**Guidelines for Textbook Authors**

**Descriptive Writing**

**GRADE 9**

* To create a chapter on description/descriptive writing for class 9, an integrated approach should be used. It means listening/ speaking, reading, and writing skills are taught together using texts that exemplify ‘descriptive writing’.
* Authors can organise these skills in any order which is organic and logical. A similar structure should be followed in one textbook series.
* Literary passages can be used along with poetry and non-fiction text types as suited. Proper acknowledgements should be mentioned.
* Similar genres can overlap in a unit; there can be a unit where a story is given followed by a poem and/or an information-based text. This structure is subject to the author’s and/or book’s style.
* For broad SLOs, only parts that can be naturally embedded in the exercises/content/questions should be focused on.
* Any competencies, themes, sub-themes or skills can be adapted within chapters, projects or exercises.
* The given set of guidelines, structure or number of SLOs are by no means exhaustive, the authors can develop chapters/units using any set of SLOs that serve the learning purpose and pedagogical focus of their content.

The below-mentioned SLOs of SNC can be clubbed together in one chapter. It is not imperative to bifurcate SLOs in any manner. A task can have listening and reading SLOs, or reading and writing SLOs, integrated to foster in-depth learning. These competencies can be addressed separately as well–it depends on the pedagogy adapted by the author.

**COMPETENCIES:**

A. Oral Communication Skills

B. Reading and Critical Thinking

C. Vocabulary and Grammar

D. Writing

These competencies are the areas of language learning. While creating learning contents for textbook/workbooks/SRMS, all competencies can be used. Selected competencies, such as, Grammar can also be used for SRMs like Grammar workbooks.

**GENRE: Descriptions (Descriptive Writing) Class 9**

**Text Types: Science Fiction, story writing, 1st person and 3rd person narrative, characterisation, folk and fairy tales; narrative features of short stories**

**COMPETENCY A: Oral Communication Skills**

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| **Standard 1: Oral Communication Skills: Develop competence in listening and spoken language in order to communicate effectively across a variety of contents and to a range of audiences.** | |
| **Student Learning Outcomes:**  [SLO: E-09-A2-01]  Demonstrate attentive listening’ skills towards others and be sensitive to the rules of turn-taking in discourse.  [SLO: E-09-A1-02]  Speak confidently and fluently in a wide range of contexts to fulfil different purposes (including arguments and discussions).  [SLO: E-09-A4-02]  Demonstrate complex ideas and issues in drama, establishing roles and applying dramatic approaches with confidence. | |
| **Knowledge:**  Students will:   * Listen attentively while waiting for their turn. * Speak with confidence and fluency required to fulfil the specific purpose. | **Skills:**  Students will be able to…   * Enact a drama/play script showcasing a number of roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements. * Research more complex and interesting issues in their surroundings which can be portrayed in dramas via a myriad of roles and dramatic approaches. |
| **Formative Assessment:**  Role play, enacting a specific character of a play/drama  **Summative Assessment:**  Class Presentation | |
| **Learning Activities:**  **Activity No. 1:**   1. Divide the class into two groups. Different information is given to each half of the class about the characters concerned, e.g. for a scene which depicts someone in an office looking through a desk. Give half of the class details to suggest the person searching is a villain and up to no good. The other half are told that this is the hero in the villain’s office. Compare the descriptions in terms of vocabulary choices, register and sequence of ideas. 2. Provide students with different descriptive texts. Ask them to replace underlined words in a descriptive text with more precise/evocative ones. In pairs, students describe various scenes, landscapes and maps using precise vocabulary associated with each one of them. 3. Perform a dramatic action with strong feelings, e.g. walks into the room angrily, or slamming the door. Students can write a paragraph describing what happened being careful to choose the exact words.   **Extension activity:** Give students lists of synonyms for words in a short text. They rank or order them for closeness to the original word and then again for the strength of meaning according to their connotations, e.g. anger = fury, rage, wrath, annoyance, irritation.   1. Students watch a short film clip/read a short story and write a half-page report on the event observed, taking care to report the incident accurately. They form small groups and comment on how accurate the report is by considering the vocabulary, register and use of language devices.   **Useful resources include**  • narrative text with underlined words and lists of synonyms  • pictures of different scenes, landscapes, maps, figures and graphs  • online film clip or scene from a movie, TV series or sporting event (can be downloaded and provide a link or QR code here for easy reference)  • examples of coursework writing | |

**Competency B: Reading**

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| **Standard 1**: Use strategies, skills and knowledge, skills related to word identification/decoding, vocabulary, comprehension and fluency to construct meaning from informational and literary texts while maintaining a positive disposition towards reading.  **Standard 2:** Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text to comprehend and analyse a range of literary (prose, poetry and drama) and informational texts (narrative, descriptive, expository, persuasive, procedural, and functional texts). | |
| [SLO: E-09-B1-01]  Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.  [SLO: E-09-B1-02]  Ask and answer higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?  [SLO: E-09-B2-01]  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  [SLO: E-09-B3-02]  Read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.  [SLO: E-09-B2-03]  Discuss their own and others’ reading critically, taking account of others’ views of what they have read, express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts.  [SLO: E-09-B3-05]  Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer’s purpose, and intended audience and infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.  [SLO: E-09-B3-06]  Examine how an author develops and contrasts the points of view of different characters or narrators in a text.  Critique the plot development with respect to different aspects of the story.  [SLO: E-09-B3-07]  Examine the particular elements of a story or drama (e.g., how the setting shapes the characters or plot).  Identify rhyme schemes and figurative language in poems*.*  Examine stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution)  Examine 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. | |
| **Knowledge:**  Students will:   * Read a wide range of literary texts accurately while learning to decode multisyllabic words in sentences. * Read a wide range of texts accurately with appropriate rate, variation in a voice appropriate for characters, and expression in successive readings, both orally and independently. * Infer and deduce to recognise implicit meaning (e.g., look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively. * Give an informed personal response to a text and provide some textual reference in support. | **Skills:**  Students will be able to…   * demonstrate an understanding of complex sentence patterns while using the knowledge of syllables. * mark the multisyllabic words in sentences to decode and pronounce correctly. * read unfamiliar sentence patterns fluently with proper stress, expression, and joy. * Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/textual/factual open-ended questions that require interpretation, inference and personal response. * Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyse the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. * Determine a theme or central idea of a text and analyse its development over the course of the text; provide an objective summary of the text. * Examine the particular elements of a story or drama (e.g., how the setting shapes the characters or plot). * Identify rhyme schemes and figurative language in poems*.* * Examine stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution) * Examine 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. * Use inference and deduction to recognise implicit meaning (e.g., look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively. Use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions. * Reading to structure and analyse descriptive/argumentative/persuasive essays. |
| **Formative Assessment:**  Class presentations, reading aloud, reading to infer meanings  **Summative Assessment:**  End of unit test, Mid-term and final exams. | |
| **Learning Activities:**  **Activity No. 1: (Science Fiction Story)**   * Divide students into small groups and distribute two science fiction stories. Instruct groups to look through the samples and create a list of common features. * List and discuss features as a whole group, then tell students they will be learning all about the genre of science fiction.   + Why is science fiction difficult to define?   + What is science fiction?   + Where else do we see the science fiction genre? * Have students brainstorm examples of science fiction found in mainstream media, discuss briefly, then have students divide their notebooks into four sections. Each section will be dedicated to one of the characteristics of science fiction. * Ask students to read excerpts from science fiction stories/books. Once students have read the stories/excerpts, generate a class discussion by asking: * Which characteristics do these stories have? * What was the author’s purpose in writing these stories? * Why are these texts considered science-fiction?   Share details of the features of science fiction stories:  **Features of Science Fiction: • Time Travel:** Travelling through time into the future or past.  **• Teleports:** Disappearing in one place and reappearing instantly in another.  **• Multiple Universes:** More than one similar but slightly different universe.  **• Mind Control:** Using magic, science, or something else to control the minds of others.  **• Aliens, extraterrestrial life, and space travel:** Many science fictions are set in outer space  **• Mutants:** Super-human beings with genetic differences. **• Fictional Worlds:** Worlds that are made up and have their own set of rules and ways of living that are different from ours.  **• Alternate Histories:** Sometimes science fiction is set in the past and explores something that might have happened if a historical event had gone differently.  **• Made-up Technology:** The sky is the limit. You can create technology to do whatever you want it to in a science fiction world.  Provide a list of sentence openers for science fiction stories:  Sentence Openers:  After a harrowing journey,  After endless months of searching,  Among the stars,  As the rocky ground trembled,  Walking on the surface of the planet,  Provide a list of words that can describe the setting of science-fiction stories.  Explain that the use of adverbs makes writing interesting. For students’ help, provide a list of words that can be used in science-fiction stories.  abruptly, anxiously, bravely, briskly, courageously, curiously, fearfully, instantly, mysteriously, rapidly, strangely, suddenly, swiftly, unexpectedly  Suggested Science Fiction Books:   * Twenty Thousand Leagues Under the Seas by Jules Verne * A Space Odyssey by Arthur C. Clark * The Robots of Dawn by Isaac Asimov * The Three Bodied Problem by Liu Cixin | |

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| **Activity No. 2:**  Give Students a text containing some unknown, complex words (not more than 10) to underline as they read. Students work out the probable meanings by thinking about: • similarity to known words • similarity to words in other known languages • contextual clues • breaking down words into syllables (including prefixes and suffixes). In groups, Students record new words in their notebooks. They then establish the correct meaning of the words and write their own synonyms or paraphrases to convey the meanings of these new words or present the meaning of a word they considered. Students must justify their explanations of meaning too. **Extension activity:** Students use the new words in a sentence to illustrate and reinforce the understanding of the meaning. **Extension activity:** Students scan the front page of a newspaper article for up to 10 words that they do not know/think others might not know. Using a dictionary, Students look up and record the definition, then join another pair. Students from each pair challenge each other to guess the meaning of their chosen words by using the words in sentences that they have created. Students are offered/create possible alternative definitions from which the correct one has to be selected. In pairs, Students complete cloze (gap-fill) exercises with unknown words removed. (New words could be given at the bottom of the exercise and Students must decide which gap they fill.) Provide an answer sheet. Students mark each other’s answers. **Useful resources include** • short non-fiction and/or fiction texts with advanced vocabulary choices • gap-fill and matching exercises  **Activity No. 3:**  Students study short extracts, e.g. a diary entry, science article, or news report, to collect evidence of the writer’s presence, e.g. how subjective (some bias – the writer puts forward their own personal opinion about the topic) or objective (non-bias – the writer is not influenced by their own personal opinions), how reflective or factual the text is. **Extension activity:** Students discuss what they can tell about the narrator or persona of a narrative text from its voice and give a score of 0 to 5 for the strength of voice and how this relates to the purpose of the text and what it is trying to achieve. In pairs, Students identify the ratio of the active and passive voice in different genres of text and draw conclusions as to how this affects the reader’s feelings and emotions. Students identify the different ‘voices’ in an extract. They then identify (or are given a list of) the perspectives involved, e.g. in a newspaper report (as indicated by direct quotations, indirect quotations/paraphrases, and suggestions of general/public opinion). Students identify which voices the writer might agree with / be seen as sympathetic towards. **Extension activity:** In pairs Students repeat the analysis for one or more other text(s), e.g. a magazine article, a blog, or an autobiography/biography and report back findings to the class in the same way.  Students consider different ways a narrative voice can manipulate the readers’ feelings (based on the texts explored).  **Useful resources include:**  • suitable texts can be found online, news media, reference books  • opening extracts from first-person short stories or novels  • local and international newspaper reports  **Activity No. 4:**  Students study two texts, e.g. a dialogue between teenage friends and a dialogue between a teenager and a parent/teacher which are of the same style, have similar content but different registers (a type of language, pronunciation and syntax used in relation to the formality of a situation; often determined by social context). They make notes and give feedback on differences in vocabulary, grammar and sentence structure (an annotated example could be modelled).  Students are given similar information, e.g. description of a (famous) place – presented in different genres perhaps as a literary fiction, guidebook extract, holiday brochure or a letter to a relative. By thinking about what was explored in the previous activity, Students then match each extract to one of the contexts listed and report back findings, e.g. Which text might be from a guidebook? How can you tell?  **Extension activities:** Students work in groups to analyse one of the different styles of writing. They annotate the effects of the key features used in the text, and the register. Then present feedback on one of the texts, with examples, to the rest of the class.  Students prepare, then read aloud, suitable texts and discuss how tone relates to style, e.g. how emotion, or lack of it, is conveyed through syntax and vocabulary choice. Explore how a writer conveys tone through writing rather than spoken word. Discuss which genres typically use imagery and which do not, and the reasons for this.  **Useful resources include:**   * extracts from relevant literary texts and newspaper articles   **Narrative Texts:**  **Activity No. 5:**  Students read a narrative text, listing three or more things that they noticed about the character(s), narrator, imagery, setting and events. On the second reading, Students list things that they had overlooked on the first. **Extension activity:** Students listen to a short text and write at least five things that they remember about the argument, character(s), narrator, language, imagery, setting and/or events (depending on the style of text used). In pairs, Students underline the supporting details (extra, detailed information given in a text about characters/people, events, setting or an argument) in a text, which could be removed without altering the story or argument.  **Activity No. 5:**  Read a short text about an area of interest to the class. Give students a general summary style focus on activities people can do in that particular area. Model how students can skim and scan the text for keywords. Model an oral explanation based on ideas from the text that have been found by skimming and scanning. Give students a range of texts offering information about an area, e.g. short extracts from travel brochures, autobiographies, biographies, magazines and newspaper articles. Students identify relevant activities for a given person in a given situation. For example, information might concern local clubs for boys and girls of different age groups and/or local attractions and places to visit. Students might identify which activities are open to a particular child and draw up a timetable outlining what they can do and when they can do it. Students present explanations (based on ideas selected from the text) to the class of what one of the chosen activities involves – possibly an activity they might be interested in doing themselves. **Extension activity:** Students discuss which activities from a text(s) would be available for different combinations of family members, e.g. varying ages, and gender. Students read a short extract from a novel, or watch a short clip from a television episode, involving more than one storyline. Students explain only what happened in relation to a specified character or plot line (share the focus with them before they read the extract or view the clip). Students compare explanations and discuss coverage / redundant material/overlap and produce an extensive list together on the board. After reading a balanced discursive text, students categorise arguments for and against in relation to a particular stance/focus. Students then write up their ideas for either for or against in a selective summary style response. |

**Competency C: Vocabulary & Grammar**

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| **Standard 1**: Use vocabulary accurately and appropriately as well as understand how speakers/writers put words together and use vocabulary to communicate meaning in familiar and unfamiliar settings.  **Standard 2**: Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication. | |
| **Student Learning Outcomes:**  SLO: E-09-C1-02]  Comprehend and use contemporary idioms and proverbs in the different texts and in their speech.  SLO: E-09-C1-03]  Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks  SLO: E-09-C1-05]  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  Analyze nuances in the meaning of words with similar denotations.  SLO: E-09-C4-01]  Use all types of tenses correctly in speech and writing.  Use gerunds and participles.  SLO: E-09-C5-01]  Differentiate between a variety of phrases and clauses.  SLO: E-09-C5-02]  Construct sentences using the sentence patterns and structures learnt in earlier classes.  SLO: E-09-C5-04]  Change tense in indirect speech (present, past and perfect tenses, future, modals*,* time and questions, orders, requests, suggestions and advice) in speech and writing. | |
| **Knowledge:**  Students will:   * Explain the meaning of words from how they are used in different contexts (e.g., explanations: technical language; expositions; persuasive language) in both familiar and unfamiliar settings. * Comprehend contemporary idioms and proverbs in the different texts and in their speech. * Examine the use of tenses, gerunds, participles conjunctions and transitional devices in speech and writing to create the effect. * recognise the use of all types of tenses correctly in speech and writing. * Recognise subordinating conjunctions to connect independent clause/s to dependent clause/s. e.g., He could not attend the meeting because he was sick. | **Skills:**  Students will be able to…   * Use contemporary idioms and proverbs in the different texts and in their speech. * Interpret gerunds, participles, conjunctions and transitional devices in speech and writing to create the effect. * Use subordinating conjunctions to connect independent clause/s to dependent clause/s. e.g., He could not attend the meeting because he was sick. * Apply the use of all types of tenses correctly in speech and writing. * Construct sentences using the sentence patterns and structures learnt in earlier classes. |
| **Formative Assessment:**  **Summative Assessment:** | |
| **Learning Activities:**  Using Figurative Language: (Refer to Sunrise excerpt from the reading section).  Explain what is figurative language and why it is important to use it in your writing. Figurative language is a key part of descriptive writing. Techniques such as metaphor, simile and personification are useful devices to engage your reader and help them to understand what you are describing.  Metaphors and similes work by drawing comparisons, but they also extend the meanings of what is being described. Consider this use of simile:  **•** The lake, like glass, mirrored the purple and gold of the sky.  The simile ‘like glass’ conveys a lot of information to the reader. It suggests that the lake is still, clear and smooth. It helps to reinforce the sense of calm in the description. It also helps the reader to imagine a scene where the lake and sky are connected as if nature is a powerful force whose elements work together.  The metaphor works in a similar way, using a comparison to help the reader imagine a scene, but also suggesting the qualities of the thing being described. Consider this metaphor:  **•** The sky was a masterpiece.  This suggests to the reader that the sky looks like a painting, implying both beauty and stillness. This figurative language contributes to a feeling of peacefulness. It also suggests something valuable – as if nature is a priceless thing to be admired.  **​​Personification:**  Personification is also a useful way to bring objects to life. This technique is often used to create tension or energy, but it can be used for a wide variety of effects. For example:  **•** The dark forest keeps its secrets for now.  Notice how the forest seems to be a mysterious thing as if it has the human ability to conceal secrets. Personification makes it appear alive.  Here are two examples of figurative language from the student’s description of ‘Sunrise’ in Activity 2. For each example, write a sentence identifying the type of figurative language being used and the effect it creates.   * + **a** *Like guards, the mountains on the horizon stood immobile.*   + **b** *The world was waking from its sleep.* * **6** Look again at Figure 8.4 Activity 4. How could you use figurative language to describe the scene? Think about the overall effect you are trying to create, then write two sentences that use figurative language. * Using your plan from Activity 4 and your sentences from Activity 6, write a paragraph describing the picture. Write around 100 words. * **8** Share your writing with a partner and give each other feedback on:   + **the structure – has your partner used repetition or a sense of movement?**   + **the use of figurative language – does it help you understand the scene? (please reword and make context specific, exclude figues and activity numbers)**   **Using Punctuation, Spelling and Grammar:**  Students complete sentence joining exercises using subordinating connectives to form complex sentences from three simple sentences. Revise the rules for the use of full stops, commas, dashes, hyphens, apostrophes, semicolons and colons. Students put the missing punctuation in a text which has had the punctuation removed. **Extension activity:** Revise spelling rules, e.g. for ‘i.e.’ words, double consonants, adverb endings – using examples on board and Students provide their own. In pairs, Students study spelling lists of useful words often misspelt. They underline each other’s ‘hot spots’, are tested on them, and do corrections using the ‘Look, Cover, Write, Check’ method. Remaining in pairs Students make a list of words they find difficult to spell, e.g. necessary, definite, liaison, accommodation, embarrassment, and separate. They check the spelling of the words in their list and devise mnemonics to help them remember them. **Useful resources include** • worksheet of simple sentences for joining • short unpunctuated texts. (Note: These can be found online.) • material on spelling rules, e.g. short vowel followed by a double consonant – common patterns and suffixes, e.g. dis, ough, ight, qu, ely, and confused homonyms, e.g. their, they’re, there  **Idioms and Proverbs:**  **Activity No. 1:**  **Idioms A to Z:**  Give a list of A to Z idioms. Ask the students what some of these mean?    Students can match the idioms to their explanations. Idioms can then be used in their writings. | |

**Competency D: Writing Skills:**

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| **Standard 1:** Create grade-level pieces of writing which are focused, purposeful and show an insight into the writing process; expressing increased fluency, coherence and cohesion, correct grammar and legibility, grade-level vocabulary, punctuation and spelling, for a variety of purposes.  **Standard 2:** Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types. | |
| **Student Learning Outcomes:**  SLO: E-09-D1-01]  Apply editing and proofreading skills to a range of different texts and contexts  SLO: E-09-D2-01]  Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organisers, freewriting, and note-taking.  SLO: E-09-D3-01]  Write multiple paragraphs essays/stories; multi-stanza poems or playscript using mechanics of correct writing.  Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director’s notes. Use vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee.  SLO: E-09-D3-02]  Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.    b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from the one time frame or setting to another.    d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  e. Provide a conclusion that follows from the narrated experiences or events.  SLO: E-09-D3-05]  Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft. | |
| **Knowledge:**  Students will:   * Follow the steps of the process approach to plan for writing a paragraph. * Follow the techniques of writing the first draft, proofreading, and editing. * Write multiple paragraphs essays/stories; multi-stanza poems or play script, following rules of subject-verb agreement, sentence structure and types. * Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director’s notes. * Write a poem narrating an event or a story. | **Skills:**  Students will be able to…   * Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking. * Follow the techniques of writing the first draft with sufficient details; proofread it and edit details to suit the purpose and audience. * Write multiple paragraph essays/stories; multi-stanza poems or playscript using correct punctuation and spelling, grammar, grade level vocabulary and transitional devices, by using the writing process approach: prewriting, editing and final draft stages. * Write a short dialogue using vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee. * Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. * Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. * Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. * Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from the one time frame or setting to another. * Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. * Provide a conclusion that follows from the narrated experiences or events. * Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft. |
| **Formative Assessment:**  Ongoing writing work on descriptions  **Summative Assessment:**  End of unit tests, quiz, mid-year and end of year examinations. | |
| **Learning Activities:**   1. Read and display a detailed descriptive text. Ask students to draw a picture of the place being described and compare their drawn pictures with each other. Discuss why pictures vary and how vocabulary choice affects the reader. Students pick out the powerful words from the text and give their associations. **Extension activity:** This can be done as a pyramid/iceberg diagram with the deepest connotations and intended effects on the lowest layer. 2. Call out adjectives and ask the students to give a score between +5 to -5 for the positive and negative connotations of the words. (They are unlikely to give 0 and this is a basis for discussion about words rarely being neutral.)   Encourage them to fill in gaps in a descriptive text using vocabulary in keeping with the atmosphere of the whole. Students rank order synonyms for their strength of meaning and compare their orders with others.  **Extension activity:** Students identify figurative language, sense impressions and onomatopoeia, in a text and explain meanings; suggesting something about the effect of the technique used in context.  **Useful resources include:**  • novel extracts describing buildings/landscapes, travel writing and familiar literature texts  **Activity No. 2:**  In pairs, Students arrange jumbled paragraphs of a story or stanzas from a narrative poem into the correct sequence. Discuss clues from the start of the texts that help prepare the reader for the ending of the narrative.  In the same pairs, Students draw a labelled diagram to represent the event sequence of a short story, e.g. concentric circles, triangles, parallel lines, and converging lines and explain it to the class.  Read a story to students stopping at points to ask for predictions for the next stage. Students write an appropriate continuation or an alternative ending to a story.  **Extension activity:** Students write/improvise an episode we do not see fully in the text itself, using clues from the original to predict appropriate events and details.  Useful resources include   * complete short stories * first part of a short story * jumbled paragraphs of prose or verse narratives.   **Writing a Narrative in first or third person:**  Initiate discussion of the usage, benefits and limitations of first- and third-person perspective, including ‘one’, in both singular and plural, in different types of continuous writing/composition providing short examples.  Students study a news crime report, turning it into two informative statements, one made by the victim and one by the perpetrator of the crime to understand how a change of persona changes perspective.  They then revisit a narrative extract from a novel or short story they have studied in the first or third person. They discuss and feedback on their views to the class, if/how a change of person would also change the content, register and reader positioning.  **Extension activity:** Students rewrite an incident from a novel or short story, giving the narrative voice to a different character and adopting a different perspective.  Students find/read extracts from narratives where a third person narrator is:   * a specific character within the story * not involved in the narrative and ‘all knowing’ * limited to what a single person observer would know.   Students consider the likely effect of perspective and plan or write their own narratives for at least two of the options. Explain/introduce the approach of ‘Show don’t tell’ (i.e. letting a reader make their own judgements encouraged by clues and details in the text, rather than by the writer telling them what to think – offering images, not facts). Students read a narrative piece written to introduce a character. They identify things the reader has been told about the character rather than worked out for themselves, e.g. old/cheerful/bossy/posh. In pairs Students underline verbs used in relation to the character, e.g. she walked into the room and offer more precise alternatives to give a clue about how and why, e.g. she wobbled into the room. Repeat / have other pairs underlining nouns linked to the character and offer more precise alternatives, e.g. clothes worn-thin coat/jacket / faded hoodie and resetting cottage, apartment, mansion, lounge, sitting room, conservatory or props/items used, e.g. drinks from a mug, tea cup, bottle. Students consider narrative response(s) written in the third person created/selected by the teacher. They identify a fact offered by a character, e.g. ‘Mrs Brown was fat and didn’t care about other people.’ | |

**POETRY**

* To create a chapter on poetry writing for classes 9 and 10, an integrated approach should be used. It means listening/ speaking, reading, and writing skills are taught together using texts that exemplify ‘Poetry Writing’.
* Authors can organise these skills in any order which is organic and logical. In one textbook series, similar structure should be followed.
* Literary poems can be used along with patriotic and various types of poems. Proper acknowledgements should be mentioned.
* It is recommended to use various types of poems in a unit to provide students with a variety of poems. It is also important to note that poems should not be limited only to one unit. They can and must be used in various other units. Some authentic literary poems by the following famous poets can be considered.
* Robert Frost
* Robert Browning
* William Wordsworth
* William Blake
* Maya Angelo
* Ted Hues
* Mary Oliver
* Robert Hass
* Umer Khayam
* Khalil Gibran

Few other poems that can be read are:

Poems suggested for Grade 9 may still prove appropriate, e.g. Prince Kano – Edward Lowbury I Like That Stuff – Michael Rosen; Mid Term Break – Seamus Heaney; Macavity – TS Eliot; A Case of Murder – Vernon Scannell; In Just Spring – e e cummings; Father’s Hands – Paul Cookson; Child on Top of a Greenhouse - Theodore Roethke; Jaguar – Ted Hughes; The Thought Fox - Ted Hughes; Ten Things Found in a Shipwrecked Soldier’s Pocket - Ian Macmillan; Daffodils – William Wordsworth; Listen Mr Oxford Don – John Agard; Jabberwocky – Lewis Carroll

* For broad SLOs, only parts that can be naturally embedded in the exercises/content/questions should be focused.
* Any competencies, themes, sub-themes or skills can be adapted within chapters, projects or exercises.
* The given set of guidelines, structure or number of SLOs are by no means exhaustive, the authors can develop chapters/units using any set of SLOs that serve the learning purpose and pedagogical focus of their content.

The below-mentioned SLOs of SNC can be clubbed together in one chapter. It is not imperative to bifurcate SLOs in any manner. A task can have listening and reading SLOs or reading and writing SLOs integrated to embed in-depth learning. These competencies can be addressed separately as well–it depends on the pedagogy adapted by the author.

It is also suggested to use modern and contemporary poems from local poets that are within our context and have more relevance.

**GENRE: POETRY**

**COMPETENCY 1: Oral Communication Skills**

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| **Standard 1: Develop competence in listening and spoken language in order to communicate effectively across a variety of contents and to a range of audiences.** | |
| **Student Learning Outcomes:**  [SLO: E-09-A2-01]  Demonstrate attentive listening’ skills towards others and be sensitive to the rules of turn-taking in discourse.  [SLO: E-09-A2-03]  Demonstrate the use of rhetorical questions for a range of audiences.  [SLO: E-09-A3-01]  Speak confidently and fluently in a wide range of contexts to fulfil different purposes. | |
| **Knowledge:**  Students will:   * Listen attentively to a range of poems * Differentiate between types of audiences for each audio text and purpose of presenting the information | **Skills:**  Students will be able to…   * Identify the salient points of any given audio text in a focused, coherent manner with valid reasoning and well-chosen details. * Use appropriate oral forms to convey information, especially presenting it in a poetical manner by incorporating and maintaining appropriate voice qualities (e.g. pace, tone, volume, style, stress, and enunciation) when speaking. * Speak using non-verbal gestures, and variation in voice to convey shades of meaning * Speak confidently using complex vocabulary and longer sentences to fulfil different purposes * Ask and answer grade-level questions about key details across comprehension levels (factual, inferential, and evaluative e.g., make predictions, make inferences about the purpose, intention, theme, compare and contrast, categorize and classify, distinguish between cause and effect, draw conclusions, identify different points of view, identify a problem solution relationship * Follow the rules of turn-taking during discussions. * Ask and practice rhetorical questions as food for thought. |

**Competency 2: Reading**

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| **Standard 1:** Use strategies, skills and knowledge, skills related to word identification/decoding, vocabulary, comprehension, and fluency to construct meaning from informational and literary texts while maintaining a positive disposition towards reading.  **Standard 2:** Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text to comprehend and analyse a range of literary (prose, poetry and drama) and informational texts (narrative, descriptive, expository, persuasive, procedural, and functional texts). | |
| **Student Learning Outcomes:**  [SLO: E-09-B1-01]  Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.  [SLO: E-09-B3-01]  Provide an objective summary of the text.  [SLO: E-09-B3-05]  Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer’s purpose, and intended audience and infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.  [SLO: E-09-B3-07]  Examine the particular elements of a story or drama (e.g., how the setting shapes the characters or plot).  Identify rhyme schemes and figurative language in poems*.*  Evaluate the literary techniques (e.g., music/ sound, imagery/ visual effects, type of vocabulary and language structure) used in written and visual texts to achieve a variety of purposes.  Examine stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution)  [SLO: E-09-B3-12]  Summarise complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks.  Make inferences to draw conclusions from, e.g.  a. contextual information  b. writer’s viewpoint  c. implied information | |
| **Knowledge:**  Students will:   * Read poems aloud for fluency, and recitation. * Use rules of mechanics and pronunciation to read correctly and fluently * Learn to effectively use and apply various reading strategies appropriate to reading purpose i.e. skimming and scanning text to discover the meaning, and main idea of a text and to deduce implicit and explicit meaning * Identify the central idea or a theme of a text, identify supporting and particular details; provide a summary of the text. * Differentiate between stanzas and paragraphs * Determine a poet’s point of view or purpose in the poem and explain how it is conveyed. * Understand the implicit and explicit meaning, writer’s craft and nuances of language used in poetry | **Skills:**  Students will be able to…   * Comprehend and read with fluency and decode multisyllabic words when reading poems accurately by unpicking difficult and new words for correct pronunciation * Read new words with silent letters correctly. * Apply rules of punctuation correctly. * Ask and answer simple and higher-order questions in comprehension passages * Participate in poetry recital competitions following the nuances of recitals. * Recognise and rectify faulty punctuation in given passages and own work and correct others’ work * Consult the dictionary for the literal and contextual meaning. * Differentiate features of text based on genre. * Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of poems with open-ended questions that require interpretation, inference and personal response. * Identify the central idea of the poem * Use a variety of details to support the main idea in the variety of texts studied. * State reasons for selection or choice of text and support with evidence. * Consult a dictionary to find denotative and connotative meanings. * Categorise supporting details to see variety in selected text. * Learn to support point of view * Discuss the poet’s use of language craft, including figures of speech and sounds of speech to show shades of meaning, and literary devices considering the impact on the reader. * Analyse the poet’s perspective and the message he wishes to convey. * Summarise the poem for key ideas. |
| **Formative Assessment:**  Class tests, quiz  **Summative Assessment:**  Mid-Year and End of Year examination  **Learning Activities:**  **Activity No. 1:**  **Using Inference and Deduction to recognise implicit and inferred meanings:**  Inference/deduction is an important reading skill for students to acquire. Teachers’ work on this will vary according to the text being studied. However, the importance of visualisation, narrative hooks, connotation, and knowledge of narrative/genre are taught. Teachers should also model how to read back, as well as forwards in a text to find links between events and themes. Giving students a picture/photograph to ‘read’ will often make clear the skills of inference.  To consolidate and extend knowledge/understanding, students could:  - Underline literal information and then predict what is going to happen next  - Highlight words/phrases in a fiction extract which are to do with behaviour, thoughts, and senses  - In a short fiction extract, underline words which show how a character speaks, moves, looks. What clues do these give about the character?  - Use some of the following approaches to help with inference: thought maps; guided tours; Venn diagrams; tension graphs; hot seating  - Create a ‘character line’ of how a character changes throughout a text  - Create spider diagrams exploring the connotation of particular words e.g. *white, green, peace*. Compare these with a partner. Are they the same?  - Underline words in a poem understood, and compare with a partner.  - From the title of a poem/story, predict what is going to happen next.  - Read the first chapters from different genres and predict what is going to happen next.  - Match beginnings and ends of texts/poems  **Activity No. 2:**  **All about Poems:**  Predict what the poem is about from the title; suggest a different title; tell the ‘story’ of the poem in 100 words; write favourite line from a poem on ‘Lines I like Best’ poster; fill in missing words ; fill the gap with the right word from a group of synonyms; put poem back in the right order; work out where a line is missing; choose the right missing line from a cluster provided; highlight the words understood/not understood and clarify with a partner; highlight different lexical fields e.g. positive/ negative; choose favourite images from the poem and draw these; research the social, cultural and historical contexts of the poem; write up a biographical entry for the poet; sort out poems into groups/determine the odd one out; each student in the class to learn one line of the poem by heart, so that the whole class is able to recite the poem; choral presentation of the poems; draw the poem – key images; find a image/painting which could accompany the poem; find music which would suit the poem; tell the poem as a story; write a poetry review; write a letter to the poet asking some key questions; act out the story of the poem in a number of specified freeze frames, led by a narrator; write a magazine article on the poem/poet for the school magazine; students to create questions of another student to answer; answer questions using textual evidence followed by explanation, respective parts done in different colours; use a writing fame to give an informed response to a poem\*; write their own poem using particular techniques/strategies; compare at least two poems using a comparative grid.  Students highlight poems as appropriate: simile, personification, metaphor, rhyme (couplets, end rhyme, half-rhyme, sight-rhyme), alliteration, assonance, consonance, repetition, positive and negative vocabulary; particular vocabulary fields. There should be a focus on how the respective structure of the poem impacts meaning. Why is it divided like this? Arranged on the page like this? | |

**Competency C: Vocabulary & Grammar**

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| **Standard 1:** Use vocabulary accurately and appropriately as well as understand how speakers/writers put words together and use vocabulary to communicate meaning in familiar and unfamiliar settings.  **Standard 2**: Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication. | |
| **Student Learning Outcomes:**  SLO: E-09-C1-03]  Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.  SLO: E-09-C1-05]  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  Analyze nuances in the meaning of words with similar denotations.  SLO: E-09-C2-02]  Apply knowledge of language to understand how language functions in different contexts, make effective choices for meaning or style and comprehend more fully when reading or listening.  Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.  SLO: E-09-C3-01]  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.   * Observe hyphenation conventions. * Spell correctly. * Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. | |
| **Knowledge:**  Students will:  Know the rules of grammar and vocabulary of the identified concepts.   * Explain the meanings of how meanings of words change when used in different contexts (both in familiar and unfamiliar settings) * Follow punctuation rules, articles and use of verbs * Know the rules of grammar (use and usage) of the given concepts when writing poetry with rhyme scheme, metre and free verse and other types of poetry. | **Skills:**  Students will be able to…   * Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. * Locate the entry word and the etymology of the word. * Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. * Use thesaurus and dictionary to locate synonyms/antonyms according to the context and use in writing. * Practice grammatical functions and concepts to use correctly in speech and writing. * Practice punctuation rules and grammatical functions and concepts to use correctly in poetical speech and poetry writing * Use grammatical concepts correctly in writing poetry, identifying features when reading poetry. |

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| **Formative Assessment:** Daily class work, various writing skills with appropriate grammar and vocabulary.  **Summative Assessment:**  Mid-Term and End of Year Exams.  **Learning Activities:**  **Fronted adverbials**  Teacher to ensure that students are clear on the meaning and purpose of adverbials, and how they can clarify or emphasise meaning.   * Adverbs modify or add information to a verb, adjective, preposition, another adverb or a whole sentence. They are often formed by adding the morpheme –ly to an adjective e.g. *quick/quickly*, but can be irregular, e.g. g*ood/well*. * An adverb can modify: a verb - *I really liked the book;* an adjective – *He is really kind;* preposition - *We were walking just down the road*; conjunction - *We arrived just as he was leaving;* adverb - *He walks really slowly.*   - The main kinds of adverbs are: manner*, I walked slowly;* place, *Put the dish there;* time, *I’ll go out soon;*  frequency; I *go to the gym often;* degree, I *enjoy cycling more.*  - There are also interrogative adverbs: *why, when, where, how*.  **Adverbial phrases**  Adverbial phrases are very important in a sentence as they give explicit information e.g. *He wrote extremely quickly.* Fronted adverbials foreground particular information e.g. *Cheering loudly, he made a huge noise; Eating too quickly, the boy was sick.*  **Prepositional phrases**  -Prepositions are words which can tell the reader where something is, or where and when something is happening e.g. *about, across, after, at, before, behind, by, down, during, from, for, in, into, of, off, out, over, round, since, through, to, under, up, with*  - Prepositional phrases are a group of words with a preposition at the front, e.g. *on the roof; under the bed; at midnight, across the river; down the long road.* Prepositional phrases are important in writing because they allow information about time and place, or the way things are done or what they are like, e.g*. The film at the cinema this week is very interesting; The boy walked home along the river path; Before you go there, you must check it out*.  **Complex nouns**   * Complex noun is a phrase which functions syntactically as a noun. Detail can be added before the noun, *A cold damp bedroom*, and after the noun, *The damp, cold bedroom at the top of the stairs*   **To consolidate and extend knowledge/understanding, students could**:   * Investigate short extracts from a range of texts and highlight adverbials, prepositional phrases, complex nouns. * Extend sentences by adding/placing adverbials, and prepositional phrases at different points in the sentence   Take one sentence and extend/ vary it through the use of adverbials/prepositional phrases  Punctuation Activities:  **Commas**  Teachers should ensure that students know how to use parenthetical commas:  -A noun phrase in apposition e.g. *Mr Smith, 45 years old, was injured in an accident*  *-*A parenthetic clause e.g. using relative clauses *Jane, who is a nice girl, came to see me; The dog, which was called Rover, was barking;* Finally*, the dog that barked in the night, fell* asleep.  **Semicolon**  - To separate phrases in a list e.g. *I would like six kilograms of fresh beef; two and a half kilograms of white fish; three kilograms of green grapes*.  - Instead of ‘and, but, or’ to join two related sentences/clauses happening at the same time, e.g. *The man strode through the door; he looked at me; He likes cheese; she doesn’t.* The only capital letter will be at the beginning of the sentence.  **Colon**  - To show that something (often a list) is coming e.g. *I nominate three authors for the prize: Brown, Smith, and Todd.*  - Instead of ‘because’, when the writer wants to seem very definite e.g. *My wife loves shoes: she has 45 pairs*.  - – With two or more main clauses where each subsequent clause is a result of the previous one (as in therefore’): e.g. *I ate a plate of defrosted prawns: I was really sick!*  **Dash**  - To separate a word or phrase from the rest of the sentence for deliberate effect, e.g. *Crouched in front of me was a – mouse* (suspense/ drama); *I have said – more than once – that I would like you to be quiet*. (emphasis); *I hope that* – (interruption, sudden breaking-off of speech)  **Brackets**  -Brackets are used to include additional information which does not interfere with the meaning the sentence e.g. *Please consult the relevant map (p56)*; *He was wearing a very unusual suit (he always shopped at the most exclusive shops) which did not impress the interview panel.*  **To consolidate and extend knowledge/understanding, students could***:*   * Create embedded clauses with parenthetic commas by dropping a second sentence into a first; moving a clause around to different positions in the sentence, e.g. *The man turned and smiled after taking a seat beside me/After taking a seat beside me, the man turned and smiled /The man, taking a seat beside me, turned and smiled.* * Highlight a range of texts for the different use of punctuation marks, commenting on the effect in relation to audience and purpose * In texts, use different coloured highlighters to identify main and parenthetical clauses * Read a text where the teacher has replaced the punctuation marks by symbols. Try to guess what punctuation marks are being represented. * Read aloud a speech or extract from a play, working through the best way of reading/performing it. Add suitable punctuation which matches the reading/delivery. * Highlight spoken punctuation marks in a drama extract and incorporate these in delivery. * Examine extracts from the work of 2 writers with different styles/who have written at different times e.g. Charles Dickens; JK Rowling. How different is their use of punctuation? This could be made into a small research task, as could an investigation of 2/3 contemporary writers * Write their own batch of sentences using each of the punctuation marks correctly. These are then marked by another student. * Create posters which explain to students in another class each of the punctuation marks (with examples) |

***Competency D: Writing Skills:***

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| **Standard 1:** Create grade-level pieces of writing which are focused, purposeful and show an insight into the writing process; expressing increased fluency, coherence and cohesion, correct grammar and legibility, grade-level vocabulary, punctuation and spelling, for a variety of purposes.  **Standard 2:** Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types. | |
| **Student Learning Outcomes:**  SLO: E-09-D1-01]  Apply editing and proofreading skills to a range of different texts and contexts  SLO: E-09-D3-01]  Write multiple paragraphs essays/stories; multi-stanza poems or playscript using mechanics of correct writing.  SLO: E-19-D3-09]  Use paraphrasing skills to paraphrase a poem.  SLO: E-09-D3-10]  Use summary skills to write an objective summary of the given text and poems. | |
| **Knowledge:**  *Students will:*   * Identify the structure of writing poetry * Pick strategies of brainstorming using mind maps, graphic organisers or note-taking * Write poems. * Focus on clarity of ideas that show cohesion, cause and effect | **Skills:**  *Students will be able to…*   * Research and gather ideas to write according to the text requirement. * Create an outline to organize information in a logical manner to create analogies * Practice note-taking for different purposes in legible and consistent handwriting * Create stories using poetry and poetical form of writing. * Write multi-stanza poems showing grade-level skills in writing as per the SLOs * Add adequate supporting detail to the topic and proofread and edit texts for errors of * sentence structure. * Subject/verb agreement. * Noun/pronoun agreement. * Reference words, connectives/transitional devices. * Proofread and edited work for the final presentation. |
| **Formative Assessment:**  Analysing a poem, and poetry writing in notebooks.  **Summative Assessment:**  End of unit, mid-term and final exams.  **Learning Activities:**  DARTS activities  Students introduced to DARTS techniques – Direct Activities Related to Texts, and then use these in their own ‘reading/study’ of poems: e.g.   * Grouping – group/sort segments of a poem in a grid according to categories * Text marking – find and underline parts of the poem that have a particular meaning or contain particular information * Question framing – asking questions about the text on first reading, then go through for a second reading to see if they can be solved * Text segmentation and labelling- break the poem into meaningful chunks and label each chunk. * Diagram construction – construct a diagram that explains the meaning of the poem. * Summarising –poem summed up in one/two sentences   Different poetical forms   * Ballad (short narrative, 4 line stanzas, distinctive and memorable metre); sonnet (14 lines, 8 lines presentation/6 lines reflection, rhyme scheme –; haiku (17 syllables, 3 phrases of 5, 7 and 5 syllables); ode (address which elevates object/person); elegy (mournful poem, a lament for the dead); free verse * Students asked to find examples of these and collect in a mini-anthology - and even asked to work out the characteristics of others e.g. cinquain, haiku, limerick * Some of the easier forms could be annotated for evidence of the characteristics * In-depth analysis   Students to analyse a particular poem e.g. Nettles by Vernon Scannell | |

**Genre: Persuasive and Informative Writing**

**Text Types: Article Writing, Formal Letter Writing:**

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| **Standard 1: Oral Communication Skills: Develop competence in listening and spoken language in order to communicate effectively across a variety of contents and to a range of audiences.** | |
| **Student Learning Outcomes:**  [SLO: E-09-A1-02]  Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions).  [SLO: E-09-A2-02]  Ask and answer questions of personal relevance, information and a variety of communicative purposes  [SLO: E-10-A3-02]  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly:   1. follow rules for discussions, set specific goals and deadlines, and define individual roles as needed 2. come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.   [SLO: E-09-A4-01]  Engage in extended discussions and critique taking into account other speakers’ viewpoints and presenting one's own with clarity and coherence. | |
| **Knowledge:**  Students will:  Listen to an excerpt from a speech/play and prepare a speech/drama/play script and rehearse to speak confidently and fluently. | **Skills:**  Students will be able to…   * Present arguments, emphasizing salient points in a focused, coherent manner with valid reasoning and well-chosen details. * Self-adjust planned speech, monitor, and revise speech to adjust and improve speech based on intended purposes and response of the listener immediately after and upon reflection. * Use appropriate oral and/ or visual forms (e.g., skits, oral reports) to convey facts, ideas and points of view for different purposes and audience * Incorporate and maintain in speech: * Use of appropriate voice qualities (e.g. pace, tone, volume, style, stress, and enunciation) |
| **Formative Assessment:**  Presentations, Class discussions  **Summative Assessment:**  Presentations, class discussions.  **Learning Activities:**  **Reliance on technology**  Students discuss how often and what technology they use and whether they think they should use less/more technology. This activity could be done in pairs or small groups. Learners feedback their opinions to the class.  Learners do a quiz on how reliant on technology they are, share results with other learners and say whether they agree with the results and explain why or why not. (www.bbc.co.uk/learningenglish/english/course/lower-intermediate/unit-28/session-1)  **Extension activity (language):** Learners go over vocabulary from the quiz and create a wall poster with related vocabulary. Learners can be asked to create a word cloud with more technology related vocabulary for homework. www.wordclouds.com (this is a website where learners can input words and create wall posters for free)  Learners can test each other by playing a ‘Guessing game’. One learner gives a definition/synonym of the vocabulary tested, other learners guess the word. This can be done in groups or as a whole class activity.  Spelling of the target vocabulary can be tested by playing ‘Spelling Bees’. Learners are divided into two groups and then challenge somebody from the other group to spell one of the words from the target vocabulary.  **Extension activity (skills):** Learners read related articles online about reliance on technology, summarise the author’s findings/views and express their own opinion in a class/group discussion. They select the most common opinions on the topic and use these as a basis to write an article on the same subject of reliance on technology.  **Developing a Debate:**  Watch a short, formal debate. Learners create criteria for talking successfully in a debate.  Give learners advice on what makes a convincing debate speech (i.e. sufficient relevant and cogent content and fluent delivery). Set a topic to be debated, e.g. ‘This House believes that young people should be allowed the vote at 16’ and divides the class into four groups.  Groups volunteer (or are told) which side they are on. Two groups for and two against. They discuss and plan a five-minute debate speech. They should include facts, examples and references to support their view, and agree on the order.  Groups choose the speaker to represent their group – who prepares a card with key notes on – and the debate takes place. Learners take notes on points they wish to dispute and at the end of the debate challenge the relevant speakers, who must respond to the questions and counter arguments.  Class votes on the debate winners according to the quality and delivery of the speeches, and the speakers’ handling of the challenges.  **Group Discussions:**  Discuss aspects of group discussion, e.g. listening, acknowledging, linking, balance of input, tone and register. In groups, learners discuss a topic of relevance and interest to them, e.g. an impending election for head of school / choices for a school-leaving event. **Extension activity:** observers shadow members of a group discussion making notes on their contribution according to criteria agreed beforehand. Observers discuss findings as a group with a view to suggesting guidelines/tips for discussing in groups observed by the learners formerly shadowed. In groups, learners read an unfamiliar poem silently making notes on the ideas and views they are going to contribute to the discussion along with any questions/uncertainties they might have relating to it. They should include and highlight in the text any quotations they wish to refer to, as well as identify areas of the text which may be less clear / open to alternative interpretations. Learners discuss and explore their interpretations of the text as a group. | |

***Competency 2: Reading***

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| **Standard 1**: Use strategies, skills and knowledge, skills related to word identification/decoding, vocabulary, comprehension and fluency to construct meaning from informational and literary texts while maintaining a positive disposition towards reading.  **Standard 2:** Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text to comprehend and analyse a range of literary (prose, poetry and drama) and informational texts (narrative, descriptive, expository, persuasive, procedural, and functional texts). | |
| **Student Learning Outcomes:**  [SLO: E-09-B1-02]  Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?  [[SLO: E-09-B1-02]  Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?  Read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently.  [SLO: E-09-B2-02]  Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the author throughout the text.  [SLO: E-09-B3-08]  Examine a central idea of an informational text and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  Use summary skills to  1. extract salient points and develop a  mind map to summarize a variety of informational texts.  2. transfer the written text to a table,  diagram, flowchart or work plan..  [SLO: E-09-B3-02]  Read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.  Use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.  Link new facts, terms, and concepts with prior knowledge.  Choose words and phrases for effect.  Comment on implied meaning, e.g. writer’s viewpoint, relationships between characters etc.  [SLO: E-09-B3-04]  Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), and generalized statements from evidence-based information with specific reference to informational texts.  [SLO: E-09-B3-08]  Examine a central idea of an informational text and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  Use summary skills to  1. extract salient points and develop a  mind map to summarize a variety of informational texts.  2. transfer the written text to a table,  diagram, flowchart or work plan.  [SLO: E-09-B3-13]  Interpret and integrate information from a variety of sources for comprehension (e.g., maps, graphs, charts, diagrams) | |
| **Knowledge:**  Students will:  Read a wide range of persuasive and informative texts while learning to decode multisyllabic words in sentences.  Recall previous knowledge to support their own views and collect new information to support or change their views | **Skills:**  Students will be able to…   * Comprehend and respond to the viewpoint conveyed in a persuasive text * Comprehend the persuasion strategies used by the authors * Ask and answer simple and higher-order questions to challenge the viewpoints of others and critically evaluate their own views * Retell with accuracy and add relevant details to agree or disagree with each other * Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/textual/factual open-ended questions that require interpretation, inference and personal response. * Evaluate informative texts to synthesise relevant details * Use different sources of information, such as, newspapers, texts, internet, blogs and views of others to gather and consolidate information * Demonstrate respect for each other’s opinions and express disagreement politely * Use story-telling techniques for persuasion * Write persuasive essays using reasons, logic, examples * Write informative essays using topic sentences, relevant details, examples, etc. |
| **Formative Assessment:**  Class tests, quiz  **Summative Assessment:**  Mid-year and end of year exams  **Learning Activities:**  **Strategies for Informative/Persuasive Texts:**  Ensure that students know the difference between skimming and scanning and when it is appropriate to use each of these reading strategies.   * Scanning: a fast reading technique to look for specific information in a text – such as a phone number, TV schedules, timetables, lists, catalogues or web pages for information - the concentration is on finding a particular answer/piece of information. Students should be shown how to move the eye quickly across and down the page, using a pen to help ‘steer’ it. Teachers should model thinking aloud as they scan down a text for information. * Skimming: used to quickly identify the main ideas of a text, carried out at a speed three to four times faster than normal reading. Again, teachers should model the process. A pen can be used to help ‘push’ the eye across 7/9 words at a time, only pausing on punctuation marks. Learners need to have a specific purpose/questions for both skimming and scanning.   To consolidate and extend knowledge/understanding, students could:   * Scan a text for specific information/answers to questions, using highlighting * Scan a text, highlighting particular types of words – e.g. positive, negative * Take a question such as ‘ Why does it rain?’, and skim through 2/3 texts using only the index, contents, chapter headings, boxed information, bullet points, and make an immediate assessment of which book would be most useful   Teachers need to ensure that students know the difference between skimming and scanning and when it is appropriate to use each of these reading strategies.   * Scanning: a fast reading technique to look for specific information in a text – such as a phone number, TV schedules, timetables, lists, catalogues or web pages for information - the concentration is on finding a particular answer/piece of information. Students should be shown how to move the eye quickly across and down the page, using a pen to help ‘steer’ it. Teachers should model thinking aloud as they scan down a text for information. * Skimming: used to quickly identify the main ideas of a text, carried out at a speed three to four times faster than normal reading. Again, teachers should model the process. A pen can be used to help ‘push’ the eye across 7/9 words at a time, only pausing on punctuation marks. Learners need to have a specific purpose/questions for both skimming and scanning.   To consolidate and extend knowledge/understanding, students could:   * Scan a text for specific information/answers to questions, using highlighting * Scan a text, highlighting particular types of words – e.g. positive, negative * Take a question such as ‘ Why does it rain?’, and skim through 2/3 texts using only the index, contents, chapter headings, boxed information, bullet points, and make an immediate assessment of which book would be most useful   **Reading an article:**  Present various articles from media texts containing a range of provocative opinions on a relevant topic, e.g. one which young people are interested in and feel strongly about.  Collect ideas from learners identifying and evaluating the extent to which they might agree / disagree with the arguments, ideas and opinions and then write a discussion forum response(s) to one of the text snippets they can disagree with, challenging views.  **Extension activity:** Learners exchange texts and then write the response to their response, defending the original point in the light of the forum post. Learners select further ideas/opinion(s) from the text(s) with which they agree in part and write responses to these, suggesting how each point might be modified to be more valid as an argument.  Discuss the success criteria for an effective piece of critical, argumentative writing. Learners use these as a check list during the coursework process. Voice, viewpoint, persuasive devices, emotive language, selection of material, structure and use of support should be considered. Learners read other articles on the same topic to gather counter arguments.  Learners work on separating facts from opinions in an opinion text and determining the level of bias by discussing the extent of omission of an alternative viewpoint, the use of misleading statistics, inconsistent argument or the use of emotive language.  Give out a model of a critical response and the text to which it is responding. Learners identify points in the response and trace them to details in the original text. Learners annotate key features used to position the reader by underlining them. These features, e.g. pathos, ethos, logos, use of inclusive first- person plural, can be employed in their own response, to elicit sympathy towards their viewpoint.  Offer a suitable coursework text and establish the final Directed Writing task for learners, e.g. a letter in response to an article. Learners identify and evaluate for themselves the argument, ideas and opinions with which they will engage by annotating the text ahead of planning and writing.  **Useful resources include:**  • media texts from a newspaper, magazine or internet website  • successful coursework (anonymous) from previous learners’ portfolios / department examples.  Give pairs a magazine article cut into paragraphs.  Learners sort the sections of the article into correct order by considering connectives and topic sentences.  Learners then identify the key features used in the article and state its purpose and audience.  Learners plan as a class a school magazine article based on an informative text, e.g. about a new educational method, IT resource, or scientific discovery.  Learners are allocated a section of the article to write and class / group draft the final article from contributions.  Learners choose a topic of personal interest, e.g. a sport or hobby and write a brief article explaining the subject and its appeal.  Learners use the mark scheme to give annotated suggested improvements for one or more of the Writing objectives and feedback on their peer’s writing.  **Extension activity:** learners research the biographical data of a chosen famous person (local/national/global) and turn it into an article for a local/national/ school magazine discussing their influence.  Group discussion of which out of a choice of up to five famous people should be commemorated by the town/area/school, e.g. by statue / piece of artwork / road named after them.  **Useful resources include:**   * informative text on a topical educational issue * internet access for biographical research, e.g. Bibliomania website provides data on famous historical figures: www.bibliomania.com/ | |

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| **Activity No. 3:**  Students study short extracts, e.g. a diary entry, science article, news report, to collect evidence of the writer’s presence, e.g. how subjective (some bias – the writer puts forward their own personal opinion about the topic) or objective (non-bias – the writer is not influenced by their own personal opinions), how reflective or factual the text is. **Extension activity:** Students discuss what they can tell about the narrator or persona of a narrative text from its voice and give a score of 0 to 5 for the strength of voice and how this relates to the purpose of the text and what it is trying to achieve. In pairs, Students identify the ratio of the active and passive voice in different genres of text and draw conclusions as to how this affects the reader’s feelings and emotions. Students identify the different ‘voices’ in an extract. They then identify (or are given a list of) the perspectives involved, e.g. in a newspaper report (as indicated by direct quotations, indirect quotations/paraphrases, and suggestions of general/public opinion). Students identify which voices the writer might agree with / be seen as sympathetic towards. **Extension activity:** In pairs Students repeat the analysis for one or more other text(s), e.g. a magazine article, a blog, or an autobiography/biography and report back findings to the class in the same way.  Students consider different ways a narrative voice can manipulate the readers’ feelings (based on the texts explored).  **Useful resources include:**  • suitable texts can be found online, news media, reference books  • opening extracts from first-person short stories or novels  • local and international newspaper reports  **Activity No. 4:**  Students study two texts, e.g. a dialogue between teenage friends and a dialogue between a teenager and a parent/teacher which are of the same style, have similar content but different registers (a type of language, pronunciation and syntax used in relation to the formality of a situation; often determined by social context). They make notes and give feedback on differences in vocabulary, grammar and sentence structure (an annotated example could be modelled).  Students are given similar information, e.g. description of a (famous) place – presented in different genres perhaps as a literary fiction, guidebook extract, holiday brochure or a letter to a relative. By thinking about what was explored in the previous activity, Students then match each extract to one of the contexts listed and report back findings, e.g. Which text might be from a guidebook? How can you tell?  **Extension activities:** Students work in groups to analyse one of the different styles of writing. They annotate the effects of the key features used in the text, and the register. Then present feedback on one of the texts, with examples, to the rest of the class.  Students prepare, then read aloud, suitable texts and discuss how tone relates to style, e.g. how emotion, or lack of it, is conveyed through syntax and vocabulary choice. Explore how a writer conveys tone through writing rather than spoken word. Discuss which genres typically use imagery and which do not, and the reasons for this.  **Useful resources include:**   * extracts from relevant literary texts and newspaper articles |

**Competency C: Vocabulary & Grammar**

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| **Standard 1**: Use vocabulary accurately and appropriately as well as understand how speakers/writers put words together and use vocabulary to communicate meaning in familiar and unfamiliar settings.  **Standard 2**: Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication. | |
| **Student Learning Outcomes:**  SLO: E-09-C1-02]  Comprehend and use contemporary idioms and proverbs in the different texts and in their speech.  SLO: E-09-C1-03]  Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks  SLO: E-09-C1-05]  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  Analyze nuances in the meaning of words with similar denotations.  SLO: E-09-C4-01]   * Use all types of tenses correctly in speech and writing. * Use gerunds and participles.   SLO: E-09-C5-01]  Differentiate between a variety of phrases and clauses.  SLO: E-09-C5-02]  Construct sentences using the sentence patterns and structures learnt in earlier classes.  SLO: E-09-C5-04]  Change tense in indirect speech (present, past and perfect tenses, future, modals*,* time and questions, orders, requests, suggestions and advice) in speech and writing. | |
| **Knowledge:**  Students will:   * Explain the meaning of words from how they are used in different contexts (e.g., explanations: technical language; expositions; persuasive language) in both familiar and unfamiliar settings. * Comprehend contemporary idioms and proverbs in the different texts and in their speech. * Examine the use of tenses, gerunds, participles conjunctions and transitional devices in speech and writing to create the effect. * recognise the use of all types of tenses correctly in speech and writing. * Recognise subordinating conjunctions to connect independent clause/s to dependent clause/s. e.g., He could not attend the meeting because he was sick. | **Skills:**  Students will be able to…   * Use contemporary idioms and proverbs in the different texts and in their speech. * Interpret gerunds, participles, conjunctions and transitional devices in speech and writing to create the effect. * Use subordinating conjunctions to connect independent clause/s to dependent clause/s. e.g., He could not attend the meeting because he was sick. * Apply the use of all types of tenses correctly in speech and writing. * Analyse and construct sentences using the sentence patterns and structures learnt in earlier classes. |
| **Formative Assessment:**  Class Tests, Quizzes  **Summative Assessment:**  Mid-Year and End of Year Exams | |
| **Learning Activities:**  Using Figurative Language: (Refer to Sunrise excerpt from the reading section).  Explain what is figurative language and why it is important to use it in your writing. Figurative language is a key part of descriptive writing. Techniques such as metaphor, simile and personification are useful devices to engage your reader and help them to understand what you are describing.  Metaphors and similes work by drawing comparisons, but they also extend the meanings of what is being described. Consider this use of simile:  **•** The lake, like glass, mirrored the purple and gold of the sky.  The simile ‘like glass’ conveys a lot of information to the reader. It suggests that the lake is still, clear and smooth. It helps to reinforce the sense of calm in the description. It also helps the reader to imagine a scene where the lake and sky are connected as if nature is a powerful force whose elements work together.  The metaphor works in a similar way, using a comparison to help the reader imagine a scene, but also suggesting the qualities of the thing being described. Consider this metaphor:  **•** The sky was a masterpiece.  This suggests to the reader that the sky looks like a painting, implying both beauty and stillness. This figurative language contributes to a feeling of peacefulness. It also suggests something valuable – as if nature is a priceless thing to be admired.  **​​Personification:**  Personification is also a useful way to bring objects to life. This technique is often used to create tension or energy, but it can be used for a wide variety of effects. For example:  **•** The dark forest keeps its secrets for now.  Notice how the forest seems to be a mysterious thing as if it has the human ability to conceal secrets. Personification makes it appear alive.   * Here are two examples of figurative language from the student’s description of ‘Sunrise’ in Activity 2. For each example, write a sentence identifying the type of figurative language being used and the effect it creates.   + **a** *Like guards, the mountains on the horizon stood immobile.*   + **b** *The world was waking from its sleep.* * **6** Look again at Figure 8.4 Activity 4. How could you use figurative language to describe the scene? Think about the overall effect you are trying to create, then write two sentences that use figurative language. * Using your plan from Activity 4 and your sentences from Activity 6, write a paragraph describing the picture. Write around 100 words. * **8** Share your writing with a partner and give each other feedback on:   + **the structure – has your partner used repetition or a sense of movement?**   + **the use of figurative language – does it help you understand the scene? (please reword)**   Using Punctuation, Spelling and Grammar:  Students complete sentence joining exercises using subordinating connectives to form complex sentences from three simple sentences. Revise the rules for the use of full stops, commas, dashes, hyphens, apostrophes, semicolons and colons. Students put the missing punctuation in a text which has had the punctuation removed. **Extension activity:** Revise spelling rules, e.g. for ‘i.e.’ words, double consonants, adverb endings – using examples on board and Students provide their own. In pairs, Students study spelling lists of useful words often misspelt. They underline each other’s ‘hot spots’, are tested on them, and do corrections using the ‘Look, Cover, Write, Check’ method. Remaining in pairs Students make a list of words they find difficult to spell, e.g. necessary, definite, liaison, accommodation, embarrassment, and separate. They check the spelling of the words in their list and devise mnemonics to help them remember them. **Useful resources include** • worksheet of simple sentences for joining • short unpunctuated texts. (Note: These can be found online.) • material on spelling rules, e.g. short vowel followed by a double consonant – common patterns and suffixes, e.g. dis, ough, ight, qu, ely, and confused homonyms, e.g. their, they’re, there | |

**Competency D: Writing Skills:**

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| **Standard 1:** Create grade-level pieces of writing which are focused, purposeful and show an insight into the writing process; expressing increased fluency, coherence and cohesion, correct grammar and legibility, grade-level vocabulary, punctuation and spelling, for a variety of purposes.  **Standard 2:** Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types. | |
| **Student Learning Outcomes:**  SLO: E-09-D1-01]   * Apply editing and proofreading skills to a range of different texts and contexts   SLO: E-09-D2-01]   * Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organisers, freewriting, and note-taking.   SLO: E-09-D3-01]  Write multiple paragraphs essays/stories; multi-stanza poems or playscript using mechanics of correct writing.  Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director’s notes. Use vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee.  SLO: E-09-D3-02]  Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.    b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from the onetime frame or setting to another.    d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  e. Provide a conclusion that follows from the narrated experiences or events.  SLO: E-09-D3-05]  Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft. | |
| **Knowledge:**  Students will:   * Follow the steps of the process approach to plan for writing a paragraph. * Follow the techniques of writing the first draft, proofreading, and editing. * Write multiple paragraphs essays/stories; multi-stanza poems or play script, following rules of subject-verb agreement, sentence structure and types. * Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director’s notes. * Write a poem narrating an event or a story. | **Skills:**  Students will be able to…   * Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking. * Follow the techniques of writing the first draft with sufficient details; proofread it and edit details to suit the purpose and audience. * Write multiple paragraph essays/stories; multi-stanza poems or playscript using correct punctuation and spelling, grammar, grade level vocabulary and transitional devices, by using the writing process approach: prewriting, editing and final draft stages. * Write a short dialogue using vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee. * Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.   a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.    b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from the onetime frame or setting to another.    d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  e. Provide a conclusion that follows from the narrated experiences or events.   * Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft. |
| **Formative Assessment:**  Class Tests, Quiz, routine work in notebooks.  **Summative Assessment:**  Mid Year and End of Year Exams  **Learning Activities:**  **Letter Writing:**  Explain that some tasks require learners to adopt a persona and role so that a different range of vocabulary is used than normal, e.g. so a sense of character and perspective in a text is conveyed. Learners offer ideas on how different characters would use language and punctuation / sentence structures to convey a distinct voice, e.g. Head Teacher, angry resident, enthusiastic tourist. Learners improvise/prepare an initial dialogue, e.g. a customer complaining to an assistant in a shop. In pairs, learners develop the situation further, e.g. role play from the perspective of the assistant reporting the incident to the shop manager (and/or explaining to an older relative), the assistant/customer discussing with a friend later. Once sufficient details of the incident have been established, learners (in groups) are designated roles and tasks, e.g. • write a letter of complaint from the customer to head office • write the manager’s report to head office • write the assistant’s interview with the regional manager following the incident. Learners identify/consider sections from texts written by different groups about the incident:  • Who is writing? • How can they tell how convincing the voice is? • What key features are being used? Learners select one of the snippets they feel could be modified to sound more like the voice of the character and indicate changes they would make, e.g. to vocabulary, sentence structure / range. Suggested modifications are returned to the original group to inform redrafting/discussion of ideas. Learners create a voice for a character in a literature text they are studying and write a short monologue (a hot seating activity could be a good way into this piece of writing). | |

Grade 10

**LITERATURE**

To develop a unit on Literature for Grade 10, textbook authors need to explore stories, plays and poetry written in different parts of the world. Through careful text selection, they can expose students to the culture and life of people living in different countries.

Classic stories and plays must be explored. Short stories from African, Chinese, Middle Eastern, Japanese and Korean cultures along with classic tales from around the world etc. can be used to help understand the genre effectively. Abridged versions of famous plays e.g., Shakespeare and other famous authors/playwrights can be used.

Below is a breakdown of SLOs that can be used with this genre. This is just a suggestive list to help textbook authors design the unit using an integrated approach.

**GENRE: Literature from around the world**

**COMPETENCY: Oral Communication Skills**

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| **Standard 1: Oral Communication Skills: Develop competence in listening and spoken language in order to communicate effectively across a variety of contents and to a range of audiences.** | |
| **Student Learning Outcomes:**  [SLO: E-10-A1-01]  Explore complex ideas and issues in drama, establish roles and apply dramatic approaches with confidence.  [SLO: E-10-A2-04]  Perform a drama/ role play/play script showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements.  [SLO: E-10-A3-02]  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly:   1. follow rules for discussions, set specific goals and deadlines, and define individual roles as needed 2. come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | |
| **Knowledge:**  Students will:  Listen to an excerpt from a speech/play and prepare a speech/drama/play script and rehearse to speak confidently and fluently. | **Skills:**  Students will be able to…   * Present arguments, emphasizing salient points in a focused, coherent manner with valid reasoning and well-chosen details. * Self-adjust planned speech, monitor, and revise speech to adjust and improve speech based on intended purposes and response of the listener immediately after and upon reflection. * Use appropriate oral and/ or visual forms (e.g., skits, oral reports) to convey facts, ideas and points of view for different purposes and audience * Incorporate and maintain in speech: * Use of appropriate voice qualities (e.g. pace, tone, volume, style, stress, and enunciation) |
| **Formative Assessment:**  **Summative Assessment:**  **Learning Activities:**  Prompt cards/organising talk  -Introduce ‘prompt cards’ – reminder cards (often postcard size) used by speakers to help them order and remember points. These should not have too much written on them because the speaker would not have time to read it, so only words, phrases and perhaps the odd sentences should be used; devices such as boxes, bullet points, underlining and highlighting will help the speaker see at a quick glance what is they have to remember/emphasize; Importance of linking phrases for the listener such as : ‘*Firstly, after you have completed this’* and connectives such as *if, although;* straightforward vocabulary; Imperatives e.*g. Turn your foot...Kick the ball;* explanation of key vocabulary e.g. through analogy/real life comparison; focusing on how something needs to be done e.g. *gently, quickly*; use of personal pronouns e.g. ‘*You, I’* to personalise the talk where appropriate e.g. ‘*I know you might be thinking this is difficult, but*... ; diagrams/visual aids used when appropriate  – Teacher to model some presentational features of an effective talk: straight body posture; eye contact directed at centre back or panning audience; prompt notes not held too close; words enunciated, with consonants clearly sounded; gestures used to emphasise key points of explanation; minimal use of fillers, vague language, incomplete sentences .  - Students can plan for a 5 minute presentation using prompt cards. This could be an explanation, instructions on how to do something – or persuasive e.g. Why the student should chosen as head boy/head girl etc  - Success criteria grid used so that students can evaluate presentations\*  Community scenario  Teachers can present students with the following scenario: the government is considering demolishing the school to make way for a new road. A representative has come to the local community to hear local people’s views. Students take a personal card – that is, one of the people who the government representative is going to speak to e.g. developer; parent; teacher; family who lives nearby; school student; local politician etc. Students fill in details on role cards e.g. name, age, address, reason for wanting the school to be retained. Students hot seat each other, asking each other to justify their views. *Why do you...Would you feel the same if...Have you considered.*..? etc.  -Teacher to present themselves in the role as the government representative, and inform groups that they will each only have 5/ 7 minutes to present their case. Groups to agree on what order they are to speak, and what they each are going to say; each group to formally introduce themselves to the teacher/government representative and to present their case, keeping in role; teacher to present her decision.  **Formal debate**  **Rules for a formal debate**   1. Class divided into two teams. 2. Divide each group into teams of three - the number of teams depending on the time available. 3. Allocate each team member a speaking role(see below). 4. In teams, brainstorm arguments that support your position. 5. Divide these arguments between the first and second speakers. 6. Decide on a time limit for each speaker, e.g. two minutes. 7. Commence the debate with the first speaker for the affirmative. 8. Alternate between the negative and affirmative teams. 9. Decide on the winning team.   Affirmative Team Negative Team  Speaker 1 defines what the topic is, presents the affirmative team’s main idea, outlines what the team will argue, presents the first half of the case for the affirmative Speaker 1 accepts or rejects the affirmative team's definition of the topic; presents the negative team's main line; outlines what the rest of the negative team will argue; rebuts what the first affirmative speaker has said; presents the first half of the case for the negative  Speaker 2 rebuts what the first negative speaker has said; Presents the second half of the case for the affirmative.  Speaker 2 rebuts what the affirmative speakers have said; Presents the second half of the case for the negative.  Speaker 3 rebuts all the remaining points of the case for the negative; presents a summary of the case for the affirmative; concludes the debate for the affirmative  Speaker 3 rebuts all the remaining points of the case for the affirmative; presents a summary of the case for the negative; concludes the debate for the negative  - Students to select an argument for debate from a choice given e.g. shorter school day/week; no school uniform; no homework OR nuclear disarmament; compulsory carbon footprints  - If an out of school argument, students should undertake some research. Prompt cards used/and notes planned in alignment to the structure of the debate  - Students are reminded of features of persuasion/argument: statistics, experts, rhetorical questions, tricolon, pronouns, repetition, short sentences etc. Ways of linking points also emphasized e.g. a *further reason; another point that could be made; however; here is an example of; firstly; my first point...; not only...but also; this proves...;this shows...; however...It follows from that...; I am sure you will agree that...; Certainly...; Considering all of this..; It must be right, therefore...;If you think about this...; There can only be one conclusion.*  - Clips of famous speeches available on the Internet *( Martin Luther King, Barrack Obama, Nelson Mandela)*  - Students reminded of features of effective delivery: stance, pace, emphasis, volume etc | |

***Competency 2: Reading***

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| **Standard 1**: Use strategies, skills and knowledge, skills related to word identification/decoding, vocabulary, comprehension and fluency to construct meaning from informational and literary texts while maintaining a positive disposition towards reading.  **Standard 2:** Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text to comprehend and analyse a range of literary (prose, poetry and drama) and informational texts (narrative, descriptive, expository, persuasive, procedural, and functional texts). | |
| **Student Learning Outcomes:**  [SLO: E-10-B1-02]  Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?  [SLO: E-10-B2-01]  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  Discuss their own and others’ reading critically, taking account of others’ views of what they have read, express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts.  [SLO: E-10-B2-02]  Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the author throughout the text.  [SLO: E-10-B3-02]  Read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.  Use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.  Link new facts, terms, and concepts with prior knowledge.  Choose words and phrases for effect.  Comment on implied meaning, e.g. writer’s viewpoint, relationships between characters etc.  [SLO: E-10-B3-05]  Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer’s purpose, and intended audience and infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.  [SLO: E-10-B3-06]  Examine how an author develops and contrasts the points of view of different characters or narrators in a text.  [SLO: E-10-B3-07]  Examine the particular elements of a story or drama (e.g., how the setting shapes the characters or plot).  Identify rhyme schemes and figurative language in poems*.*  Examine stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution) | |
| **Knowledge:**  Students will:  Read a wide range of literary texts accurately while learning to decode multisyllabic words in sentences.  Learn to ask and answer simple and higher-order questions (comprehension exercises) to guide/assess reading comprehension  Learn to effectively use and apply various reading strategies appropriate to reading purpose i.e. skimming and scanning text to discover meaning, main idea of text and to deduce implicit and explicit meaning | **Skills:**  Students will be able to…   * Comprehend and read with fluency and decode multisyllabic words in a wide range of texts accurately with correct pronunciation * Ask and answer simple and higher-order questions to comprehension passages * Recognise and rectify faulty punctuation in given passages and own work and correct others’ work * Critique the plot development with respect to different aspects of the story/play/drama * Identify and analyse stages of plot development in a fiction text. (exposition, setting, climax, character development, resolution) * Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/textual/factual open-ended questions that require interpretation, inference and personal response. * Evaluate the literary techniques (e.g., music/sound, imagery/visual effects, type of vocabulary and language structure) used in written and visual texts to achieve a variety of purposes. |
| **Formative Assessment:**  Class tests, quiz  **Summative Assessment:**  Mid-year and end of year exams  **Learning Activities:**  **Activity No. 1:**  **The construction of setting/atmosphere**   * Students to research/present or write a summary of ‘Bleak House’ by Charles Dickens * Teacher to read through beginning paragraph of text   *Fog everywhere. Fog up the river, where it flows among green meadows; fog down the river, where it rolls defiled among the tiers of shipping, and the waterside pollution of a great (and dirty) city. Fog on the Essex marshes, fog on the Kentish heights. Fog creeping into the cabooses of collier brigs, fog lying out on the yards, and hovering in the rigging of great ships; fog drooping on the gunwales of barges and small boats. Fog in the eyes and throats of ancient Greenwich pensioners, wheezing by the firesides of their wards; fog in the stem and bowl of the afternoon pipe of the wrathful skipper, down in his close cabin; fog cruelly pinching the toes and fingers of his shivering little ’prentice boy on deck. Chance people on the bridges peeping over the parapets into a nether sky of fog, with fog all round them, as if they were up in a balloon, and hanging in the misty clouds.*  -Teacher to explore with students: opening sentence contains no verb; build up a list of places through adverbials of place, e.g. *on the Essex marshes*; adverbials of mood, manner e.g. *cruelly*, many of the verbs are present participles e.*g. lying, hovering, pinching,* *peeping* – fog ongoing, pervasive; repetition of ‘fog’ heightens pervasiveness; no cohesion – random/ pervasive nature of fog; other features can be investigated in relation to effect e.g. verbs, noun phrases, connectives, conjunctions, pronouns, sentence length. adverbials  Teacher to give second paragraph from Bleak House:  *The raw afternoon is rawest, and the dense fog is densest, and the muddy streets are muddiest, near the leaden headed old obstruction, appropriate ornament for the threshold of a leaden headed old corporation: Temple Bar. And hard by Temple Bar, in Lincoln’s Inn Hall at the very heart of the fog, sits the Lord High Chancellor in his High Court of Chancery.*  - Discussion/exploration on what impression of setting/atmosphere/how law/courts symbolised etc.  - Highlighting/cloze exercises/modelling of how to use textual evidence and amplification in answer to questions - different colours.\*  **Construction of character**  Teacher to tell students that the extract comes from the beginning of ‘Of Mice and Men ‘ by John Steinbeck when the two main characters are introduced – George and Lennie. Teacher to provide some basic information about the relationship between George and Lennie.  *They had walked in single file down the path, and even in the open one stayed behind the other. Both were dressed in denim trousers and in denim coats with brass buttons. Both wore black, shapeless hats and both carried tight blanket rolls slung over their shoulders. The first man was small and quick, dark of face, with restless eyes and sharp, strong features. Every part of him was defined; small, strong hands, slender arms, a thin and bony nose. Behind him walked his opposite, a huge man shapeless of face, with large, pale eyes , with wide, sloping shoulders; and he walked heavily, dragging his feet a little, the way a bear drags his paws. His arms did not swing at his sides, but swung loosely.*  - Read through extract; point out how Steinbeck creates two very different characters. Focus on: adverb ‘even’; repetition of ‘both’; adjectives/noun phrases; contrasting noun phrases; similes; pronounced negation of, ‘ his arms did not swing at his sides’, and the effect of ‘but’ and the final adverb, ‘loosely’. Emphasize how words are being used to create a visual picture/impression of the two men. Which one do the students think is Lennie? George? What do they think might happen next? How are they able to predict?  - Highlighting/cloze exercises/modeling of how to use textual evidence and amplification in answer to questions - different parts in different colours \*  **Narrative tension in fiction**  - Teacher to give students an overview of story, or they could research/present a summary, the read through extracts  *Humbug!’ said Scrooge; and walked across the room.*  *After several turns, he sat down again. As he threw his head back in the chair, his glance happened to rest upon a bell, a disused bell, that hung in the room, and communicated for some purpose now forgotten with a chamber in the highest storey of the building. It was with great astonishment, and with a strange, inexplicable dread, that as he looked, he saw this bell begin to swing. It swung so softly in the outset that it scarcely made a sound; but soon it rang out loudly, and so did every bell in the house.*  *This might have lasted half a minute, or a minute, but it seemed an hour. The bells ceased as they had begun, together. They were succeeded by a clanking noise, deep down below; as if some person were* *dragging a heavy chain over the casks in the wine-merchant’s cellar. Scrooge then remembered to have heard that ghosts in haunted houses were described as dragging chains.*  *The cellar-door flew open with a booming sound, and then he heard the noise much louder, on the floors below; then coming up the stairs; then coming straight towards his door. ‘It’s humbug still!’ said Scrooge. ‘I won’t believe it.’*  *His colour changed though, when, without a pause, it came on through the heavy door, and passed into the room before his eyes. Upon its coming, the dying flame leaped up, as though it cried,*  *‘I know him! Marley’s Ghost!’ and fell again.*  - Teacher to work through with students the linguistic/literary features which contribute to the tension: prepositional phrases which create effect of passage of time (e.g. *without a pause*); place (*across the room*); feeling of tension/unease (e.g. *with a strange. Inexplicable dread*); adjectives/unease (e.g. *disused, clanking*); complex nouns/unease (e.g. the *dying flame, a heavy chain*); adverbs/unease (e.g. *so softly*); use of connectives /unease (*but, and, then*); piling up of clauses and phrases/unease (e.g. *then coming up the stairs; then coming straight towards his door.)*  - Highlighting/cloze exercises/modelling of how to use textual evidence and amplification in answer to questions - different colours\*  Construction of narrative tension in drama  -Teacher to ask students to research/present the story of ‘Macbeth’ by William Shakespeare.  - Teacher to explain that in drama, narrative tension can be created by the length of the sentences, the tone and volume in which the lines are said, and how quickly. Punctuation marks provide an emotive/prosodic effect. Explain that the short extract provided comes directly after Macbeth has killed the king, and come back in to see his wife. He still has the dagger in his hands which are covered in blood. Students to act in pairs, saying the lines quickly, slowly, loudly, quietly, with emotion, no emotion, up close to one another, far away, with gestures, without gestures. Which acting features seem to suit? Discussion – what creates narrative tension in drama?  Lady Macbeth: My husband!  Macbeth: I have done the deed. Didst thou not hear a noise?  Lady Macbeth: I heard the owl scream and the crickets cry. Did you not speak?  Macbeth: When?  Lady Macbeth: How?  Macbeth: As I descended  Lady Macbeth: Hark!  Macbeth: Who lies in the second chamber?  Lady Macbeth: Donalbain  Macbeth: This is a sorry sight  Lady Macbeth: A foolish thought to say a foolish sight!  **Activity No. 2:**  Teacher to focus on 2 of the country’s well known creation myths with students. Teacher could: retell the stories; ask individual students (or pairs of students) to tell stories to the class; give students beginnings of stories - can they ‘remember’ the rest?; give students summaries of stories with some words/names/sections missing for students to complete.  On a grid provided by the teacher, students to detail similarities and differences between myths e.g.  Plot summary Characters/ names/ roles Setting Main differences  *Myth 1*  *Myth 2*  *Myth 3*  *Myth 4*  - Students to suggest reasons for similarities? e.g. ‘universal’ nature of narrative structure, character; rationale of creation myths to provide order, explanation, religious symbolism etc? Teacher to stress the oral nature of these myths, and how this might impact on the content, structure and literary features. Students can find 2/3 examples of other Creation Myths. The teacher could perhaps direct students to particular countries.  Teacher to detail common features of all creation myths, across different cultures: developed from oral traditions; held in high regard, even although not historically true; move from a state of chaos to order; move from lone/god-like individuals to family/population; have characters who are either gods or animals/figures that can transform easily; cosmic parents/family; involve formation of the cosmos/ universe; focus on establishment of cosmic elements e.g. sun, wind, land, sea, day, night, light, dark, sky etc.  Students to find two creation myths from two other cultures. Could be directed to particular web sites, sources, or particular myths: Adam and Eve (Western); Omaha Big Bang ( Native American); Pan Gu ( China) ;Odi and Yimir ( Norse); The Origin of Japan and its People (Japan. Students to fill in the comparison grid.)  *Chaos to order? Formation of cosmic elements? Cosmic parents/ god like characters? Characters undergo transformation Families and population created?*  *Myth 1*  *Myth 2*  *Myth 3*  - Students to find out the difference between a myth and a legend. With students, teacher to unpick the difference between a myth and a legend. Explain that a legend is generally based on some historical event, although myths/legends are often conflated. Students to find 2 myths/legends from 2 different cultures e.g.  Pandora’s Box( Greek);  Narcissus (Greek); How the Kangaroo Got his Tail (Australian);  Robin Hood and his Merry Men (English);  How the Moon Lost its Light (Indian).  Working in pairs, students to use the Internet to each find a myth/legend from different cultures, and write bullet point notes on. Each student to write bullet point notes on one side of a A3 sheet, using the headings provided e.g.  Title of Myth/ Legend  Plot / narrative structure  Characters/ type/ role  Setting  Theme  - Completed A3 sheet on wall. All students are given time to read them and evaluate them. Which ones are the most effective? \*  - Students to work in a group of 4; group to then complete a 12 frame ‘drama frame’ which retells the story through successive freeze-frames, with a narrator commentary for each frame. effective freeze framing: large, exaggerated gestures/shapes; facial expression; different levels, types of poses; different ‘shots’, e.g. close up, aerial shot; absolute stillness. Narrator is there to link and explain freeze-frames e.g. ‘Welcome to our story of Pandora’s Box’. First, we can see a bored Pandora. She has nothing to do. As we go into the second frame we see Pandora moving ...I would like you all to move closer for a close up of Pandora’s face at this point.’\* | |

**Competency C: Vocabulary & Grammar**

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| **Standard 1:** Use vocabulary accurately and appropriately as well as understand how speakers/writers put words together and use vocabulary to communicate meaning in familiar and unfamiliar settings.  **Standard 2**: Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication. | |
| **Student Learning Outcomes:**  SLO: E-10-C1-04]  Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.  SLO: E-10-C1-05]  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   * Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. * Analyze nuances in the meaning of words with similar denotations.   SLO: E-10-C2-04]  Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect.  Recognize and use subordinating conjunctions to connect independent clause/s to dependent clause/s.  SLO: E-10-C5-03]  Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation. | |
| **Knowledge:**  Students will:   * Explain the meanings of how meanings of words change when used in different contexts (both in familiar and unfamiliar settings) * Demonstrate knowledge of different figures of speech in their writing. * Explain the meanings of how meanings of words change when used in different contexts (both in familiar and unfamiliar settings) * Demonstrate knowledge of different figures of speech in their writing. | **Skills:**  Students will be able to…   * Locate entry word and for the etymology of the word. * Differentiate between similes and metaphors and identify imagery, hyperbole, oxymoron, mood, meter, rhyme scheme, alliteration: assonance and consonance in a poem/play or prose. * Use similes, metaphors, personification and imagery, hyperbole given in the text in their own writing. * Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. * Use thesaurus and dictionary to locate synonyms/antonyms according to the context and use in writing. * Locate entry word and for the etymology of the word. * Differentiate between similes and metaphors and identify imagery, hyperbole, oxymoron, mood, meter, rhyme scheme, alliteration: assonance and consonance in a poem/play or prose. * Use similes, metaphors, personification and imagery, hyperbole given in the text in their own writing. * Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. |
| **Formative Assessment:**  Class Tests, quizzes  **Summative Assessment:**  Mid-year and end-of year exams.  **Learning Activities:**  Remind Students of the ways in which complex sentences can be constructed and of the list of possible subordinators that they can use to create subordinate clauses.  Students join together 10 simple sentences to construct a half-page summary. Students can use any of the subordinators, but not conjunctions. | |

***Competency D: Writing Skills:***

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| **Standard 1:** Create grade-level pieces of writing which are focused, purposeful and show an insight into the writing process; expressing increased fluency, coherence and cohesion, correct grammar and legibility, grade-level vocabulary, punctuation and spelling, for a variety of purposes.  **Standard 2:** Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types. | |
| **Student Learning Outcomes:**  SLO: E-10-D2-01]  Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking.  SLO: E-10-D2-03]  Apply the techniques of writing the first draft with sufficient details; proofreading and editing details to suit the purpose and audience.  SLO: E-10-D3-02]  Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. SLO: E-10-D3-08]  Examine the mechanics of developing a book review report  Write a book review report | |
| **Knowledge:**  Students will:   * Look for meanings of words and their synonyms in thesaurus and dictionary to use words in contexts * Have the knowledge of different figures of speech in their writing. * Write different types of short stories/play etc by describing the atmosphere, characters, settings etc * Write various types of writings e.g., paragraphs/essays/stories/summaries etc following correct subject-verb agreement, sentence structure using correct tenses. | **Skills:**  Students will be able to… ( they are the same for vocabulary and grammar. Is that ok?)   * Differentiate between similes and metaphors and identify imagery, hyperbole, oxymoron, mood, meter, rhyme scheme, alliteration: assonance and consonance in a poem/play or prose. * Use similes, metaphors, personification and imagery, hyperbole given in the text in their own writing. * Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. * Use thesaurus and dictionary to locate synonyms/antonyms according to the context and use in writing. * Use chronological/sequential order of arranging detail and present comparison and contrast by giving their opinions with reasons to support perspective and give appropriate conclusions.   Add adequate supporting detail to the topic and proofread and edit texts for errors of:   * sentence structure. * Subject/verb agreement. * Noun/pronoun agreement. * Reference words, connectives/transitional devices. |
| **Formative Assessment:**  Class Tests, quiz  **Summative Assessment:**  Mid-year and end-of year exams  **Learning Activities:**  Demonstrate the plant analogy of response, e.g. stems (main points explicit in text), flowers (details to illustrate ideas in text) and roots (inferred points implicit in text). A good written response consists of a range of secure and blooming plants.  In groups, Students identify from fiction or descriptive writing texts, the explicit points (the stems), the implicit points (the roots) and the supporting details (the flowers).  **Extension activity:** In groups of four, students read dialogues from drama texts where characters are not saying what they are thinking. Their shadow pair offers a subtext of the characters’ thoughts to follow the actual text after each speech. Alternatives include:   * Dialogue from a section of narrative that contains dramatic irony (when the audience/reader knows something about the events of the narrative that the character on stage / in an extract does not). Pairs offer reader/audience reaction to episode * Fictional text is presented in cartoon format and ’actual thought’ bubbles added alongside spoken dialogue. Students interrogate an extract from a play by using evidence to answer key questions, for example: • When did they arrive there? • What might each of the characters involved be thinking at that point? • Why might characters have decided to be there? • How might they have got there? • Where might they be going next? Students read between the lines and infer meaning in a text, noting how implicit meaning is conveyed through language features, e.g. tone, description of characters, setting, symbolism. Give groups of Students a series of euphemisms and ask them to state what they actually mean in the context used, e.g. mature, vertically challenged and note how these often give an opposite impression. * Students work in pairs to try and identify and list as many implicit meanings from the text as possible. List strategies that Students can use to uncover implicit meanings. **Useful resources include:** • poetry that contains a lot of imagery and allegory, e.g. sonnets • extracts from allegorical novels, such as *Animal Farm* • dialogues from drama texts that contain dramatic irony | |

**GENRE: Persuasive and informative texts *Class 10***

**COMPETENCY: Oral Communication Skills**

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| **Standard 1: Oral Communication Skills: Develop competence in listening and spoken language in order to communicate effectively across a variety of contents and to a range of audiences.** | |
| **Student Learning Outcomes:**  [SLO: E-10-A1-02]  Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning  [SLO: E-10-A2-01]  Demonstrate attentive listening’ skills towards others and be sensitive to the rules of turn-taking in discourse.  [SLO: E-10-A4-01]  Engage in extended discussions and critique taking into account other speakers’ viewpoints and presenting one's own with clarity and coherence. | |
| ***Knowledge:***  *Students will:*  Listen to details in a speech and make notes including keywords, main idea, repetitions, emphasis, etc. | **Skills:**  *Students will be able to…*   * Discuss key issues relevant to their immediate and extended environment * Express their viewpoint to others and support it with reasoning * Use appropriate stress and intonation (e.g. pace, tone, volume, style, stress, and enunciation) * Use appropriate presentation tools (e.g., posters, PowerPoint, oral reports) to convey facts, ideas and points of view for different purposes and audiences * Demonstrate turn-taking and respectfully listening to and refuting opposing point of views by using logic/reason, etc. |
| **Formative Assessment:**  Class Tests, quizzes, daily work in notebooks  **Summative Assessment:**  Mid-Year and End of Year exams.  **Learning Activities:**  Teachers should ensure that students are clear on how speaking and listening can be managed through different purposes/ forms. Speaking frames vocabulary banks and question stems will be helpful.  **Explanation** ( e.g. Why speech marks are used in dialogue) General introduction to indicate what is to be explained; a series of logical points which explains the process/ application; point out pitfalls/misconceptions; connectives to explain points e.g. so, because, therefore; simple present tense; connectives of sequence/time such as *next, once you have done this;* visual illustrations, diagrams; technical terms contextualised/explained  **Descriptions** (e.g. Description of bedroom) General introduction/context to description; description divided into sections/chunks – e.g. room by room; speaker to take on voice/connectives of a commentator e.g. *Let us go next to*...; noun phrases  Narrate e.g. *A first hand account of an event/ incident:*  first person; narrative structure – orientation, problem, complication, resolution, reflection; different speaking voices; chronological connectives such as *then, next, meanwhile*.  **Explore/Discuss:** With both types of talk, learners need to be sure what their intended outcome is, and how it is to be achieved. If a group activity, this organisation should allow speakers to contribute, others to listen and question, and agreement ultimately sought. As well as a clear purpose, clear roles need to be given, e.g. chairperson/manager (runs the discussion, ensures everyone sticks to the point and sums up at the end; scribe (keeps clear notes of all key points and decisions); timekeeper (monitors the time, and moves the discussion on if necessary). There should be ground rules: everyone has a chance to speak/show you are listening/use question stems which help clarify and move points on such as: *can you explain a bit more?/I agree with what you have just said because/I disagree with you because/That’s an interesting point of view, I had not thought of that/could you give me another example of x, so that I am convinced* etc. The chairperson/timekeeper could use stems such as: *We need to stay on task, so can we move on/You haven’t spoken yet, would you like to give us your opinions on this/So what is going to be our agreed poin*t. Completion of a self assessment sheet will help learners reflect on their participation.  **Analyse:** This requires more systematic investigation. Many of the processes involved in exploration could be adopted. Imagine: e.g. character. Drama type techniques will obviously be applicable, such as hot seating, thought tapping, role play.  Argue: If a group task, many of the specifications for discussion apply. If an individual speaking task, learners need to; introduce and state argument; make 2/3 points in favour of their argument and exemplify these through example, research, expert opinion, personal anecdote. Some linguistic/rhetorical features should be used such as: sets of 3, repetition, rhetorical questions, personal pronouns; repetition  Persuade: Persuasion crosses over into argument. A simple persuasive focus could be taken – such as ways to persuade young people to eat healthy food, and some of the features of argument adopted. Effective persuasive speeches – such as those of Martin Luther King and Mandela - could be used to show the use and impact of the argumentative, rhetorical and linguistic features just specified. | |
| **Learning Activities:**  **Activity No. 1: Speaking Activities on Non-Fiction:**  **The weather forecast**  Learners discuss the recent weather. licit any related vocabulary and help if necessary. Learners are then given a copy of a map of their country and listen to/watch the weather forecast for their country in English. While they are listening, they write down the relevant vocabulary from the weather forecast for the right part of the country, e.g. the capital – slight breeze, in the north – sharp temperature drop, etc. Learners check in pairs and feedback to the whole class.  Weather forecasts for different parts of world, in English, can be found, for example, at: www.bbc.co.uk/weather  Learners can work in groups and discuss what weather changes they have noticed in recent years, if any.  **Extension activity**: More advanced learners may have less support and perhaps listen to the recording only twice.  **Extension activity (skills/language)**: Learners work in pairs and prepare a weather forecast for another country. This forecast can be fictional, or learners can access the internet to check. Learners use a printout of a map of that country and draw symbols of their weather forecast. The groups then act out the forecast to the class pointing at the correct part of the country on their map as they speak.  **Globalization:**  Students explore what they understand by the term globalization. They work in small groups and prepare a poster about what globalization means to them. Groups introduce their posters to the other groups and compare their ideas. Elicit what negative consequences globalization can have.  Students watch a short cartoon clip which explains what globalization is and what the negative consequences can be. For the clip, go to: www.youtube.com/watch?v=dD\_vyptah-g  Students compare their own ideas with the ideas from the clip.  Play the clip again. Students write down any topic related vocabulary (e.g. global network, transport and trade, buy relatively cheaply, etc.). Check the meaning of unknown vocabulary with the whole class. Vocabulary can be used in example sentences and written on the board.  Students work in groups and discuss globalization and related issues. For questions, go to:  https://esldiscussions.com/g/globalization.html  The questions help focus their thoughts on the advantages and disadvantages of a global economy in every aspect of life.  **Extension activity**: Students could speculate on the future of globalization and write an article/essay.  **Extension activity:** In the discussion, the use of stress and intonation patterns and suitable phrases to express views, disagree and interrupt politely can be highlighted, tactfully corrected if necessary, and practised by the whole class. More new vocabulary can be elicited, repeated, practised (in example sentences) and written on the board/whiteboard.  Reading: Globalization  For text and interactive questions, go to: https://teachingutopians.com/2021/01/29/online-interactive-  reading-comprehension-texts-globalization/  To make students build reading speed, divide the class into groups and give each group a time limit to complete their reading. Students read the text and answer the questions as a group. When they finish, they record the time it takes them to complete the reading comprehension. Go through the answers with the whole class. Encourage Students to come to the board and indicate where each answer is in the text. The group with the shortest time and most correct answers wins. | |

***Competency 2: Reading***

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| **Standard 1:** Use strategies, skills and knowledge, skills related to word identification/decoding, vocabulary, comprehension, and fluency to construct meaning from informational and literary texts while maintaining a positive disposition towards reading.  **Standard 2:** Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text to comprehend and analyse a range of literary (prose, poetry and drama) and informational texts (narrative, descriptive, expository, persuasive, procedural, and functional texts). | |
| **Student Learning Outcomes:**  [SLO: E-10-B1-02]  Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?  Read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently.  [SLO: E-10-B2-02]  Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the author throughout the text.  [SLO: E-10-B3-08]  Examine a central idea of an informational text and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  Use summary skills to  1. extract salient points and develop a mind map to summarize a variety of informational texts.  2. transfer the written text to a table, diagram, flowchart or work plan..  [SLO: E-10-B3-02]  Read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.  Use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.  Link new facts, terms, and concepts with prior knowledge.  Choose words and phrases for effect.  Comment on implied meaning, e.g. writer’s viewpoint, relationships between characters etc.  [SLO: E-10-B3-04]  Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), and generalized statements from evidence-based information with specific reference to informational texts. | |
| **Knowledge:**  Students will:  Read a wide range of persuasive and informative texts while learning to decode multisyllabic words in sentences.  Recall previous knowledge to support their own views and collect new information to support or change their views | **Skills:**  Students will be able to…   * Comprehend and respond to the viewpoint conveyed in a persuasive text * Comprehend the persuasion strategies used by the authors * Ask and answer simple and higher-order questions to challenge the viewpoints of others and critically evaluate their own views * Retell with accuracy and add relevant details to agree or disagree with each other * Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/textual/factual open-ended questions that require interpretation, inference and personal response. * Evaluate informative texts to synthesise relevant details * Use different sources of information, such as, newspapers, texts, internet, blogs and views of others to gather and consolidate information * Demonstrate respect for each other’s opinions and express disagreement politely * Use story-telling techniques for persuasion * Write persuasive essays using reasons, logic, examples * Write informative essays using topic sentences, relevant details, examples, etc. |

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| **Formative Assessment:**  **Summative Assssment:** |
| **Learning Activities:**  **Activity No. 1:**  Reading activity: Global environmental issues  The worksheet and the text can be downloaded from:  www.teachingenglish.org.uk/article/environmental-problems  Learners brainstorm which environmental issues the world is facing nowadays and how serious they think these problems are. This is a good opportunity to review any related vocabulary.  **Extension activity:** Dictate a few topic-related words to the learners (e.g. pollution, environmental, energy, erosion, renewable, sustainability, etc). They write down the words and check the spelling in pairs. They then mark the syllables in each word and put a dot above the stressed syllable. Learners group these words into categories based on the stress pattern of each word. Learners should be encouraged to use monolingual dictionaries to check the spelling and syllable stress. They check their answers with the whole class and drill the stress patterns orally.  Learners work in groups. Each group is given one paragraph to read. In each paragraph, the environmental issue should be deleted from the subheading and from the text itself. Learners read the paragraph and try to guess which environmental issue is dealt with in that particular paragraph. Learners should use their knowledge of topic-related vocabulary to guess the environmental issue. Each group is given the remaining paragraphs and they check their answers with the whole class.  Learners read the complete text and answer a set of questions.  Learners discuss which of the issues mentioned in the text affect their country and how.Writing activity:  ‘Writing a report about environmental issues.’  Learners imagine they work for an environmental agency and their supervisor has asked them to write a report about an issue that is affecting the local area and what’s being done to tackle it. Learners work in groups, choose one issue that affects their country/local area the most and write a report about it. In their report they should:  • describe the current situation  • mention what is being done to improve the situation  • evaluate how effective this has been and suggest improvements.  Learners may need to do some research for homework first.  Learners brainstorm ideas in groups and plan their report (e.g. how many paragraphs, what information, in what order, what tone and register would be appropriate, etc.). Useful language for reports can be found at: https://engxam.com/handbook/how-to-write-a-report-c1-advanced-cae/  Learners draft their report and edit it as a group. They read out their final drafts to the whole class. The most common grammatical/lexical errors can be copied on the board and learners suggest corrections. Learners then copy the corrected sentences.  **Reading and predicting: ‘High Winds Hit Oman’**  www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/06/070606\_oman\_cyclon e.shtml  The prepositions in the text could be blanked out and learners could work in pairs to replace them. The exercise can be followed by checking and then the whole article can be read and discussed. The use of adverbs as intensifiers, e.g. widely predicted, sparsely populated can be highlighted and further examples elicited. Spelling issues around the suffix ‘-ly’ can be discussed.  Learners can consider the more demanding vocabulary, e.g. ‘*disrupts’, ‘batter’* and discuss their negative connotations. Learners can then write other example sentences individually, in pairs or as a class on the board / whiteboard. As always, learners should be encouraged to keep a note of new words they encounter in their Word book (or other system). They can go on to use new words in example sentences, using dictionaries to help.  **Activity No. 2:**  Inference/deduction is an important reading skill for students to acquire. Teachers’ work on this will vary according to the text being studied. However, the importance of visualisation, narrative hooks, connotation, knowledge of narrative/genre are taught. Teachers should also model how to read back, as well as forwards in a text to find links between events and themes. Giving students a picture/photograph to ‘read’ will often make clear the skills of inference.  **To consolidate and extend knowledge/understanding, students could**:  - Underline literal information and then predict what is going to happen next  - Highlight words/phrases in a fiction extract which are to do with behaviour, thoughts, senses  - In a short fiction extract, underline words which show how a character speaks, moves, looks. What clues do these give about the character?  - Use some of the following approaches to help with inference: thought-maps; guided tours; Venn diagrams; tension graphs; hot seating  - Create a ‘character line’ of how a character changes throughout a text  - Create spider diagrams exploring the connotation of particular words e.g. *white, green, peace*. Compare these with a partner. Are they the same?  - Underline words in a poem understood, and compare with a partner.  - From the title of a poem/story predict what is going to happen next.  - Read first chapters from different genres and predict what is going to happen next.  - Match beginnings and ends of texts/poems  **Activity No. 3:**  Teachers should ensure that students recognise the importance of using appropriate textual evidence to support reading points. They should model how to use quotations effectively, and the difference between explicit and embedded quotes, e.g. *We can tell that Mary feels happy when she goes to school because it says, ‘ QUOTE’ ; Mary’s happiness when she goes to school, QUOTE, is very obvious to the reader.‘*  To consolidate and extend knowledge/understanding students could:   * Work in 3’s. One to put forward a point about a character, the other to explain what this point means, the other to find evidence. This could be done on different coloured slips of paper * Keep an ongoing character profile backed up by quotations * Be given a point about a character, theme, plot etc, and asked to find the quotation which proves this * Complete a character wheel – that is, six quotations which reveal different aspects of the character * Match up a card in one colour which has a point or piece of information with a card in another colour which has the corresponding quotation * Choose a statement about a character in a book from a list offered and then find a quote which backs it up * Collect/highlight quotations in a text extract which convey a theme e.g. trust, friendship |

**Competency C: Vocabulary & Grammar**

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| **Standard 1: Use vocabulary accurately and appropriately as well as understand how speakers/writers put words together and use vocabulary to communicate meaning in familiar and unfamiliar settings.** | |
| **Student Learning Outcomes:**  SLO: E-10-C1-01]  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 and 11 & 12 reading and content, choosing flexibly from a range of strategies.   * Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. * Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). * Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. * 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).   SLO: E-10-C1-06]  Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |
| **Knowledge:**  Students will:   * Explain how use of words can be used for stress and emphasis of argument * Demonstrate knowledge of the difference between an informative and persuasive text * Demonstrate knowledge of strategies of persuasion | **Skills:**  Students will be able to…   * Locate entry word and for the etymology of the word. * Use precise vocabulary with moderate accuracy for constructing an argument or for supporting a viewpoint * Explain context and relevance of details chosen to write information-based and persuasive texts * Use thesaurus and dictionary to locate synonyms/antonyms according to the context and use in writing. |
| **Formative Assessment:**  Ongoing classwork, class tests, quiz  **Summative Assessment:**  End-of year and Mid-year exams  **Learning Activities:**  Teachers should ensure that students are familiar with the following categories of connectives and how they can be used within and between sentences, and to link paragraphs:  Sequence: *Firstly, Secondly, Finally, Next*  Time: *Later, The following morning, Years later, After a while, When I finished, To begin with*  Position: *Besides, Nearby, Over there, On the other side*  Logic: *Therefore, So, Subsequently*  Change: *However, Although, On the other hand, Yet*  To add: *Also, Another, Moreover*  Example: *For example, For instance*  Comparing: *Similarly, Likewise*  To consolidate and extend knowledge/understanding, students could:   * Investigate a range of texts on how connectives are variously used, then categorise these in a grid according to type e.g. sequence, time. Students might well discover other categories of connectives! * Incorporate different connectives to a sentence, so that its meaning changes every time * Connect some very simple sentences together with suitable connectives, and see the transformation! e.g. A *young boy walked towards the river. He was bored. He picked up a stone. He threw the stone. A man was on the other side of the river. The stone hit the man on the head. He was angry. The boy ran away.* * Insert the correct connectives missing from a text extract – cloze exercise * Change the connectives on a piece of writing which has over-used *then so/also.* * Talk for a minute retelling the story of their favourite book/film without using ‘and/then’ * Take a comic strip with the dialogue removed. One-line commentary written under each box, connectives to drive narrative along e.g. *Next; Later; Subsequently; After this.* Act out in freeze-frames, managed by a narrator. | |

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| **Standard 2**: Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication. | |
| **Student Learning Outcomes:**  SLO: E-09-C2-02]  SLO: E-10-C2-02]  Apply knowledge of language to understand how language functions in different contexts, make effective choices for meaning or style and comprehend more fully when reading or listening.  a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.  SLO: E-09-C2-04]  SLO: E-10-C2-04]  Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect.  Recognize and use subordinating conjunctions to connect independent clause/s to dependent clause/s.e.g., He could not attend the meeting because he was sick.  "Recognize and use correlative conjunctions including pairs such as "both/and," either/or," neither/nor," not/but" and " not only/but also." | |
| **Knowledge:**  Students will:   * Demonstrate knowledge of purpose and correct usage of articles, adjectives and verbs in a written text | **Skills:**  Students will be able to…   * Use articles in their speech and writing with moderate accuracy. * Use adjectives to enhance descriptions, arguments and viewpoint * Demonstrate and apply knowledge of varying position of adjectives in written texts; * Use transitive verbs (an action verb, expressing a doable activity like kick, want, paint, write, eat, clean, etc.) in their speech and writing * Use intransitive verbs (a verb that does not require an object to act upon, i.e., they jumped.) in their speech and writing * Use tenses with accuracy in their speech and writing while constructing persuasive or informative texts |

***Competency D: Writing Skills:***

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| Standard 1: Create grade-level pieces of writing which are focused, purposeful and show an insight into the writing process; expressing increased fluency, coherence and cohesion, correct grammar and legibility, grade-level vocabulary, punctuation and spelling, for a variety of purposes. | |
| **Student Learning Outcomes:**  SLO: E-09-D1-01]  SLO: E-10-D1-01]  Apply editing and proofreading skills to a range of different texts and contexts  SLO: E-09-D1-02]  SLO: E-10-D1-02]  Use hyphens (hyphenated nouns and adjectives) in words, letter string –ough words.  SLO: E-09-D2-04]  SLO: E-10-D2-04]  Write and critique the final draft after complete editing and proofreading. Ensure each paragraph develops the main idea of the essay/piece of writing and the topic sentence of each paragraph. Use the technique of hook, and lead-in sentences to develop the flow of thought. | |
| **Knowledge:**  Students will:   * Demonstrate different strategies of planning (brainstorming, mind-mapping, taking notes, etc. to plan their writing) * Demonstrate knowledge of different figures of speech in their writing. | **Skills:**  Students will be able to…   * Organise their ideas, knowledge, to plan their writing * Use thesaurus and dictionary to locate synonyms/antonyms according to the context and use in writing. * Edit and correct their own errors of grammar/syntax, spelling, etc. * Provide feedback on the content produced by others in a respectful and constructive manner |
| **Formative Assessment:**  Ongoing classwork, class tests, quiz  **Summative Assessment:**  End-of year and Mid-year exams  **Learning Activities:** | |

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| **Standard 2:** Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types. | |
| **Student Learning Outcomes:**  [SLO: E-09-D3-03]  [SLO: E-10-D3-03]  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   * Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. * Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. * Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. * Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).   SLO: E-09-D3-04]  SLO: E-10-D3-04]  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   * Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. * Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. * Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. * Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * Provide a concluding statement or section that follows from and supports the argument presented. | |
| **Knowledge:**  Students will:  Write various types of essays e.g., persuasive and argumentative  Demonstrate knowledge of topic sentences, viewpoints, supporting devices for an argument/persuasive and/or informative texts; | **Skills:**  Students will be able to…   * Express their viewpoints and support them by reasons * Acknowledge opposing views and their merits and demerits * Use any organizational pattern / sequential order of arranging detail and present cause and effect / comparison and contrast devices to strengthen their viewpoint; * Provide background and contextual details to support perspective and give appropriate conclusions. * Use story-telling devices (use of relevant stories from real-life situations) to demonstrate their perspectives/stories |
| **Formative Assessment:**  Ongoing classwork, class tests, quiz  **Summative Assessment:**  End-of year and Mid-year exams | |
| **Learning Activities:**  **Activity No. 1:** Letter to a newspaper  Students imagine there is a proposal to make a part of the local beach private for tourists only. Students could write an email to the local authorities giving their opinions of this idea and highlighting the consequences of this proposal on the local area. In small groups, Students can brainstorm ideas for their emails, plan and draft an outline, review suitable expressions for expressing views and give reasons.  Less able students could be offered more help such as more time for the activity and more checking with regard to the word lists they will work from.  More able students can write at greater length and revise suitable language for a formal tone and register.  Activity No. 2: Advertising leaflet  Students could write a leaflet for a tourist agency promoting the attractions of their town for visitors. At the planning and drafting stage, suitable vocabulary for places and expressions of enthusiasm can be explored.  **Extension activity:** Students work in small groups and prepare a short presentation on why their local area would/wouldn’t benefit from more tourism  Activity No. 3:  Students write an email to their friend about the country they’ve researched, say what they found interesting about the country and explain why it’s a good place for tourists to visit.  Students write a short paragraph about what they like to do on their holidays, the destinations and type of transport they prefer, etc. The information can be fictional. Students are also asked to bring in a range of leaflets for tourists visiting the local area, e.g. to visit a Zoo, a castle, a museum, a nature reserve, an advertisement for a hotel, etc. In the following lesson, Students work in groups, read somebody else’s description and plan a holiday for them based on the preferences expressed in the piece of writing. Students then present their plans to the class and justify their choices.  More activities on non-fiction:  **Summaries**  Across a range of texts, students to try out/use summarising strategies: one sentence summary of main point/argument/story of text; underline/highlight topic sentences in one colour, amplification in another; highlight key words/terms; number the sequence/steps/development; write up in own words, then score through words not necessary; check that own words used, but if not use as quotations; definitive introduction, development, conclusion that mirrors the original. Students to create a guide for another class on how to write an effective summary.  **Reviews**   * Students to read/investigate a range of published reviews – book, film, game, theatre. What is their purpose? Arrange in order of effectiveness, and agreement reached on features of effective reviews: outlines the main features of the product/ performance/showing – but does not give too much away; helpful details e.g. book title and author/film title, director, actors, where it is on/length; mentions other relevant films, books, games etc so that there is an overall context; provides enough information so that the reader knows what the product is about, but not too much; personal opinion given of good and bad points, but justifies and explains these ; often oral, personal, humorous style; headline gives indication of opinion * Students to write their own review for the school magazine of a theatre company who came to the school and gave a catastrophic performance. * Students to swap with a partner and assess for the features above –success criteria grid? \*   **Reports**   * Look at Estate Agents’ blurb, holiday leaflet, sports report – and underline facts and opinions in two different colours. Opinions evident through adverbs (*generally, usually*), modals (*could, should*); emotive vocabulary (e.*g. starvation*).; assertion (e. ‘Living here is very pleasant’). Students to work in groups of 4, and write an entirely factual description of the village/town where they live. Purpose is to convey the essential facts. Audience are people who have not been to the village/town before so have no idea what it is like. The following features could be incorporated: population; shopping; types of houses; size; public services (school, police, courts etc) ;arts and leisure; mosque s/chapels/churches/synagogue; businesses/industry; eating/drinking out; shopping; houses; natural features e.g. parks, river, mountains, beach. How difficult did they find sticking to facts? \* * Teacher to explain that a report aims to give absolute facts. Have a group of students act out a scenario in front of the class – robbery, argument etc. Students to take notes. Afterwards, compare and discuss notes – did they notice the same thing? In pairs, students to write an entirely factual report, sequencing it in the order that happened. Short sentences should be used so that points are clear, and if connectives are used they should be causal/explanatory, e.g. because, that, when. Sub-headings can be used.   **Leaflets**   * Students to collect or be presented with 5/6 persuasive leaflets. Based on their work in year 7, they should highlight/annotate these for persuasive features, and then sequence in order of effectiveness. Teacher/students to agree on what makes for an effective leaflet in relation to audience and purpose, and a ‘success criteria’ grid collectively could be devised. * Students to work in pairs on a leaflet for prospective students coming to the school. Headings given: introduction/welcome; school day; learning; teachers; lunch time; extracurricular activities; problems/help and support; some final advice. Visual images provided by the teacher; students can then make choices as to cropping, positioning etc. Leaflets displayed on the wall. Which ones are the most effective and why?\*   **Writing a non-fiction text**  -Teacher to present a choice of non-fiction texts, from which students (working in pairs) have to choose 2, making sure these are different e.g. a letter to a celebrity to persuade them to support a school charity; an email to a friend who has money problems on how to save money; a report for the Principal of the school on the dining/eating arrangements at the school; explanation for older person on how to use the Internet. Teachers to ensure that students are clear about audience and purpose. Write an outline plan for each writing text chosen, and explain to another pair. Is it suitable for the requisite audience purpose? Student from each pair to explain their non-fiction plan to the rest of the class.  - Students to use ICT to create their own choice of non-fiction text for a particular audience/purpose using suitable presentation and organisational devices\* | |

**COMPETENCY 1: Oral Communication Skills**

**GENRE: Factual Writing** (Advertisements, timetables, encyclopedias, flowcharts, tables and maps, newspaper and magazine articles)

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| **Standard 1: Develop competence in listening and spoken language in order to communicate effectively across a variety of contents and to a range of audiences.** | |
| **Student Learning Outcomes:**  [SLO: E-09-A2-02]  [SLO: E-10-A2-02]  Ask and answer questions of personal relevance, information and a variety of communicative purposes  [SLO: E-09-A4-01]  [SLO: E-10-A4-01]  Engage in extended discussions and critique taking into account other speakers’ viewpoints and presenting one's own with clarity and coherence.  [SLO: E-09-A2-03]  [SLO: E-10-A2-03]  Demonstrate the use of rhetorical questions for a range of audiences. | |
| **Knowledge:**  Students will:   * Listen to a factual piece of information e.g. Advertisements, timetables, encyclopedias, newspaper and magazine articles to know the audience and structure of presenting information. * Differentiate between types of audiences for each audio text and purpose of presenting the information | **Skills:**  Students will be able to…   * Identify the salient points of any given audio text in a focused, coherent manner with valid reasoning and well-chosen details. * Use appropriate oral forms to convey facts, ideas and points of view for different purposes and audience * Speak using non-verbal gestures, and variation in voice to convey shades of meaning * Incorporate and maintain appropriate voice qualities (e.g. pace, tone, volume, style, stress, and enunciation) when speaking. * Speak confidently using complex vocabulary and longer sentences to fulfil different purposes * Ask and answer grade level questions about key details across comprehension levels (factual, inferential, and evaluative e.g., make predictions, make inferences about the purpose, intention, theme, compare and contrast, categorize and classify, distinguish between cause and effect, draw conclusions, identify different points of view, identify a problem solution relationship * Ask questions to extend ideas and alternative options * Present own work confidently, answer questions carefully and handle criticism with poise and open-mindedness * Follow the rules of turn-taking during discussions. * Engage in extended discussions taking into account other speakers’ viewpoints and presenting one's own with clarity and coherence. * Ask and practice rhetorical questions as food for thought. |
| **Formative Assessment:**  Class Tests, daily classwork  **Summative Assessment:**  Mid year and end of year examination  **Learning Activities:**  **Prepare a presentation on facts. Some suggestions can be:**   * Difference between Earth and Mars Temperature * Poster presentation on any given product * Research and provide facts on the education system of Pakistan. * Present a weather report | |

**Competency 2: Reading**

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| **Standard 1: Use strategies, skills and knowledge, skills related to word identification/decoding, vocabulary, comprehension, and fluency to construct meaning from informational and literary texts while maintaining a positive disposition towards reading.** | |
| **Student Learning Outcomes:**  [SLO: E-09-B1-01]  [SLO: E-10-B1-01]  Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.  Use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words. | |
| **Knowledge:**  Students will:   * Read a wide range of facts and information based texts accurately while learning to decode multisyllabic words in sentences. * Read text aloud for fluency * Use rules of mechanics and pronunciation to read correctly and fluently * Learn to ask and answer simple and higher-order questions (comprehension exercises) to guide/assess reading comprehension | **Skills:**  Students will be able to…   * Comprehend and read with fluency and decode multisyllabic words in a wide range of factual and information based texts accurately by unpicking difficult and new words for correct pronunciation * Read new words with silent letters correctly. * Apply rules of punctuation correctly. * Ask and answer simple and higher-order questions in comprehension passages * Recognise and rectify faulty punctuation in given passages and own work and correct others’ work * Consult a dictionary for literal and contextual meaning. * Differentiate features of text based on genre. |
| **Formative Assessment:**  **Summative Assessment:**  **Learning Activities:**  **Factual Description:**  A factual description is the detailed description of the physical attributes of the object as it appears to the onlooker with the special features included.  There are three main types of factual description. They are:  Description of an object  Description of a person  Description of an event.  **Format:**  **Topic sentence:** It is the sentence which introduces the main ideaof the paragraph.  **Supporting details:** They come after the topic sentence, making up the body of the description. They give details to develop and support the main idea.  **Closing sentence:** This is the last sentence. It restates the main idea and sums up the thoughts using different words.  **Content:**   * A simple description of features or characteristics of the topic. * Avoid giving your opinion. Stick to the facts, not your interpretation of the sentences. Be specific. State only known facts, not speculation. For example, if you see smoke, but not a fire you can state there was smoke. You cannot state there was fire. * Use relating verbs to define, describe and classify.   **Activity No 1:**  **Magazine article**  Remind students of features of newspaper reports and then compare with a comment type magazine article.  Newspaper report Magazine article  Headline ( often emotive/dramatic) to hook the reader in  First paragraph sums up what the report is about  Do not always know who wrote it  Second paragraph gives overview of story with some more details dropped in  Next paragraph interview/quotes  Newspaper report alternates between reporting/comment/quotes  Reporter just reports – does not tell the story.  *No personal opinion obvious, but there is bias/ viewpoint/exaggeration for dramatic effect*  *Conclusion sums up how things are now, and what might happen in the immediate future*  *Language largely formal*  *-* Class discussion on what makes a magazine article different from a newspaper report. Students to compile a step-by-step ‘recipe’, with exemplification. These could be provided by the teacher, so that students have to work out how they should be used.  Magazine project  - Students to agree on magazine title, audience, range of non- fiction texts to be included. For example, comment, review, diary/blog extracts, letters, emails, advertisement, review, explanation/instruction etc. Reminder cards could be given of the linguistic/presentational/structural features of these texts, or revisited as appropriate. Success criteria provided.  - Students to work in groups of 4, selecting one different non-fiction text each to write. Plans/outlines/first drafts to be shared, discussed, evaluated. Texts written up/produced using ICT. Texts to be of a particular length, size so that they fit into a prescribed space on magazine A3 sheet.\*  [www.everybodywrites.org.uk](http://www.everybodywrites.org.uk/); en.wikipedia.org/wiki/News;  [www.rewardinglearning.org.uk/microsites/journalism/links/index.asp](http://www.rewardinglearning.org.uk/microsites/journalism/links/index.asp) | |
| **Standard 2:** Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text to comprehend and analyse a range of literary (prose, poetry and drama) and informational texts (narrative, descriptive, expository, persuasive, procedural, and functional texts). | |
| **Student Learning Outcomes:**  [SLO: E-09-B2-03]  [SLO: E-10-B2-03]  Discuss their own and others’ reading critically, taking account of others’ views of what they have read, express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts.  Recognise features of an effective topic sentence using specific words and vivid verbs.  Analyse larger paragraphs with abstract concepts to identify sentences that support the main idea through  • evidence  • cause and effect, and/or  • comparison and contrast.  Analyse organizational patterns in a text:   1. list/ sequence of ideas/ events comparison-contrast 2. cause-effect 3. problem-solution 4. reasons/ assumptions-conclusion     Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/ textual/ factual open-ended questions that require interpretation, inference and personal response.  Determine a theme or central idea of a text and analyse its development over the course of the text; provide an objective summary of the text.  Skim and scan relevant information and main points in texts to identify the writer’s purpose, and intended audience and infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.  Determine a central idea of an informational text and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  Use summary skills to:  1. extract salient points and develop a mind map to summarize a variety of informational texts.  2. transfer the written text to a table, diagram, flowchart or work plan.  Summarise complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks.  Make inferences to draw conclusions from, e.g.,  a. contextual information  b. writer’s viewpoint  c. implied information  Demonstrate an understanding of Interpreting and integrating information from a variety of sources (e.g., maps, graphs, charts, diagrams) | |
| **Knowledge:**  Students will:  Learn to effectively use and apply various reading strategies appropriate to reading purpose i.e. skimming and scanning text to discover meaning, main idea of text and to deduce implicit and explicit meaning,  identify the central idea or a theme of a text, identify supporting and particular details; provide a summary of the text distinct from personal opinions or judgments.  Differentiate fact from opinion | **Skills:**  Students will be able to…   * Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/textual/factual open-ended questions that require interpretation, inference and personal response. * Recognise features of an effective topic sentence using specific words and vivid verbs. * Use a variety of details to support the main idea in the variety of texts studied. * State reasons for selection of choice of text and support with evidence. * Consult a dictionary to find denotative and connotative meanings. * Categorise supporting details to see variety in selected text. * Learn to support point of view * Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. * Discuss the author's use of language craft, including figurative metaphorical language to show shades of meaning especially in advertisements and magazines to understand the jargon, considering the impact on the reader. * Summarise the text for key ideas. |

**Competency C: Vocabulary & Grammar**

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| **Standard 1:** Use vocabulary accurately and appropriately as well as understand how speakers/writers put words together and use vocabulary to communicate meaning in familiar and unfamiliar settings. | |
| **Student Learning Outcomes:**  SLO: E-09-C1-04]  SLO: E-10-C1-04]  Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.  SLO: E-09-C1-06]  SLO: E-10-C1-06]  Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |
| **Knowledge:**  Students will:   * Find out the meanings of words * Understand that words have different shades of meanings * Know the rules of grammar and vocabulary of the identified concepts. * Explain how meanings of words change when used in different contexts (both in familiar and unfamiliar settings) | **Skills:**  Students will be able to…   * Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. * Locate the entry word and the etymology of the word. * Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. * Differentiate between abbreviations and acronyms and use them correctly * Use thesaurus and dictionary to locate synonyms/antonyms according to the context and use in writing. * Practice grammatical functions and concepts to use correctly in speech and writing. * Practice words with prefixes and suffixes |
| **Formative Assessment:**  **Summative Assessment:**  **Learning Activities:**  In order to improve students’ use of vocabulary, teachers could introduce new vocabulary each week, and students rewarded/praised when they use these new words in their writing or speaking. Weak vocabulary (e.g. *went, got* etc.), could be ‘banned’/attract penalty points.  **To consolidate and extend knowledge/understanding, students could** :   * Have a vocabulary notebook, where they add new words on a regular basis. Words could be organised under particular categories e.g. prefix, root, synonym, topic, technical etc. * Be rewarded when they use new/adventurous vocabulary * Highlight a range of texts for particular types of vocabulary e.g. negative/positive/emotive/ technical/persuasive, and these discussed in relation to audience and purpose * Participate in dictionary/word finder contests * Complete cloze exercises (across a range of texts, including poetry) where a choice of synonyms are provided. Correct choice discussed in relation to meaning and nuance. * Create their own cloze/synonym exercise for other students to complete * Spot archaic vocabulary in text extracts from the 19th and 20th century, and find out their meaning. Why do words change/fall out of fashion? * From text extracts, collect examples of effective vocabulary use and these listed on a class vocabulary board. Students to add a justification for their choice. * Transform an example of a student’s work (this could be made up by the teacher) by changing some of the vocabulary. Students could be supplied with a list of possible words that could be used as alternatives * Play games focused on vocabulary e.g. Call My Bluff where students have to guess the correct definition; using a dictionary, devise their own definition quiz for other students – 4 definitions given, and only one correct; devise their own word searches/crosswords; find words within a longer word; word ladders; class competition to see how many words can be listed/found with a particular prefix/root. There are many vocabulary sites on the Internet which provide a range of suitable games. | |

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| **Standard 2**: Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication. | |
| **Student Learning Outcomes:**  SLO: E-09-C2-02]  SLO: E-10-C2-02]  Apply knowledge of language to understand how language functions in different contexts, make effective choices for meaning or style and comprehend more fully when reading or listening.  Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.  SLO: E-09-C2-04]  SLO: E-10-C2-04]  Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect.  Recognize and use subordinating conjunctions to connect independent clause/s to dependent clause/s.e.g., He could not attend the meeting because he was sick.  SLO: E-09-C3-01]  SLO: E-10-C3-01]  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.   * Observe hyphenation conventions. * Spell correctly. * Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.   SLO: E-09-C5-03]  SLO: E-10-C5-03]  Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation.  SLO: E-09-C5-04]  SLO: E-10-C5-04]  Change tense in indirect speech (present, past and perfect tenses, future, modals*,* time and questions, orders, requests, suggestions and advice) in speech and writing. | |
| **Knowledge:**  Students will:   * Follow punctuation rules, articles and use of verbs * Know that each instruction begins with a verb in the present tense. * Know the rules of grammar (use and usage) of the given concepts. | **Skills:**  Students will be able to…   * Practice punctuation rules and grammatical functions and concepts to use correctly in speech and writing * Use imperative sentences correctly. * Use modals correctly to create impact. * Use degrees of adverbs to create effect in speech, reading and writing. * Use transitional devices to convey correct meaning. * Use tenses correctly in shorter and longer pieces of speech, reading texts and writing. |
| **Formative Assessment:**  **Summative Assessment:**  **Learning Activities:**  Punctuation range – commas in parenthetical clauses; colon; semicolon; brackets; dash. The teacher may want to revisit appropriate strategies used in the previous classes.  Sentence construction, including fronted clauses/adverbials; embedded phrases/clause; prepositional phrases; complex nouns; positioning of detail/clauses within the sentence, and the difference made to meaning; impact of different sentence lengths and types  Vocabulary – vocabulary notebook, ways of adding to and enhancing vocabulary  **Application of sentence and punctuation skills**   * Students to create punctuation worksheets for another class. These to have the punctuation rule at the top, with 2/3 illustrative examples - than a set of exercises for students to complete. These could be sentences with the punctuation missing – or particular punctuation used incorrectly. * Students to select 5/6 sentence construction and punctuation features they feel secure about, then use these in a 3 paragraph account of what they did over the weekend. How many times were the punctuation marks used? Partner to assess for effectiveness\* * Students could write a simple text of what they did over the weekend and then transform on 3 rewrites – first, by bringing in a wide range of punctuation; second, adding detail at different points in each sentences; third, by adding 4/5 choice cohesive devices from a list\* * Teacher to ‘test/quiz’ students on their knowledge of the conventions for a **forma**l letter re: what addresses are put in and where they go; position of the date; how the letter should start (salutation) and finish (signing off). Conventions should then be taught as/ modelled as deemed appropriate: | |

***Competency D: Writing Skills:***

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| Standard 1: Create grade-level pieces of writing which are focused, purposeful and show an insight into the writing process; expressing increased fluency, coherence and cohesion, correct grammar and legibility, grade-level vocabulary, punctuation and spelling, for a variety of purposes. | |
| **Student Learning Outcomes:**  SLO: E-09-D1-01]  SLO: E-10-D1-01]  Apply editing and proofreading skills to a range of different texts and contexts  SLO: E-09-D2-01]  SLO: E-10-D2-01]  Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking.  SLO: E-09-D2-04]  SLO: E-10-D2-04]  Write and critique the final draft after complete editing and proofreading. ensure each paragraph develops the main idea of the essay/piece of writing and the topic sentence of each paragraph. Use the technique of hook, and lead-in sentences to develop the flow of thought. | |
| **Knowledge:**  *Students will:*   * Identify the structure of writing a factual piece of text * Pick strategies of brainstorming using mind maps, graphic organsiers or note-taking | **Skills:**  *Students will be able to…*   * Research and gather ideas to write according to the text requirement. * Create an outline to organize information in a logical manner to create analogies * Practice note-taking for different purposes in a legible and consistent handwriting * Write using mind maps and graphic organisers |

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| **Standard 2: Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types.** | |
| **Student Learning Outcomes:**  SLO: E-09-D3-03]  SLO: E-10-D3-03]  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selecting relevant content.   1. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. 2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. 3. Use appropriate transitions to clarify the relationships among ideas and concepts. 4. Use precise language and domain-specific vocabulary to inform about or explain the topic. 5. Establish and maintain a formal style.   Provide a concluding statement or section that follows from the information or explanation presented.  SLO: E-09-D3-07]  SLO: E-10-D3-07]  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  SLO: E-09-D3-11]  SLO: E-10-D3-11]  Write multiple paragraphs of free writing for fluency, creativity, brainstorming or pleasure.  Proofread and edit texts for errors of:   * sentence structure. * subject/verb agreement. * noun/pronoun agreement. * reference words, connectives/transitional devices * punctuation and spelling. | |
| **Knowledge:**  Students will:   * Write various types of factual writings following correct subject-verb agreement, sentence structure and tenses. * Focus on clarity of ideas that show cohesion, cause and effect | **Skills:**  Students will be able to…  Use chronological/sequential order of arranging detail  Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, note-taking.  Write informative/explanatory texts to examine a topic and convey ideas and information using structure of writing  Add adequate supporting detail to the topic and proofread and edit texts for errors of:   * sentence structure. * Subject/verb agreement. * Noun/pronoun agreement. * Reference words, connectives/transitional devices. * Proofread and edit work for final presentation. |

**Guidelines for Textbook Authors**

**Descriptive and Narrative Writing**

**GRADE 11-12**

* To create a chapter on descriptive/narrative writing for classes 11-12, an integrated approach should be used. It means listening/ speaking, reading, and writing skills are taught together using texts that exemplify ‘descriptive/narrative writing’.
* Authors can organize these skills in any order which is organic and logical. In one textbook series, a similar structure should be followed.
* Literary passages can be used along with poetry, and non-fiction text types as suited. Proper acknowledgements should be mentioned.
* Similar genres can overlap in a unit; there can be a unit where a story is given followed by a poem and/or an information-based text. This structure is subject to the author’s and/or book’s style.
* For broad SLOs, only parts that can be naturally embedded in the exercises/content/questions should be focused on.
* Any competencies, themes, sub-themes or skills can be adapted within chapters, projects or exercises.
* The given set of guidelines, structure or number of SLOs are by no means exhaustive, the authors can develop chapters/units using any set of SLOs that serve the learning purpose and pedagogical focus of their content.

The below-mentioned SLOs of SNC can be clubbed together in one chapter. It is not imperative to bifurcate SLOs in any manner. A task can have listening and reading SLOs or reading and writing SLOs integrated to embed in-depth learning. These competencies can also be addressed separately as well–it depends on the pedagogy adopted by the author.

**COMPETENCIES:**

A. Oral Communication Skills

B. Reading and Critical Thinking

C. Vocabulary and Grammar

D. Writing

These competencies are the areas of language learning. While creating learning content for textbooks/workbooks/SRMS, all competencies can be used. Selected competencies, such as grammar can also be used for SRMs like grammar workbooks.

**GENRE: Descriptive and Narrative Writing**

**Text Types:** Imaginative description, narrative composition, comedy/horror/suspense, poems, novel, short story, autobiography, news report, book review, travelog.

**Competency A: Oral Communication Skills**

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| **Standard 1: Oral Communication Skills: Develop competence in listening and spoken language in order to communicate effectively across a variety of contents and to a range of audiences.** | |
| **Student Learning Outcomes:**  [SLO: E-11-A1-02]  Speak confidently and fluently in a range of contexts (narrative/descriptive) to fulfil different purposes.  [SLO: E-11-A4-02]  Explore complex ideas and issues in drama, establishing roles and applying dramatic approaches with confidence. | |
| **Knowledge:**  Students will:   * Speak with the confidence and fluency required to fulfill the specific purpose. * Explore and apply descriptive/narrative elements in different text types with confidence. | **Skills:**  Students will be able to…   * Enact a drama/play script (comedy/horror/suspense) showcasing a number of roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements. * Use sensory details, linguistic devices and details about what a specific person, setting or experience looks like rather than just telling a story. * Research more complex and interesting issues in their surroundings which can be portrayed in dramas via a myriad of roles and dramatic approaches. |
| **Formative Assessment**  In-class discussion, pair-activities  **Summative Assessment**  Group presentations, Role-plays | |
| **Learning Activities:**  **Activity 1**: Discuss what the differences are between writing to narrate and writing to describe. Introduce a resource sheet on narrative openings and make students practice each type for a given title, e.g. first day at college, then feedback which one they think works best.  **Activity 2:** Students choose a photo (out of 2) Magazine picture or Personal photos.  Students look carefully at the photo - what they can see and imagine. They write brief notes of what they can see, smell, feel, …  Discuss students’ ideas.  **Activity 3:** Students sit back-to-back in pairs and take turns to orally describe a picture postcard of a place while the other draws it. Then they compare the drawings with the original.  **Activity 4:** Students listen to a piece of music and simultaneously write a description of the scene the music creates in their mind.  **Activity 5:** In pairs, students study examples of narrative writing to identify and analyze the effect of the narrative devices, e.g. direct speech, change of pace, creation of atmosphere, tension, suspense, flashback, foreshadowing, repetition for effect, symbolism.  **Activity 6:** Students work in small groups to discuss narrative points of view. Learners then look at text extracts from different narrative viewpoints to assess the effect on the impact of each text, e.g. diary, blog, scientific journal, news website. | |

**Competency B: Reading**

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| **Standard 1**: Use strategies, skills and knowledge, skills related to word identification/decoding, vocabulary, comprehension and fluency to construct meaning from informational and literary texts while maintaining a positive disposition towards reading.  **Standard 2:** Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text to comprehend and analyse a range of literary (prose, poetry and drama) and informational texts (narrative, descriptive, expository, persuasive, procedural, and functional texts). | |
| **Student Learning Outcomes:**  [SLO: E-11-B1-01]  Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfiction texts.  [SLO: E-11-B1-02]  Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)  [SLO: E-11-B2-01]  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  [SLO: E-11-B3-02]  Read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.  [SLO: E-11-B2-03]  Discuss their own and others’ reading critically, taking account of others’ views of what they have read, express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts.  [SLO: E-11-B3-05]  Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer’s purpose, and intended audience and infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.  [SLO: E-11-B3-06]  Examine how an author develops and contrasts the points of view of different characters or narrators in a text.  Critique the plot development with respect to different aspects of the story.  [SLO: E-11-B3-07]  Examine the particular elements of a story or drama (e.g., how the setting shapes the characters or plot).  Identify rhyme schemes and figurative language in poems*.*  Examine stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution) | |
| **Knowledge:**  Students will:   * Read a wide range of literary texts accurately while learning to decode multisyllabic words in sentences. * Read a wide range of texts accurately with appropriate rate, variation in a voice appropriate for characters, and expression in successive readings, both orally and independently. * Infer and deduce to recognise implicit meaning (e.g., look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively. * Give an informed personal response to a text and provide some textual reference in support. | **Skills:**  Students will be able to…   * apply strategies to comprehend the plot or characterization by focusing on its exposition, climax and resolution. * determine the plot and analyze its development through dialogues. * interpret a descriptive piece by decoding the message conveyed by linguistic devices such as imagery or sound effects like alliteration to convey some specific mood. * determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. * use inference and deduction to recognise implicit meaning (e.g., look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively. * read to structure and analyze descriptive/narrative/argumentative/persuasive essays. * identify rhyme schemes and figurative language in poems*.* * examine stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution) * examine 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. |
| **Formative Assessment**  In groups, students arrange cut-up paragraphs of a short story into a logical order. Students instruct each other how to complete this task.  **Summative Assessment**  Students are given the description of a (famous) place – presented in different genres (a literary fiction, guidebook extract, holiday brochure and a letter to a relative). Students match each extract to one of the contexts listed. | |
| **Learning Activities**  **Activity 1:** Students read a narrative text, listing three or more things that they noticed about character(s), narrator, imagery, setting and events. On the second reading, students list things that they had overlooked on the first. Moreover, in pairs, students underline the supporting details (extra, detailed information given in a text about characters/people, events, setting or an argument) in a text, which could be removed without altering the story or argument.  **Activity 2:** Students interrogate an extract from a play by using evidence to answer key questions, for example: When did they arrive there? What might each of the characters involved be thinking at that point? Why might characters have decided to be there? How might they have got there? Where might they be going next? Students read between the lines and infer meaning in a text, noting how implicit meaning is conveyed through language features, e.g. tone, description of characters, setting, symbolism. | |

**Competency C: Vocabulary & Grammar**

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| **Standard 1:** Use vocabulary (narrative/descriptive) accurately and appropriately as well as understand how speakers/writers put words together and use vocabulary to communicate meaning in familiar and unfamiliar settings.  **Standard 2:** Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication. | |
| **Student Learning Outcomes:**  [SLO: E-11-C1-02]  Comprehend and use contemporary idioms and proverbs in the different texts and in their speech.  [SLO: E-11-C1-03]  Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.  SLO: E-011-C1-05]  Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.  Interpret figures of speech (e.g., similes, metaphor, personification) in context and analyze their role in the text.  Analyze nuances in the meaning of words with similar denotations.  SLO: E-11-C4-01]  Use all types of tenses correctly in speech and writing.  Use gerunds and participles.  SLO: E-11-C5-01]  Differentiate between a variety of phrases and clauses.  SLO: E-11-C5-02]  Construct sentences using the sentence patterns and structures learnt in earlier classes.  SLO: E-11-C5-04]  Change tense in indirect speech (present, past and perfect tenses, future, modals*,* time and questions, orders, requests, suggestions and advice) in speech and writing. | |
| **Knowledge:**  Students will:   * explain the meaning of words from how they are used in different contexts (e.g., explanations: technical language; expositions; persuasive language) in both familiar and unfamiliar settings. * comprehend contemporary idioms and proverbs in the different texts and in their speech. * examine the use of tenses, gerunds, participles conjunctions and transitional devices in speech and writing to create the effect. * recognise the use of all types of tenses correctly in speech and writing. * recognise subordinating conjunctions to connect independent clause/s to dependent clause/s. e.g., He could not attend the meeting because he was sick. | **Skills:**  Students will be able to…   * Use contemporary idioms and proverbs in the different texts and in their speech. * Interpret gerunds, participles, conjunctions and transitional devices in speech and writing to create the effect. * Use subordinating conjunctions to connect independent clause/s to dependent clause/s. e.g., He could not attend the meeting because he was sick. * Apply the use of all types of tenses correctly in speech and writing. * Analyze and construct sentences using the sentence patterns and structures learnt in earlier classes. |
| **Formative Assessment**  Students expand sentences to evaluate the effect.  The [adjective, adjective] woman, [noun] left [verb] [adjective] [noun]. She smiled [adverb]. For example:  *The wise, old woman left the deserted house. She smiled gracefully.*  **Summative Assessment**  Students write the lexical fields (selection of words- kindly check activity 2) related to texts about cookery; a charity for the homeless; a music gig. | |
| **Learning Activities**  **Activity 1**  Perform a dramatic action with strong feelings, e.g. walks into a room angrily, slamming doors. Students write a paragraph describing what happened being careful about the choice of words.  **Activity 2**  The use of lexical fields enables a writer to build up description in their selection of words. For instance, in a theater review, the lexical field is likely to contain words such as *actor*, *set*, *performance*, *stage, audience* though naturally these words can be found in other contexts.  **Activity 3**  The whole class discusses the important idea that words can have a literal and figurative meaning and that much writing uses the two levels of word meanings to create effects. Students in groups discuss the literal and figurative meaning of words they select and the differences and effects on the style of a text between using words figuratively and literally, e.g. *journey, rose, wealth, fire.*  **Activity 4**  Students read a narrative piece written to introduce a character. They identify things the reader has been told about the character rather than worked out for themselves, e.g. old/cheerful/bossy/posh. In pairs students underline verbs used in relation to the character, e.g. she walked into the room and offer more precise alternatives to give a clue about how and why, e.g. she wobbled into the room.  Repeat / have other pairs underline nouns linked to the character and offer more precise alternatives, e.g. clothes worn-thin coat / jacket / faded hoodie and resetting cottage, apartment, mansion, lounge, sitting room, conservatory or props / items used, e.g. drinks from a mug, tea cup, bottle.  **Activity 5**  Students study a narrative and/or descriptive text containing a mixture of simple and complex sentences and discuss the effect of this variety of sentence types in context, and the importance of using a variety of sentences to engage the reader.  **Activity 6**  Students write 50 words describing the room they are in without repeating any words and using as many key features as they can. Put phrases on the board, e.g. storm at sea, ruined house, area of drought, and students create vocabulary mind maps for each, representing the five senses, e.g. stinging saltiness, moldy damp, parched craters. | |

**Competency D: Writing Skills:**

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| **Standard 1**: Create grade-level pieces of writing which are focused, purposeful and show an insight into the writing process; expressing increased fluency, coherence and cohesion, correct grammar and legibility, grade-level vocabulary, punctuation and spelling, for a variety of purposes.  **Standard 2:** Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types. | |
| **Student Learning Outcomes:**  [SLO: E-11-D1-01]  Apply editing and proofreading skills to a range of different texts and contexts.  [SLO: E-11-D2-01]  Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking.  [SLO: E-11-D3-01]  Write multiple paragraphs essays/stories; multi-stanza poems or play script using mechanics of correct writing.  Write a dialogue between multiple people, giving narration/background in brackets, using conventions of the director’s notes. Use vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee.  [SLO: E-11-D3-02]  Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.  SLO: E-11-D3-05]  Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing the first draft. | |
| **Knowledge:**  Students will:   * Follow the steps of the process approach to plan for writing a paragraph. * Follow the techniques of writing the first draft, proofreading, and editing. * Write multiple paragraphs essays/stories; multi-stanza poems or play script, following rules of subject-verb agreement, sentence structure and types. * Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director’s notes. * Write a poem narrating an event or a story. | **Skills:**  Students will be able to…   * Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking. * Follow the techniques of writing the first draft with sufficient details; proofread it and edit details to suit the purpose and audience. * Write multiple paragraph essays/stories; multi-stanza poems or playscript using correct punctuation and spelling, grammar, grade level vocabulary and transitional devices, by using the writing process approach: prewriting, editing and final draft stages. * Write a short dialogue using a range of appropriate vocabulary and grammatical structures., tone and style appropriate to the context and relationship between the addresser and addressee. * Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. * Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using appropriate images and literary devices to achieve descriptive effects. |
| **Formative Assessment**  Students are given three penultimate paragraphs from three different stories and must create three different types of endings (a cliffhanger, a happy ending and a shocking ending).  **Summative Assessment**  Students create a superhero/villain based on one of their teachers and present a character overview of them, e.g. birthplace, super powers, weaknesses, nemesis, origin story. Students then write a short story entitled ‘Payback’ featuring their super hero. | |
| **Learning Activities**  **Activity 1**  Show students a painting. They must not speak for a minute and try to remember as many details as possible in one minute, but do not make notes. The painting is then hidden, and they write down what they remember.  Students write a descriptive text of this whole scene shown in the painting.  Students describe:  • What they can see  • They must imagine being there in the painting. How the temperature makes them feel. How their body feels – are they standing, sitting, does anything hurt or is something particularly pleasant?  • Do they have feelings towards others in the picture? | |

**GENRE: Persuasive/Advisory and Informative Writing**

**Text Types:** Advertisements, essays, public health leaflet, speeches, reviews.

**Competency A: Oral Communication Skills**

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| **Standard 1:** Develop competence in listening and spoken language in order to communicate effectively across a variety of persuasive /advisory/informative contexts and to a range of audiences. | |
| **Student Learning Outcomes:**  [SLO: E-11-A1-02]  Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions).  [SLO: E-11-A2-02]  Ask and answer questions of personal relevance, information and a variety of communicative purposes  [SLO: E-12-A3-02]  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly:   1. follow rules for discussions, set specific goals and deadlines, and define individual roles as needed 2. come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.   [SLO: E-11-A4-01]  Engage in extended discussions and critique taking into account other speakers’ viewpoints and presenting one's own with clarity and coherence. | |
| **Knowledge:**  Students will:  Listen to an excerpt from an essay/advertisement, identify and use persuasive devices in a text of their own and rehearse to speak confidently and fluently. | **Skills:**  *Students will be able to…*   * Present arguments, emphasizing salient points in a focused, coherent manner with valid reasoning and well-chosen details. * Self-adjust planned speech, monitor, and revise speech to adjust and improve speech based on intended purposes and response of the listener immediately after and upon reflection. * Use appropriate oral and/ or visual forms (e.g., skits, oral reports) to convey facts, ideas and points of view for different purposes and audience * Incorporate and maintain in speech: * Use of appropriate voice qualities (e.g. pace, tone, volume, style, stress, and enunciation) |
| **Formative Assessment**  Give students a persuasive essay, discuss in small groups what the purpose is, persuasive writing devices (rhetorical questions, shocking statistics, emotive language) and intended audience for the text.  **Summative Assessment**  Show an [advertisement](https://www.youtube.com/watch?v=2sXooi_y-MI) of any product. Ask students how this advertisement attempts to persuade others to buy the product. How is the information organized to achieve this aim? | |
| **Learning Activities**  **Activity 1**  Students discuss their favorite books which they are currently reading. They can also bring their books to share with the class. They will persuade their peers to read that particular book, using persuasive devices. This activity can be completed as a discussion, either with the whole class or in groups.  **Activity 2**  Students discuss/list things that they would change in the world. Use this list to create suitable, relevant and engaging topics and titles for persuasive/informative pieces. They propose examples of informative/persuasive writing, e.g. in terms of voice, audience, register, purpose.  **Activity 3**  In groups, students are given a job advertisement and three fictitious curriculum vitaes (CVs) of applicants for the post. They discuss and evaluate the CVs, before presenting their verdict and justifying it to the rest of the class. | |

**Competency B: Reading**

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| **Standard 1:** Use strategies, skills and knowledge, skills related to word identification/decoding, vocabulary, comprehension, and fluency to construct meaning from informational and literary texts while maintaining a positive disposition towards reading.  **Standard 2:** Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text to comprehend and analyse a range of literary (prose, poetry and drama) and informational texts (narrative, descriptive, expository, persuasive, procedural, and functional texts). | |
| **Student Learning Outcomes:**  [SLO: E-11-B1-02]  Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?  Read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently.  [SLO: E-11-B2-02]  Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the author throughout the text.  [SLO: E-11-B3-08]  Examine a central idea of an informational text and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  Use summary skills to  1. extract salient points and develop a mind map to summarize a variety of informational texts.  2. transfer the written text to a table, diagram, flowchart or work plan..  [SLO: E-11-B3-02]  Read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.  Use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.  Link new facts, terms, and concepts with prior knowledge. Choose words and phrases for effect. Comment on implied meaning, e.g. writer’s viewpoint, relationships between characters etc.  [SLO: E-11-B3-04]  Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), and generalized statements from evidence-based information with specific reference to informational texts.  [SLO: E-11-B3-13]  Interpret and integrate information from a variety of sources for comprehension (e.g., maps, graphs, charts, diagrams) | |
| **Knowledge:**  Students will:  Read a wide range of persuasive and informative texts while learning to decode multisyllabic words in sentences.  Recall previous knowledge to support their own views and collect new information to support or change their views | **Skills:**  Students will be able to…   * Comprehend and respond to the viewpoint conveyed in a persuasive text * Comprehend the persuasion strategies used by the authors * Ask and answer simple and higher-order questions to challenge the viewpoints of others and critically evaluate their own views * Retell with accuracy and add relevant details to agree or disagree with each other * Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/textual/factual open-ended questions that require interpretation, inference and personal response. * Evaluate informative texts to synthesise relevant details * Use different sources of information, such as, newspapers, texts, internet, blogs and views of others to gather and consolidate information * Demonstrate respect for each other’s opinions and express disagreement politely * Use story-telling techniques for persuasion * Write persuasive essays using reasons, logic, examples * Write informative essays using topic sentences, relevant details, examples, etc. |
| **Formal Assessment**  Class tests, quizzes, speeches/debates  **Summative Assessment**  Ask students to underline the persuasive devices used in the given persuasive texts. | |
| **Learning Activities**  **Activity 1**  Give students a list of devices used in persuasive /informative writing – rhetorical questions, shocking statistics, emotive language. They then identify these devices in different text types such as advertisements, speeches, leaflets. | |

**Competency C: Vocabulary & Grammar**

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| **Standard 1:** Use vocabulary accurately and appropriately as well as understand how speakers/writers put words together and use vocabulary to communicate meaning in familiar and unfamiliar settings.  **Standard 2:** Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication. | |
| **Student Learning Outcomes:**  SLO: E-11-C1-02]  Comprehend and use contemporary idioms and proverbs in the different texts and in their speech.  SLO: E-11-C1-03]  Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks  SLO: E-11-C1-05]  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  Analyze nuances in the meaning of words with similar denotations.  SLO: E-11-C4-01]   * Use all types of tenses correctly in speech and writing. * Use gerunds and participles.   SLO: E-11-C5-01]  Differentiate between a variety of phrases and clauses.  SLO: E-11-C5-02]  Construct sentences using the sentence patterns and structures learnt in earlier classes.  SLO: E-11-C5-04]  Change tense in indirect speech (present, past and perfect tenses, future, modals*,* time and questions, orders, requests, suggestions and advice) in speech and writing. | |
| **Knowledge:**  Students will:   * Explain the meaning of words from how they are used in different contexts (e.g., explanations: technical language; expositions; persuasive language) in both familiar and unfamiliar settings. * Comprehend contemporary idioms and proverbs in the different texts and in their speech. * Examine the use of tenses, gerunds, participles conjunctions and transitional devices in speech and writing to create the effect. * recognise the use of all types of tenses correctly in speech and writing. * Recognise subordinating conjunctions to connect independent clause/s to dependent clause/s. e.g., He could not attend the meeting because he was sick. | **Skills:**  Students will be able to…   * Use contemporary idioms and proverbs in the different texts and in their speech. * Interpret gerunds, participles, conjunctions and transitional devices in speech and writing to create the effect. * Use subordinating conjunctions to connect independent clause/s to dependent clause/s. e.g., He could not attend the meeting because he was sick. * Apply the use of all types of tenses correctly in speech and writing. * Analyse and construct sentences using the sentence patterns and structures learnt in earlier classes. |
| **Formative Assessment**  Give students a persuasive/informative text such as speech that contains language and grammar errors and ask them to correct it.  **Summative Assessment**  Give students some famous leader’s speech and ask them to underline the persuasive writing devices used in it. | |
| **Learning Activities**  **Activity 1**  Devise a list of rhetorical devices as a class. For example, students might listen to a recording of a speech or read the transcript, e.g. any leader’s speech, and identify rhetorical devices.  **Activity 2**  Role play – Can I go to the party?  In this role play, a student plays the part of a teenage son or daughter, and the other student plays the part of a parent. Students will explore the language required for asking permission, persuading, explaining, expressing worries, etc. Suitable phrases will need to be identified and practised. Open question forms are useful, e.g.Tell me about/tell me more about… Your parents are still unconvinced. What can you say to persuade them? How can you say it so you sound persuasive? What vocabulary is useful? | |

**Competency D: Writing Skills:**

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| **Standard 1:** Create grade-level pieces of writing which are focused, purposeful and show an insight into the writing process; expressing increased fluency, coherence and cohesion, correct grammar and legibility, grade-level vocabulary, punctuation and spelling, for a variety of purposes.  **Standard 2:** Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types. | |
| **Student Learning Outcomes:**  SLO: E-11-D1-01]   * Apply editing and proofreading skills to a range of different texts and contexts   SLO: E-11-D2-01]   * Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organisers, freewriting, and note-taking.   SLO: E-11-D3-01]  Write multiple paragraphs essays/stories; multi-stanza poems or playscript using mechanics of correct writing.  Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director’s notes. Use vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee.  SLO: E-11-D3-02]  Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from the onetime frame or setting to another.  d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  e. Provide a conclusion that follows from the narrated experiences or events.  SLO: E-11-D3-05]  Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft. | |
| **Knowledge:**  Students will:   * Follow the steps of the process approach to plan for writing a paragraph. * Follow the techniques of writing the first draft, proofreading, and editing. * Write multiple paragraphs essays/stories; multi-stanza poems or play script, following rules of subject-verb agreement, sentence structure and types. * Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director’s notes. * Write a poem narrating an event or a story. | **Skills:**  Students will be able to…   * Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking. * Follow the techniques of writing the first draft with sufficient details; proofread it and edit details to suit the purpose and audience. * Write multiple paragraph essays/stories; multi-stanza poems or playscript using correct punctuation and spelling, grammar, grade level vocabulary and transitional devices, by using the writing process approach: prewriting, editing and final draft stages. * Write a short dialogue using vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee. * Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.   a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.    b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from the one time frame or setting to another.    d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  e. Provide a conclusion that follows from the narrated experiences or events.   * Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft. |
| **Formative Assessment**  Students work in small groups and prepare a short presentation on why their local area would/wouldn’t benefit from more tourism.  **Summative Assessment**  Students write a brief advertisement/infomercial about their town, area or country to influence their target audience to visit. | |
| **Learning Activities**  **Activity 1**  You are president of your school’s Social Club, which organizes various after-school activities and visits for students. The club needs more members. Write a speech about the club. In your speech, you should say what the club does, describe a recent activity or visit and say why it was successful, explain how students can join the club, and persuade students to join too.  **Activity 2**  Advertising leaflet-Students could write a leaflet for a tourist agency promoting the attractions of their town for visitors. | |

**GENRE: Factual Writing**

**Text Types:** newspaper articles, reviews, science articles, transcripts of speeches, short extracts from travel brochures, autobiographies, biographies, information leaflets, graphs, charts and advertisements/flyers.

**COMPETENCY A: Oral Communication Skills**

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| **Standard 1:** Develop competence in listening and spoken language in order to communicate effectively across a variety of contents and to a range of audiences. | |
| **Student Learning Outcomes:**  [SLO: E-11-A2-02]  [SLO: E-12-A2-02]  Ask and answer questions of personal relevance, information and a variety of communicative purposes  [SLO: E-11-A4-01]  [SLO: E-12-A4-01]  Engage in extended discussions and critique taking into account other speakers’ viewpoints and presenting one's own with clarity and coherence.  [SLO: E-11-A2-03]  [SLO: E-12-A2-03]  Demonstrate the use of rhetorical questions for a range of audiences. | |
| **Knowledge:**  Students will:   * Listen to a factual piece of information e.g. Advertisements, timetables, encyclopedias, newspaper and magazine articles to know the audience and structure of presenting information. * Differentiate between types of audiences for each audio text and purpose of presenting the information | **Skills:**  Students will be able to…   * Identify the salient points of any given audio text in a focused, coherent manner with valid reasoning and well-chosen details. * Use appropriate oral forms to convey facts, ideas and points of view for different purposes and audience * Speak using non-verbal gestures, and variation in voice to convey shades of meaning * Incorporate and maintain appropriate voice qualities (e.g. pace, tone, volume, style, stress, and enunciation) when speaking. * Speak confidently using complex vocabulary and longer sentences to fulfil different purposes * Ask and answer grade level questions about key details across comprehension levels (factual, inferential, and evaluative e.g., make predictions, make inferences about the purpose, intention, theme, compare and contrast, categorize and classify, distinguish between cause and effect, draw conclusions, identify different points of view, identify a problem solution relationship * Ask questions to extend ideas and alternative options * Present own work confidently, answer questions carefully and handle criticism with poise and open-mindedness * Follow the rules of turn-taking during discussions. * Engage in extended discussions taking into account other speakers’ viewpoints and presenting one's own with clarity and coherence. * Ask and practice rhetorical questions as food for thought. |
| **Formal Assessment**  Find two images from the textbook either a photograph or a graph and give students in pairs to find out important facts and present their findings to the whole class. (textbooks must add graphs and charts)  **Summative Assessment**  Select a graph or a data chart from the textbook and students work in groups to read those images. | |
| **Learning Activities**  **Activity 1**  Read and discuss a factual text, then students sit in a circle. The first learner holds a ball of wool and shares one thing that is remembered about the text. The student holds on to the string and the ball is passed across the circle. Repeat this process until a complete ‘web’ is formed. Discuss as a class.  **Activity 2**  Students work in small teams to choose a question and survey their classmates to collect data such as which mobile app is mostly used by the teens. Then, the teams create bar graphs of the data, analyze the results, and share their findings with an audience that can use the information.  **Activity 3**  Students recreate what they’ve read in a science article in a different form. For example, students could re-create the journey of oxygen through the respiratory system in a skit.  **Activity 4**  Students match the words to the graphs then write sentences using their own ideas. Or students can listen to the audio and fill in the missing words.  https://eslflow.com/wp-content/uploads/2021/05/Describing-graphs-with-sentences-2021.pdf  https://eslflow.com/wp-content/uploads/2021/05/Describing-graphs-with-sentences-.mp3 | |

**Competency B: Reading**

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| **Standard 1:** Use strategies, skills and knowledge, skills related to word identification/decoding, vocabulary, comprehension, and fluency to construct meaning from informational and literary texts while maintaining a positive disposition towards reading.  **Standard 2:** Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text to comprehend and analyse a range of literary (prose, poetry and drama) and informational texts (narrative, descriptive, expository, persuasive, procedural, and functional texts). | |
| **Student Learning Outcomes:**  Demonstrate understanding of familiar sentence patterns using knowledge of syllables, mark the multisyllabic words in sentences to decode it, pronounce it correctly and also read unfamiliar sentence patterns fluently with proper stress, expression and joy.  Read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently.  Use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words.  Use common punctuation cues to aid comprehension when reading (e.g., comma, full stop, exclamation mark, colon, dash, parenthesis, slash, ellipses).  Recognise and rectify faulty punctuation in given passages and own work and correct others’ work.  Ask and answer simple and higher-order questions to guide/assess reading  Guess the meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the writer throughout the text.  Recognise features of an effective topic sentence using specific words and vivid verbs.  Analyse larger paragraphs with abstract concepts to identify sentences that support the main idea through  • evidence,  • cause and effect, and/or  • comparison and contrast.  Analyse organisational patterns in a text:   1. list/ sequence of ideas/ events comparison-contrast 2. cause-effect 3. problem-solution 4. reasons/ assumptions-conclusion   Apply strategies to comprehend  questions by marking keywords, verbs and tenses in a variety of literal/ textual/ factual open-ended questions that require interpretation, inference and personal response.  Determine a theme or central idea of a text and analyse its development over the course of the text; provide an objective summary of the text.  Skim and scan relevant information and main points in texts to identify the writer’s purpose, and intended audience and infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.  Determine a central idea of an informational text and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  Use summary skills to:  1. extract salient points and develop a mind map to summarize a variety of informational texts.  21. transfer the written text to a table, diagram, flowchart or work plan.  Summarise complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks.  Make inferences to draw conclusions from, e.g.,  a. contextual information  b. writer’s viewpoint  c. implied information  Demonstrate an understanding of iInterpreting and integrating information from a variety of sources (e.g., maps, graphs, charts, diagrams) | |
| **Knowledge:**  Students will:   * Read a wide range of facts and information based texts accurately while learning to decode multisyllabic words in sentences. * Read text aloud for fluency * Use rules of mechanics and pronunciation to read correctly and fluently * Learn to ask and answer simple and higher-order questions (comprehension exercises) to guide/assess reading comprehension * Learn to effectively use and apply various reading strategies appropriate to reading purpose i.e. skimming and scanning text to discover meaning, main idea of text and to deduce implicit and explicit meaning * Identify the central idea or a theme of a text, identify supporting and particular details; provide a summary of the text distinct from personal opinions or judgments.   Differentiate fact from opinion | **Skills:**  Students will be able to…   * Comprehend and read with fluency and decode multisyllabic words in a wide range of factual and information based texts accurately by unpicking difficult and new words for correct pronunciation * Read new words with silent letters correctly. * Apply rules of punctuation correctly. * Ask and answer simple and higher-order questions in comprehension passages * Recognise and rectify faulty punctuation in given passages and own work and correct others’ work * Consult a dictionary for literal and contextual meaning. * Differentiate features of text based on genre. * Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/textual/factual open-ended questions that require interpretation, inference and personal response. * Recognise features of an effective topic sentence using specific words and vivid verbs. * Use a variety of details to support the main idea in the variety of texts studied. * State reasons for selection of choice of text and support with evidence. * Consult a dictionary to find denotative and connotative meanings. * Categorise supporting details to see variety in selected text. * Learn to support point of view * Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. * Discuss the author's use of language craft, including figurative metaphorical language to show shades of meaning especially in advertisements and magazines to understand the jargon, considering the impact on the reader. * Summarise the text for key ideas. |
|
| **Formal Assessment**  Highlight facts from different types of texts.  **Summative Assessment**  Make a leaflet called Leaving Home for study purposes, giving advice to adult teenagers. | |
| **Learning Activities**  **Activity 1**  Gather some travel brochures from different websites. Have the students look at the brochures and elicit from them what type of information is written in the brochures. Write this on the board. Ask them what information is missing from the brochures. From this list, decide what makes a travel brochure attractive, interesting, informative, etc. | |

**Competency C: Vocabulary & Grammar**

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| **Standard 1:** Use vocabulary accurately and appropriately as well as understand how speakers/writers put words together and use vocabulary to communicate meaning in familiar and unfamiliar settings.  **Standard 2**: Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication. | |
| **Student Learning Outcomes:**  SLO: E-11-C1-04]  SLO: E-12-C1-04]  Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.  SLO: E-11-C1-06]  SLO: E-12-C1-06]  Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  SLO: E-011-C2-02]  SLO: E-12-C2-02]  Apply knowledge of language to understand how language functions in different contexts, make effective choices for meaning or style and comprehend more fully when reading or listening.  Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.  SLO: E-11-C2-04]  SLO: E-12-C2-04]  Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect.  Recognize and use subordinating conjunctions to connect independent clause/s to dependent clause/s.e.g., He could not attend the meeting because he was sick.  SLO: E-11-C3-01]  SLO: E-12-C3-01]  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.   * Observe hyphenation conventions. * Spell correctly. * Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.   SLO: E-11-C5-03]  SLO: E-12-C5-03]  Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation.  SLO: E-11-C5-04]  SLO: E-12-C5-04]  Change tense in indirect speech (present, past and perfect tenses, future, modals*,* time and questions, orders, requests, suggestions and advice) in speech and writing. | |
| **Knowledge:**  Students will:  Find out the meanings of words  Understand that Words have different shades of meanings  Know the rules of grammar and vocabulary of the identified concepts.   * Explain the meanings of how meanings of words change when used in different contexts (both in familiar and unfamiliar settings) * Follow punctuation rules, articles and use of verbs * Know that each instruction begins with a verb in the present tense. * Know the rules of grammar (use and usage) of the given concepts. | **Skills:**  Students will be able to…   * Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. * Locate the entry word and the etymology of the word. * Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. * Differentiate between abbreviations and acronyms and use them correctly * Use thesaurus and dictionary to locate synonyms/antonyms according to the context and use in writing. * Practice grammatical functions and concepts to use correctly in speech and writing. * Practice words with prefixes and suffixes * Use passive verbs, complex and varied sentences, and technical vocabulary in factual writings. * Use tenses correctly in shorter and longer pieces of speech, reading texts and writing. |
| **Formative Assessment**  **Summative Assessment**  Students try to write appropriate sentences for pictures using any given vocabulary | |
| **Learning Activities**  **Activity 1**  Students think of a topic in their lives and draw a graph illustrating how it affects them on a daily, weekly or monthly etc. basis. After they draw the graph, students write sentences to describe and explain their graph. | |

**Competency D: Writing Skills:**

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| **Standard 1**: Create grade-level pieces of writing which are focused, purposeful and show an insight into the writing process; expressing increased fluency, coherence and cohesion, correct grammar and legibility, grade-level vocabulary, punctuation and spelling, for a variety of purposes.  **Standard 2:** Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types. | |
| **Student Learning Outcomes:**  SLO: E-11-D1-01]  SLO: E-12-D1-01]  Apply editing and proofreading skills to a range of different texts and contexts  SLO: E-11-D2-01]  SLO: E-12-D2-01]  Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking.  SLO: E-11-D2-04]  SLO: E-12-D2-04]  Write and critique the final draft after complete editing and proofreading. ensure each paragraph develops the main idea of the essay/piece of writing and the topic sentence of each paragraph. Use the technique of hook, and lead-in sentences to develop the flow of thought.  SLO: E-11-D3-03]  SLO: E-12-D3-03]  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selecting relevant content.   1. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. 2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. 3. Use appropriate transitions to clarify the relationships among ideas and concepts. 4. Use precise language and domain-specific vocabulary to inform about or explain the topic. 5. Establish and maintain a formal style.   Provide a concluding statement or section that follows from the information or explanation presented.  SLO: E-11-D3-07]  SLO: E-12-D3-07]  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  SLO: E-11-D3-11]  SLO: E-12-D3-11]  Write multiple paragraphs of free writing for fluency, creativity, brainstorming or pleasure.  Proofread and edit texts for errors of:   * sentence structure. * subject/verb agreement. * noun/pronoun agreement. * reference words, connectives/transitional devices * punctuation and spelling. | |
| **Knowledge:**  *Students will:*   * Identify the structure of writing a factual piece of text * Pick strategies of brainstorming using mind maps, graphic organsiers or note-taking * Write various types of factual writings following correct subject-verb agreement, sentence structure and tenses. * Focus on clarity of ideas that show cohesion, cause and effect | **Skills:**  *Students will be able to…*   * Research and gather ideas to write according to the text requirement. * Create an outline to organize information in a logical manner to create analogies * Practice note-taking for different purposes in a legible and consistent handwriting * Write using mind maps and graphic organisers   Use chronological/sequential order of arranging detail  Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, note-taking.  Write informative/explanatory texts to examine a topic and convey ideas and information using the structure of writing  Add adequate supporting detail to the topic and proofread and edit texts for errors of:   * Sentence structure. * Subject/verb agreement. * Noun/pronoun agreement. * Reference words, connectives/transitional devices. * Proofread and edit work for final presentation. |
| **Formative Assessment**  Students are asked to write down facts on different topics such as how to stop global warming, the worst disease on the planet earth.  **Summative Assessment**  You have stayed in the school/college hostel. Write its review based on some factual description including the facilities such as accommodation, food, sports, entertainment etc provided there. | |
| **Learning Activities**  **Activity 1**  Students write a news article for the school newspaper, starting a discussion about freedom of speech and the important role it plays in journalism. Next they will select topics, conduct research-looking for facts or statistics, write their articles, proof read and peer edit their own and other’s works. | |

**LITERATURE: POETRY**

* To create a chapter on poetry writing for grades 11, an integrated approach should be used. It means listening/ speaking, reading, vocabulary/grammar and writing skills are taught together using texts that exemplify ‘Poetry Writing’.
* Authors can organize these skills in any order which is organic and logical. In one textbook series, a similar structure should be followed.
* Literary poems can be used along with patriotic and various types of poems. Proper acknowledgements should be mentioned.
* It is recommended to use various types of poems in a unit to provide students with a range of poetic styles. It is also important to note that poems should not be limited only to one unit. They can and must be used in various other units.
* For broad SLOs, only parts that can be naturally embedded in the exercises/content/questions should be focused.
* Any competencies, themes, sub-themes or skills can be adapted within chapters, projects or exercises.
* The given set of guidelines, structure or number of SLOs are by no means exhaustive, the authors can develop chapters/units using any set of SLOs that serve the learning purpose and pedagogical focus of their content.

**Suggested poetry**

* ‘Lady Lazarus’ by Sylvia Plath
* ‘Still I Rise’ by Alice Walker
* ‘Hurricane hits England’ by Grace Nichols and
* ‘Anne Hathaway’ by Carol Ann Duffy.
* The lost woman by Patricia Beer
* Strong winds by Jackie Mead
* Father returning home by Dilip Chitra
* Growing old by Matthew Arnold
* Blessings by Imtiaz Dharker
* An afternoon nap by Arthur Yap

The below-mentioned SLOs of SNC can be clubbed together in one chapter. It is not imperative to bifurcate SLOs in any manner. A task can have listening and reading SLOs or reading and writing SLOs integrated to embed in-depth learning. These competencies can be addressed separately as well–it depends on the pedagogy adapted by the author.

It is also suggested to use modern and contemporary poems from local poets that are within our context and have more relevance.

**GENRE: Poetry**

**Competency A: Oral Communication Skills**

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| **Standard 1:** Develop competence in listening and spoken language in order to communicate effectively across a variety of contents and to a range of audiences. | |
| **Student Learning Outcomes:**  [SLO: E-11-A2-01]  Demonstrate attentive listening’ skills towards others and be sensitive to the rules of turn-taking in discourse.  [SLO: E-11-A2-03]  Demonstrate the use of rhetorical questions for a range of audiences.  [SLO: E-11-A3-01]  Speak confidently and fluently in a wide range of contexts to fulfill different purposes. | |
| **Knowledge:**  Students will:   * Listen attentively to a range of poems * Differentiate between types of audiences for each audio text and purpose of presenting the information | **Skills:**  Students will be able to…   * Identify the salient points of any given audio text in a focused, coherent manner with valid reasoning and well-chosen details. * Use appropriate oral forms to convey information, especially presenting it in a poetical manner by incorporating and maintaining appropriate voice qualities (e.g. pace, tone, volume, style, stress, and enunciation) when speaking. * Speak using non-verbal gestures, and variation in voice to convey shades of meaning * Speak confidently using complex vocabulary and longer sentences to fulfil different purposes * Ask and answer grade-level questions about key details across comprehension levels (factual, inferential, and evaluative e.g., make predictions, make inferences about the purpose, intention, theme, compare and contrast, categorize and classify, distinguish between cause and effect, draw conclusions, identify different points of view, identify a problem solution relationship * Follow the rules of turn-taking during discussions. * Ask and practice rhetorical questions as food for thought. |
| **Formative Assessment**  Student answer questions like:   * Do you know names for different types of rhyme? * Do you know the difference between rhyme and rhythm?   **Summative Assessment**  Give students any poem that they have studied to find the rhyming scheme. | |
| **Learning Activities**  **Activity 1**  As a class, discuss some of the essential features of poetry. For example, Are nursery rhymes poetry? Are song lyrics poetry? Is a limerick a poem? What’s the difference between poetic form and structure?  Students will probably suggest some of the following:   * poems rhyme * poems use heightened language * poems have a particular shape on the page. | |

**Competency B: Reading**

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| **Standard 1:** Use strategies, skills and knowledge, skills related to word identification/decoding, vocabulary, comprehension, and fluency to construct meaning from informational and literary texts while maintaining a positive disposition towards reading.  **Standard 2:** Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text to comprehend and analyse a range of literary (prose, poetry and drama) and informational texts (narrative, descriptive, expository, persuasive, procedural, and functional texts). | |
| **Student Learning Outcomes:**  [SLO: E-11-B1-01]  Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.  [SLO: E-11-B3-01]  Provide an objective summary of the text.  [SLO: E-11-B3-05]  Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer’s purpose, and intended audience and infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.  [SLO: E-11-B3-07]  Examine the particular elements of a story or drama (e.g., how the setting shapes the characters or plot).  Identify rhyme schemes and figurative language in poems*.*  Evaluate the literary techniques (e.g., music/ sound, imagery/ visual effects, type of vocabulary and language structure) used in written and visual texts to achieve a variety of purposes.  Examine stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution)  [SLO: E-11-B3-12]  Summarise complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks.  Make inferences to draw conclusions from, e.g.  a. contextual information  b. writer’s viewpoint  c. implied information | |
| **Knowledge:**  Students will:   * Read poems aloud for fluency, and recitation. * Use rules of mechanics and pronunciation to read correctly and fluently * Learn to effectively use and apply various reading strategies appropriate to reading purpose i.e. skimming and scanning text to discover the meaning, and main idea of a text and to deduce implicit and explicit meaning * Identify the central idea or a theme of a text, identify supporting and particular details; provide a summary of the text. * Differentiate between stanzas and paragraphs * Determine a poet’s point of view or purpose in the poem and explain how it is conveyed. * Understand the implicit and explicit meaning, writer’s craft and nuances of language used in poetry | **Skills:**  Students will be able to…   * Comprehend and read with fluency and decode multisyllabic words when reading poems accurately by unpicking difficult and new words for correct pronunciation * Read new words with silent letters correctly. * Apply rules of punctuation correctly. * Ask and answer simple and higher-order questions in comprehension passages * Participate in poetry recital competitions following the nuances of recitals. * Recognise and rectify faulty punctuation in given passages and own work and correct others’ work * Consult the dictionary for the literal and contextual meaning. * Differentiate features of text based on genre. * Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of poems with open-ended questions that require interpretation, inference and personal response. * Identify the central idea of the poem * Use a variety of details to support the main idea in the variety of texts studied. * State reasons for selection or choice of text and support with evidence. * Consult a dictionary to find denotative and connotative meanings. * Categorise supporting details to see variety in selected text. * Learn to support point of view * Discuss the poet’s use of language craft, including figures of speech and sounds of speech to show shades of meaning, and literary devices considering the impact on the reader. * Analyse the poet’s perspective and the message he wishes to convey. * Summarize the poem for key ideas. |
| **Formative Assessment**  Give students six lines of poetry and ask them to highlight the technical features, then try to identify its form and why the poet might have chosen it.  **Summative Assessment**  Give an exercise where learners must compare poems written in different forms (which they have already done in class). | |
| **Learning Activities**  **Activity 1**  Prepare a handout with some key terms on: free verse, formal verse form, stanza, couplet etc.  Give students the definition of the different forms and explain the difference between ‘formal’ and ‘free’ verse. Then explore the way the lines are constructed, and run-on lines. Also look at the way meaning can run across lines or stanzas. The placing of a word at the beginning or end of a line can foreground its meaning. Breaks in the lines can also have an impact on meaning and sound.  **Activity 2**  In pairs, give students a poem and ask them to point out what they consider to be its main features, e.g. number of lines, rhyming couplets. How are the poems different/similar in their use of form etc.? What did they expect from this genre?  This activity can be used with any type of poem, or with an extract from a longer narrative poem, but its purpose is to build the sense that students can discern something about the content of a poem by its form.  **Activity 3**  ‘Cut up’ poetry could be useful here. Give groups of students individual sets of lines, words and the genre of the poem, and ask them to arrange them as a poem. Then ask them to compare their work with the original and justify their choices according to the genre. Discuss their findings with the class. Students read their poems aloud to the class.  This exercise could also be repeated as a way of understanding form. If a free verse is chopped up, for example, and then re-formed, students’ focus will now be on the shape and structure of the poem, as well as on its language and ideas. | |

**Competency C: Vocabulary & Grammar**

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| **Standard 1:** Use vocabulary accurately and appropriately as well as understand how speakers/writers put words together and use vocabulary to communicate meaning in familiar and unfamiliar settings.  **Standard 2**: Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication. | |
| **Student Learning Outcomes:**  SLO: E-11-C1-03]  Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.  SLO: E-11-C1-05]  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  Analyze nuances in the meaning of words with similar denotations.  SLO: E-11-C2-02]  Apply knowledge of language to understand how language functions in different contexts, make effective choices for meaning or style and comprehend more fully when reading or listening.  Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.  SLO: E-11-C3-01]  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.   * Observe hyphenation conventions. * Spell correctly. * Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. | |
| **Knowledge:**  Students will:  Know the rules of grammar and vocabulary of the identified concepts.   * Explain the meanings of how meanings of words change when used in different contexts (both in familiar and unfamiliar settings) * Follow punctuation rules, articles and use of verbs * Know the rules of grammar (use and usage) of the given concepts when writing poetry with rhyme scheme, metre and free verse and other types of poetry. | **Skills:**  Students will be able to…   * Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. * Locate the entry word and the etymology of the word. * Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. * Use thesaurus and dictionary to locate synonyms/antonyms according to the context and use in writing. * Practice grammatical functions and concepts to use correctly in speech and writing. * Practice punctuation rules and grammatical functions and concepts to use correctly in poetical speech and poetry writing * Use grammatical concepts correctly in writing poetry, identifying features when reading poetry. |
| **Formative Assessment**  Students identify certain word classes e.g. nouns, verbs, adjectives or syllables used in a poem and consider their usage.  Identify some poems in which new words have been created for a particular effect. Ask students to underline such words.  **Summative Assessment**  Give students examples of first person poetry and get them to underline words and phrases that indicate who the speaker is and what the speaker’s attitudes and feelings are. | |
| **Learning Activities**  **Activity 1**  Students say words aloud and then count the syllables. Write some words on the board (of varying number of syllables) and ask students to count the syllables and mark the divisions.  Give students some varying verse forms (nursery rhymes are a useful way into this exercise) and then in pairs get them to mark the stressed syllables using the conventional sign. Then show them the convention for marking unstressed syllables and ask them to fill these in.  **Activity 2**  Prepare a handout with all the different names for feet: iambic, trochaic, dactylic, anapaestic, and metres: monometer, dimeter, trimester, tetrameter, pentameter and hexameter.   * Introduce the names showing that there are two words in the terms we use for metre, e.g. iambic pentameter. * Explain that the first word indicates the kind of feet, the second the number of feet. * Provide examples of lines of different metre: ask the class to say/sing/tap their rhythms out loud. | |

**Competency D: Writing Skills**

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| **Standard 1:** Create grade-level pieces of writing which are focused, purposeful and show an insight into the writing process; expressing increased fluency, coherence and cohesion, correct grammar and legibility, grade-level vocabulary, punctuation and spelling, for a variety of purposes.  **Standard 2:** Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types. | |
| **Student Learning Outcomes:**  SLO: E-11-D1-01]  Apply editing and proofreading skills to a range of different texts and contexts  SLO: E-11-D3-01]  Write multiple paragraphs essays/stories; multi-stanza poems or playscript using mechanics of correct writing.  SLO: E-11-D3-09]  Use paraphrasing skills to paraphrase a poem.  SLO: E-11-D3-10]  Use summary skills to write an objective summary of the given text and poems. | |
| **Knowledge:**  *Students will:*   * Identify the structure of writing poetry * Pick strategies of brainstorming using mind maps, graphic organisers or note-taking * Write poems. * Focus on clarity of ideas that show cohesion, cause and effect | **Skills:**  *Students will be able to…*   * Research and gather ideas to write according to the text requirement. * Create an outline to organize information in a logical manner to create analogies * Practice note-taking for different purposes in legible and consistent handwriting * Create stories using poetry and poetical forms of writing. * Write multi-stanza poems showing grade-level skills in writing as per the SLOs * Add adequate supporting detail to the topic and proofread and edit texts for errors of * sentence structure. * Subject/verb agreement. * Noun/pronoun agreement. * Reference words, connectives/transitional devices. * Proofread and edited work for the final presentation. |
| **Formative Assessment**  How would you describe the theme of this poem ‘Growing old’ or any poem? (included in the syllabus).  **Summative Assessment**  Give students an exam-style question (critical analysis, commentary) on the set poem. Students spend five minutes planning their own response to the question. Emphasize the importance of selecting relevant material that addresses the specific demands of the question. Theyspend 30 minutes writing their response. | |
| **Learning Activities**  **Activity 1**  Suggest a topic, for example ‘College’ or give students a passage on a suggested theme and ask them to write a prose paragraph on the topic and then a short poem based on the same paragraph. Students could then explore the changes they had to make to convert prose into poetry.  **Activity 2**  Write down the names of four poems you have studied before and in one or two sentences, explain what they are about/ theme. | |

**LITERATURE**

**Drama**

To develop a unit on Literature for Grade 12, textbook authors need to explore prose and drama written in different parts of the world. Through careful text selection, they can expose students to different cultures and people across the globe.

Classic poetry, prose and drama are suggested to be explored. Short stories from African, Chinese, Middle Eastern, Japanese and Korean cultures along with classic tales from around the world etc. can be used to help understand the genre effectively. Abridged versions of famous plays e.g., Shakespeare and other famous authors/playwrights can be used.

Below is a breakdown of SLOs that can be used with this genre. This is just a suggestive list to help textbook authors design the unit using an integrated approach. Suggestions for formative/summative assessments and classroom activitiesare also included.

**GENRE: Drama -Literature from around the world**

**Competency A: Oral Communication Skills**

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| **Standard 1:** Oral Communication Skills: Develop competence in listening and spoken language in order to communicate effectively across a variety of contents and to a range of audiences. | |
| **Student Learning Outcomes:**  [SLO: E-12-A1-01]  Explore complex ideas and issues in drama, establish roles and apply dramatic approaches with confidence.  [SLO: E-12-A2-04]  Perform a drama/ role play/play script showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements.  [SLO: E-12-A3-02]  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly:   1. follow rules for discussions, set specific goals and deadlines, and define individual roles as needed 2. come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | |
| **Knowledge:**  Students will:  Listen to an excerpt from a speech/play and prepare a speech/drama/play script and rehearse to speak confidently and fluently. | **Skills:**  Students will be able to…   * Present arguments, emphasizing salient points in a focused, coherent manner with valid reasoning and well-chosen details. * Self-adjust planned speech, monitor, and revise speech to adjust and improve speech based on intended purposes and response of the listener immediately after and upon reflection. * Use appropriate oral and/ or visual forms (e.g., skits, oral reports) to convey facts, ideas and points of view for different purposes and audience * Incorporate and maintain in speech: * Use of appropriate voice qualities (e.g. pace, tone, volume, style, stress, and enunciation) |
| **Formative Assessment**  Give some examples of conflict (physical fights or disagreements) from the set play and discuss what effect each conflict has on the drama.  **Summative Assessment**  Discuss the ending of the plays you are studying. How satisfied are you that the ending resolves the issues raised by the play?  Describe the main and the minor characters of the set play. | |
| **Learning Activities**  **Activity 1**  Starter discussion: How is reading a novel different from reading a play?  Encourage students to think about the fact that novels are for reading in isolation and plays are for performance – to be seen and heard; the audience reaction is crucial and the text has a dynamic, not a static effect. Use two contrasting extracts from the set text, perhaps a letter from the text, which can be read as a piece of prose, and then a dramatic scene with a lot of action in it.  **Activity 2**  In pairs, or as a class, discuss the themes of your text. Which do you consider to be the most significant, and why?  **Activity 3**  Students read aloud key quotations for a central character. Discuss the importance of the characters’ roles, the distinctive features in their language, their impact on the play’s major themes, etc. | |

**Competency B: Reading**

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| **Standard 1**: Use strategies, skills and knowledge, skills related to word identification/decoding, vocabulary, comprehension and fluency to construct meaning from informational and literary texts while maintaining a positive disposition towards reading.  **Standard 2:** Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text to comprehend and analyse a range of literary (prose, poetry and drama) and informational texts (narrative, descriptive, expository, persuasive, procedural, and functional texts). | |
| **Student Learning Outcomes:**  [SLO: E-12-B1-02]  Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?  [SLO: E-12-B2-01]  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  Discuss their own and others’ reading critically, taking account of others’ views of what they have read, express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts.  [SLO: E-12-B2-02]  Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the author throughout the text.  [SLO: E-12-B3-02]  Read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.  Use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.  Link new facts, terms, and concepts with prior knowledge.  Choose words and phrases for effect.  Comment on implied meaning, e.g. writer’s viewpoint, relationships between characters etc.  [SLO: E-12-B3-05]  Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer’s purpose, and intended audience and infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.  [SLO: E-12-B3-06]  Examine how an author develops and contrasts the points of view of different characters or narrators in a text.  [SLO: E-12-B3-07]  Examine the particular elements of a story or drama (e.g., how the setting shapes the characters or plot).  Identify rhyme schemes and figurative language in poems*.*  Examine stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution) | |
| **Knowledge:**  Students will:  Read a wide range of literary texts accurately while learning to decode multisyllabic words in sentences.  Learn to ask and answer simple and higher-order questions (comprehension exercises) to guide/assess reading comprehension  Learn to effectively use and apply various reading strategies appropriate to reading purpose i.e. skimming and scanning text to discover meaning, main idea of text and to deduce implicit and explicit meaning | **Skills:**  Students will be able to…   * Comprehend and read with fluency and decode multisyllabic words in a wide range of texts accurately with correct pronunciation * Ask and answer simple and higher-order questions to comprehension passages * Recognise and rectify faulty punctuation in given passages and own work and correct others’ work * Critique the plot development with respect to different aspects of the story/play/drama * Identify and analyse stages of plot development in a fiction text. (exposition, setting, climax, character development, resolution) * Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/textual/factual open-ended questions that require interpretation, inference and personal response. * Evaluate the literary techniques (e.g., music/sound, imagery/visual effects, type of vocabulary and language structure) used in written and visual texts to achieve a variety of purposes. |
| **Formative Assessment**  Find some paired characters from the set text and consider how far they are opposite to each other. Do you find any similarities between them?  **Summative Assessment**  Give students some persuasion scenes from the set play to read and ask them how successfully does one character persuade the other? | |
| **Learning Activities**  **Activity 1**  Divide students into small groups and ask each group to read and research one aspect from the set play such as: historical background, events and context, characters, genre and structure, language, imagery, staging and stage directions.  **Activity 2**  Divide the class into pairs. Each pair creates a timeline for the set text, going through what happens in each act and scene.  Present the findings of this work to the whole class, and discuss the significant events. Alternatively you could ask students to put the events on a narrative arc to consider which events create the most amount of tension. | |

**Competency C: Vocabulary & Grammar**

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| **Standard 1:** Use vocabulary accurately and appropriately as well as understand how speakers/writers put words together and use vocabulary to communicate meaning in familiar and unfamiliar settings.  **Standard 2**: Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication. | |
| **Student Learning Outcomes:**  SLO: E-12-C1-04]  Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.  SLO: E-12-C1-05]  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   * Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. * Analyze nuances in the meaning of words with similar denotations.   SLO: E-12-C2-04]  Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect.  Recognize and use subordinating conjunctions to connect independent clause/s to dependent clause/s.  SLO: E-12-C5-03]  Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation. | |
| **Knowledge:**  Students will:   * Explain the meanings of how meanings of words change when used in different contexts (both in familiar and unfamiliar settings) * Demonstrate knowledge of different figures of speech in their writing. * Explain the meanings of how meanings of words change when used in different contexts (both in familiar and unfamiliar settings) * Demonstrate knowledge of different figures of speech in their writing. | **Skills:**  Students will be able to…   * Locate entry word and for the etymology of the word. * Differentiate between similes and metaphors and identify imagery, hyperbole, oxymoron, mood, meter, rhyme scheme, alliteration: assonance and consonance in a poem/play or prose. * Use similes, metaphors, personification and imagery, hyperbole given in the text in their own writing. * Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. * Use thesaurus and dictionary to locate synonyms/antonyms according to the context and use in writing. * Locate entry word and for the etymology of the word. * Differentiate between similes and metaphors and identify imagery, hyperbole, oxymoron, mood, meter, rhyme scheme, alliteration: assonance and consonance in a poem/play or prose. * Use similes, metaphors, personification and imagery, hyperbole given in the text in their own writing. * Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. |
| **Formative Assessment**  Students are given jumbled definitions and explanations associated with each dramatic term (climax, conflict, mood, rhythm etc.) via cards/handouts. In pairs, students discuss the matching of definitions to each dramatic term and complete the columns in the table. The students and the teacher discuss the matching activity and definitions.  **Summative Assessment**  Test students’ understanding of the dramatic terms. | |
| **Learning Activities**  **Activity 1**  Students are provided with a glossary of dramatic terms (climax, conflict, contrast, mood, rhythm) to memorize. There is a class discussion about other subjects or contexts in which the students may have used these words. For example, ‘climax’ when studying a novel or writing a narrative: ‘rhythm’ when playing a musical instrument.  **Activity 2**  Before analyzing the text of any play, students can become familiar with the play by researching the text for new words and expressions that are created specifically for this play. Students research these words and expressions in pairs and think about what the effect of these words may have on the audience. This could help students’ understanding of the language before the text is studied in detail.  Locate the new words and expressions in the play and annotate them for independent study.  **Activity 2**  Begin by reading a key scene. In small groups, students analyse the language of the scene to consider:  What dramatic methods are used in this scene and what effects do they produce?  Feedback each group’s findings to the whole class, and compile a list of examples. | |

**Competency D: Writing Skills:**

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| **Standard 1:** Create grade-level pieces of writing which are focused, purposeful and show an insight into the writing process; expressing increased fluency, coherence and cohesion, correct grammar and legibility, grade-level vocabulary, punctuation and spelling, for a variety of purposes.  **Standard 2:** Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types. | |
| **Student Learning Outcomes:**  SLO: E-12-D2-01]  Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking.  SLO: E-12-D2-03]  Apply the techniques of writing the first draft with sufficient details; proofreading and editing details to suit the purpose and audience.  SLO: E-12-D3-02]  Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.  Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. SLO: E-12-D3-08]  Examine the mechanics of developing a book review report  Write a book review report | |
| **Knowledge:**  Students will:   * Look for meanings of words and their synonyms in thesaurus and dictionary to use words in contexts * Have the knowledge of different figures of speech in their writing. * Write different types of short stories/play etc by describing the atmosphere, characters, settings etc * Write various types of writings e.g., paragraphs/essays/stories/summaries etc following correct subject-verb agreement, sentence structure using correct tenses. | **Skills:**  Students will be able to…  Differentiate between similes and metaphors and identify imagery, hyperbole, oxymoron, mood, meter, rhyme scheme, alliteration: assonance and consonance in a poem/play or prose.   * Use similes, metaphors, personification and imagery, hyperbole given in the text in their own writing. * Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. * Use thesaurus and dictionary to locate synonyms/antonyms according to the context and use in writing. * Use chronological/sequential order of arranging detail and present comparison and contrast by giving their opinions with reasons to support perspective and give appropriate conclusions.   Add adequate supporting detail to the topic and proofread and edit texts for errors of:   * sentence structure. * Subject/verb agreement. * Noun/pronoun agreement. * Reference words, connectives/transitional devices. |
| **Formative Assessment**  Respond to the following – In what ways does a scene in your play create tension in the watching audience?  **Summative Assessment**  Write an essay in which you discuss what is the most important theme in your set text. Explain your ideas with close reference to the text.  Write an essay on an aspect (such as themes, characterisation) of the play that you are studying or respond critically to an extract from your set play. | |
| **Learning Activities**  **Activity 1**  Students are given any scene from the set play and they are asked to change its setting or introduce a new character, depending on the set scene. | |