements.
<b>Standards-Based Curriculum</b>	Describes what all students should know and be able to do at the end of a grade or school level. The main idea behind standards-based curriculum is standards.
<b>Standards-Based Education</b>	An academic program in which clearly defined academic content and benchmarks are aligned. It spells out what schools and communities need to do to ensure achievement of expectations. The main idea behind standards-based education is standards.

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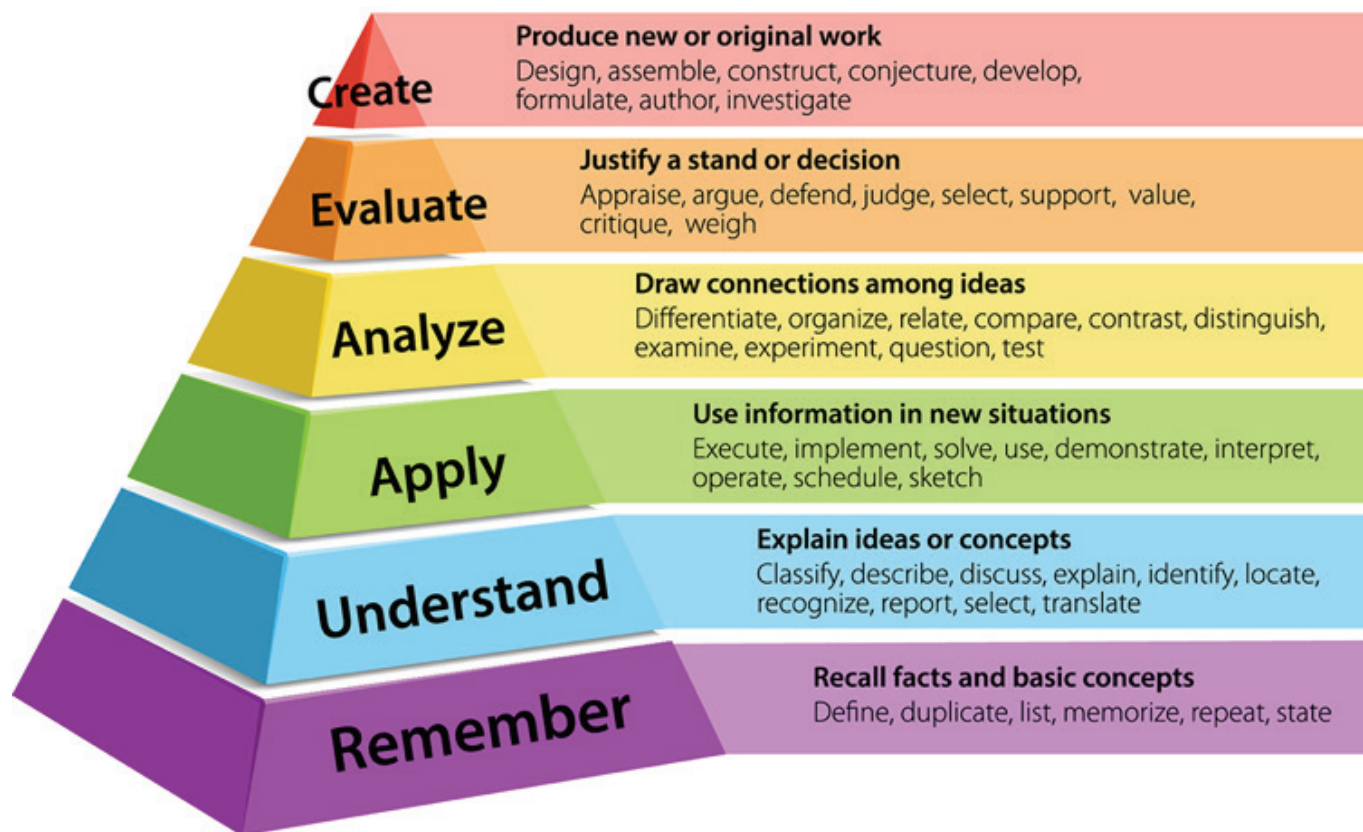
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# Appendices

## Appendix 1: Bloom's Taxonomy



Retrieved from: <http://www.bing.com/images/search?q=bloom's+taxonomy&qpv=bloom%27s+taxonomy&form=IGRE&first=1&cw=1129&ch=873>

## Appendix 2: 6 Types of Assessment of Learning

### ASSESSMENT TYPES

All of the different assessment types work together to provide a complete valid, reliable, and fair picture of a student's abilities.



#### Diagnostic

Assesses a student's strengths, weaknesses, knowledge, and skills prior to instruction.



#### Formative

Assesses a student's performance during instruction, and usually occurs regularly throughout the instruction process.



#### Summative

Measures a student's achievement at the end of instruction.



#### Norm-Referenced

Compares a student's performance against a national or other "norm" group.



#### Criterion-Referenced

Measures a student's performance against a goal, specific objective, or standard.



#### Interim/Benchmark

Evaluate student's performance at periodic intervals, frequently at the end of a grading period. Can predict student performance on end-of-year summative tests.

Retrieved from: TeachThought Staff, 2019, 6 Types Of Assessment Of Learning: Assessment Types, <https://teachthought.com/pedagogy/6-types-assessment-learning/>

### Appendix 3: Lesson Plan Template (integrating STEAM)

Strand 2:.....  
Unit 1: .....  
Topic: .....  
Lesson Topic: .....  
Grade: .....  
Length of Lesson: .....

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National Content Standard 12.2.2: .....  
Grade Level Benchmark 12.2.2.3: .....

**Essential Knowledge, Skills, Values and Attitude:**

Knowledge: .....  
Skill: .....  
Value: .....  
Attitude: .....  
**STEAM Knowledge and Skill**  
Knowledge: .....  
Skill: .....

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Performance Indicator: .....  
STEAM Performance Indicator: .....

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**Lesson Objectives: Students will be able to:**

- i. ....
- ii. ....

**Essential Questions:**

- i. ....
- ii. ....

*(Note: if you are planning a lesson that will not integrate STEAM, then simply remove the STEAM indicator)*

Lesson Procedure

Teacher Activities	Student Activities
<b>Introduction</b>	
<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>	<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>
<b>Body</b>	
<b>Modeling</b>	
<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>	<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>
<b>Guided Practice</b>	
<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>	<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>
<b>Independent Practice</b>	
<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>	<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>
<b>Conclusion</b>	
<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>	<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>

## Appendix 4: 21<sup>st</sup> Century Skills

<b>Ways Of Thinking</b>	<p><b>Creativity and innovation</b></p> <ul style="list-style-type: none"> <li>i. Think creatively</li> <li>ii. Work creatively with others</li> <li>iii. Implement innovations</li> </ul> <p><b>Critical thinking, problem solving and decision making</b></p> <ul style="list-style-type: none"> <li>• Reason effectively and evaluate evidence</li> <li>• Solve problems</li> <li>• Articulate findings</li> </ul> <p><b>Learning to learn and meta-cognition</b></p> <ul style="list-style-type: none"> <li>• Self-motivation</li> <li>• Positive appreciation of learning</li> <li>• Adaptability and flexibility</li> </ul>
<b>Ways Of Working</b>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Competency in written and oral language</li> <li>• Open minded and preparedness to listen</li> <li>• Sensitivity to cultural differences</li> </ul> <p><b>Collaboration and teamwork</b></p> <ul style="list-style-type: none"> <li>• Interact effectively with others</li> <li>• Work effectively in diverse teams</li> <li>• Prioritise, plan and manage projects</li> </ul>
<b>Tools For Working</b>	<p><b>Information literacy</b></p> <ul style="list-style-type: none"> <li>• Access and evaluate information</li> <li>• Use and manage information</li> <li>• Apply technology effectively</li> </ul> <p><b>ICT literacy</b></p> <ul style="list-style-type: none"> <li>• Open to new ideas, information, tools and ways of thinking</li> <li>• Use ICT accurately, creatively, ethically and legally</li> <li>• Be aware of cultural and social differences</li> <li>• Apply technology appropriately and effectively</li> </ul>
<b>Living In The World</b>	<p><b>Citizenship – global and local</b></p> <ul style="list-style-type: none"> <li>• Awareness and understanding of rights and responsibilities as a global citizen</li> <li>• Preparedness to participate in community activities</li> <li>• Respect the values and privacy of others</li> </ul> <p><b>Personal and social responsibility</b></p> <ul style="list-style-type: none"> <li>• Communicate constructively in different social situations</li> <li>• Understand different viewpoints and perspectives</li> </ul> <p><b>Life and career</b></p> <ul style="list-style-type: none"> <li>• Adapt to change</li> <li>• Manage goals and time</li> <li>• Be a self-directed learner</li> <li>• Interact effectively with others</li> </ul>





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