

# MINISTRY OF EDUCATION



## *English Language Teacher's Guide* GRADE 8

*September 2003*

## ACKNOWLEDGEMENTS

The Ministry of Education is grateful to the following persons whose dedication and expertise has produced this Grade 8 Teacher's English Language Guide for secondary schools.

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## **FOREWORD**

It is acknowledged that thorough planning is essential for effective teaching and learning. Such planning is even more critical today when one considers the limited resources, both human and material which are available.

The Ministry of Education, through the Secondary School Reform Project (SSRP), has developed curriculum materials that have been designed to improve the quality, equity and efficiency of secondary education. The curriculum materials include Grades 7-9 Curriculum Guides and Teachers Guides for Language, Mathematics, Science, Social Studies, Reading and Practical Activities Guides for Science. These materials have been tested in all secondary-age schools nationwide and are considered useful in providing teachers with a common curriculum framework for planning, monitoring and evaluating the quality of teaching and learning.

The curriculum materials also provide a basis for continuous assessment leading to the National Third Form Examination (NTFE).

The initial draft curriculum materials have been subjected to evaluation, by Heads of Departments, from all ten Administration Regions and Georgetown and they have been subsequently revised to reflect the views expressed by teachers.

The revised curriculum materials are now published as National Curriculum documents to provide consistency and support for teachers in the process of planning for an effective delivery of the curriculum. All secondary teachers must ensure that they make good use of these curriculum materials so that the quality of teaching and learning can be improved in all schools.

**Ed Caesar**  
Chief Education Officer.

## **PREFACE**

This Grade 8 Teacher's English Language Guide for secondary schools is designed to help teachers acquire the necessary skills in teaching this subject.

A team of Subject Specialists has produced this guide to meet the needs of our Guyanese teachers. The methodology suggested in the lessons will definitely enhance students' understanding of how they could improve and enhance their language skills. New and technical approaches are treated with ample illustrations, content and concepts that are located within the students' experiential background.

A wide range of enrichment activities is included to infuse enjoyment into the learning process, as enjoyment should be the corner stone of any learning. In addition, teachers are helped in assessing students' learning.

I wish every teacher all the best for a successful implementation of the Grade 8 English Language Guide.

Good luck !!!

*Ingrid Barker*

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## **INTRODUCTION**

Language and communication are basic aspects of human behaviour and can be communicated through oral and written means. A person uses words to articulate in oral and in written forms, to manipulate ideas, to shape thoughts and to understand that these key concepts are necessary in all forms of communication. The effective use of language has deteriorated over recent years, and today there is renewed emphasis on the acquisition of language skills. In the Guyanese context the English language is an indispensable tool, it is not only a subject but also a medium to instruct in all disciplines.

Good language achieves the purpose for which it is intended, therefore, as language teachers you have a crucial role to play in the language development of your students. Your aim as teachers of English is to ensure that young people who graduate are both confident and competent in dealing with the many challenges they would face in the use of language, whether in school, in the workplace or in their personal lives.

When students enter secondary school, they would have been exposed to the language skills and aspects of language structures and use, required at the primary level. These students would have achieved varying levels of language proficiency. It is now your task as the teacher at the secondary level to continue to provide opportunities for further language development in these students, so that they gradually increase their competence in language use to at least the recommended standard.

The Grade 8 Language Arts Curriculum Guide describes the basic language experiences that students can be involved in at this grade. The language components: Written Expression, Comprehension and Grammar are presented separately; however, the English curriculum is also about literature and about experiences. The components are inherently

integrated and are building blocks for each other. Though listening and speaking are two of the skills that interlace the language curriculum, they are treated separately so as to target and develop competence in oratory, which is a skill needed for specialised communication at specific forums and occasions.

The Grade 8 Teacher's Guide aims to assist teachers to implement the curriculum in such a way that students acquire the more advanced skills needed. The Guide provides teachers with background information for topics and sub-topics; suggestions for practical classroom activities; a repertoire of teaching skills and strategies; and ways to introduce, conduct, conclude and evaluate lessons among other considerations. Also included in the Guide are relevant aspects of education principles and theories that can be used by the Head of Department to train young teachers and upgrade others on the job.

## **BACKGROUND INFORMATION**

### **What is Language?**

As teachers, you have the unique responsibility to assist your students in their growth towards language maturity. To perform this task, you need to have a clear view of what language is and ways in which children acquire its skills.

- Language is a means through which people, who share a common culture, communicate with each other. It is clearly linked to our identity and personal development.
- Language is a social tool by which we share feelings, ideas, opinions, and knowledge. We use language to represent and make sense of the world around us.
- Language is rule governed and has to be taught. It can be learned through methods that employ imitation, association, differentiation and categorisation.
- Vocal sounds which verbalise words, and written symbols which visualise words, comprise language.

### **Language across the Curriculum**

The student who is articulate in oral and written language, who can use words to manipulate ideas to shape thoughts and to understand key concepts, has an indispensable tool for all school learning, because the ability to communicate through language is a necessary skill in all subject areas.

But what do we mean by 'language across all curriculum areas'? It certainly does not mean that a teacher of science or social studies must take responsibility for teaching sentence structure, grammar and composition skills in their subject areas. Rather, language across the

curriculum would ensure that the student is cognisant of the fact that the use of good language structures gives clear meaning to what they want to convey.

#### **A. This involves students**

- Using correct grammatical structures in writing.
- Presenting thoughts in an ordered and classified manner.
- Learning the terms appropriate to the subject.
- Using with increasing precision the vocabulary of their subject.

#### **B. This involves teachers**

- Modelling the standard language as the lesson is delivered.
- Attending to the conventions of written language when marking scripts.

### **SKILLS**

- Skills enable a person to respond appropriately to situations, or to initiate change.
- Skills are developed through deliberate or unplanned practice.
- Skills are not merely physical acts, in fact, the only physical act involves speaking.

#### ***Types of Skills***

##### ***(a). Practical or Productive Skills***

This skill is related to procedures or methods and the outcomes are important e.g. the ability to construct a paragraph, write an essay etc.

##### ***(b). Social or Affective Skills***

Types of behaviour are related to these skills but there are no fixed procedure or methods to use to achieve this skill. It is concerned

with process rather than product e.g. the ability to work as a member of a team or to convey understanding and appreciation.

The practical and social skills cover any skill that can be examined.

**(c). Basic Skills**

The basic skills are literacy, oracy and numeracy. These skills open the way or enhance other skill acquisition. The other skills that are enhanced and acquired are *problem solving, manipulative ability, everyday coping and relationships*.

**(d). Transferable Skills**

These skills can be applied to a number of different tasks e.g. reading, decision-making, drawing etc. Teaching for 'transfer' requires the teacher to use approaches in which the wider application of skills is made apparent. Students' attention must be drawn to the adaptability of what they are learning e. g.

The teacher in a skill-focused programme is a facilitator for experiences which give students the chance to practise the skills

***Basic Language Skills***

Speaking, listening, reading and writing are the basic skills that are found across the curriculum, and these skills are complementary processes. Students should at all times be given opportunities to engage in experiences that facilitate and exercise them during the lesson for a more formidable development of English. As children talk together and share what they read, and respond to each other's written work, they grow towards full language maturity, and also achieve a major role of instruction which is to be better thinking students.

Teachers are therefore challenged to help students think critically and imaginatively and speak, listen, read and write capably and effectively.

## **Goals**

### *Speaking*

To develop students' ability to speak

- (a). formally, semi-formally and informally with confidence, clarity, and fluency
- (b). in a variety of situations for a variety of audiences
- (c). for a range of purposes of increasing complexity

### *Listening*

To develop students' ability to listen

- (a). with an increased span of concentration in order to ask and to respond to questions and express opinions
- (b). attentively to readings to appreciate stories, poems, drama and other literary material
- (c). to respond appropriately, so as to give, receive and follow precise instructions when pursuing a task individually or as a group member

### *Reading*

To develop students' ability to

- (a). read with fluency and confidence, a range of different kinds of material using reading methods appropriate to the material
- (b). read meaningfully to understand and interpret written text
- (c). read for information, for interest, for entertainment and for the extension of experience and insight that poetry and fiction afford

### *Writing*

To develop students' ability to

- (a). write confidently for a range of purposes and to a variety of audiences
- (b). organise the content of what is written in ways appropriate to the purpose
- (c). use the mechanics of writing, so as to convey intended meaning

Thinking is often considered to be the fifth language art. It serves as the foundation for and is the thread that weaves together the listening, speaking, reading and writing skills. All the levels of thinking in the process of learning is classified in Bloom's taxonomy of the cognitive domain. The levels of thinking are knowledge, comprehension, application, analysis, synthesis and evaluation.

### **BLOOM'S TAXONOMY OF EDUCATION**

**Knowledge** involves recall of facts and events.

**Comprehension** involves not only the recalling of bits of information, but also the understanding of information in order to interpret or draw inferences.

**Application** the students should already have knowledge of rules and generalisations that will help in finding the solutions to new problems.

**Analysis** the student has to identify elements and their relationship with each other. This is a movement towards abstraction. Analysis is a necessary step towards synthesising.

**Evaluation** is the highest category of the cognitive domain. All the lower levels are involved in this category. Thus it must be said that each category is not separate or distinct, but includes behaviours found in the previous categories.

## **THE LEARNING PROCESS**

Learning is a process by which knowledge, skills, and attitudes are acquired.

Students learn best through:

- ◆ Making connections - connecting new knowledge to what is already learned
- ◆ Meaningful experience - experiences to encourage enquiry and discovery
- ◆ Talking things through - discussion with others
- ◆ Writing things down - expressing ideas and experiences
- ◆ Creative expression – exploring through art, dance, drama, music and craft
- ◆ Praise and recognition – for success, effort and progress
- ◆ Challenge and expectation – acquirable standard of achievement
- ◆ Responsibility and self assessment – evaluating their own learning

The process is of maximum value to the student when the learning context is structured, when learning styles are taken into account and when the teaching style is professional.

### **The Learning Context**

Students need to be able to make sense of their learning environment and should be confident with what they are about to learn, be told what is expected of them and what the learning outcome will be. Teachers will therefore need to provide learning guidelines in the introduction of the lesson.

Learning guidelines are to a student what a road map is to a motorist. They map out for the students what is to be learnt, how it is to be learnt and the steps to follow in order to achieve the intended learning.

What they need to know:

*What is to be taught and its benefit to them*

*What the teacher expects of them in relation to the lesson*

*What they may/may not use*

*When they may/may not do certain things.*

*How they can succeed in tasks*

*How the lesson will be evaluated*

Telling students how they will be evaluated helps them to know what kind of learning will be acquired from the lesson. Students may prepare differently for different types of evaluation. To specify evaluation procedures the teacher can tell the students what kinds of tests will be given, what kinds of questions will be asked and what kind of knowledge or skills will be evaluated.

## **Learning Styles**

There are four learning styles that are utilised by students in and out of the classroom. Students learn through seeing, talking, doing and touching. In other words, the human senses are the avenues for learning.

Students respond in two ways to learning. There is the cognitive response that comprises the learning styles and there is the social response that indicates how they interact with the learning.

### *A. Cognitive Response*

#### **LOOKERS –Visual learners**

They like to see what they learn.

Method to use

- Demonstrations and illustrations
- Visual aids, charts, and pictures that focus attention on the lesson
- Written examples on the chalkboard

## **TALKERS - Auditory learners**

They like to listen and talk about what they learn.

Method to use

- **Give verbal instruction and affirm students verbally.**
- **Use sound in the environment e.g. recordings, audio-visuals.**
- **Allow student to lead in discussion.**

## **DOERS and TOUCHERS – Kinaesthetic learners**

They like to be physically involved in what they learn.

Methods to use

### **Tasks**

- **Manipulation and construction of models e.g. drama, games etc.**
- **Create an action-oriented environment**
- **Encourage peer-teaching so that they can do things for others**

Basically students learn to some extent through all these styles, but each student learns best through one style that is dominant and is his/her main channel of learning.

## **B. Social Response**

- |                               |                                  |
|-------------------------------|----------------------------------|
| (1). <i>Attention seekers</i> | (3). <i>Intermittent workers</i> |
| (2). <i>Solitary workers</i>  | (4). <i>Quiet collaborators</i>  |

Teachers, you need to get to know your students' cognitive and social responses as individual learners, so that you would be able to match and accommodate your teaching to most of their learning styles.

## **Principles of Effective Teaching**

1. Have clear goals for instruction

2. Ensure the relevance of classroom activities to real-world context and student's lives
3. Exhibit adaptation to diversity by selecting instructional strategies and materials appropriate to age, background, culture, and special needs of individual students.
4. Create a classroom climate that promotes learning, intrinsic motivation, and achievement.
5. Encourage social interaction related to classroom subject matter.
6. Provide a structure that guides students' learning and behaviour.
7. Facilitate effective information processing.
8. Support mastery of fundamentals, including proficiency in the basic knowledge and skills that provide the foundation for advanced learning.
9. Provide the challenge essential for cognitive development.
10. Promote higher-level thinking skills.
11. Communicate realistic high expectations for students' performance.
12. Engage in regular monitoring of students' behaviour and progress toward classroom goals.

### ***A. Elements of teaching style***

#### **Professional Skills**

- (a). Interpersonal skills, relating/motivating/communicating etc.
- (b). Classroom management
- (c). Planning and preparation
- (d). Matching tasks to children
- (e). Assessment and record keeping

#### **Professional Knowledge**

- (a). How children learn and develop
- (b). Awareness of curriculum developments
- (c) Current educational debate
- (d). Recent classroom research
- (e). New materials for teaching and learning

***Professional Attitudes***

- (a). Personal qualities, enthusiasm/energy/confidence/flexibility etc.
- (b). Personal values and beliefs
- (c). Personal relationships with colleagues etc
- (d). Professional and life goals
- (e). Self awareness and self appraisal

***B. Characteristics of progressive and traditional teachers***

The teacher's professional skill is characterised in the way he/she delivers the curriculum. The characteristics displayed should show him/her to be a progressive or traditional teacher according to two schools of thought. However, the characteristics reveal in both cases extremities in the role of both the teacher and student. The table below blends the characteristics of the progressive with the characteristics of the traditional teacher to produce the desired characteristics for a teacher in the Guyanese context.

***Characteristics***

1. Integrates subject matter
2. Teacher as guide to educational experiences
3. Encourages active student role
4. Handles learning by discovery techniques, practice and memory learning
5. Aids intrinsic and extrinsic motivation
6. Gives equal priority to academic, social and emotional development
7. Does adequate testing
8. Places accent on cooperative group work mixed with healthy competition
9. Does teaching in and outside the classroom base
10. Encourages accent on creative expression

## **Environmental Education**

The Environment is not merely the physical, the biotic and the cultural, but also refers to the immediate environs of the home, the school and the community. It is therefore important to foster environmental responsibilities in students, teachers and support staff.

- ◆ Environmental Education (EE) is about teach the student *about the environment, in the environment* and most important, *for the environment*.
- ◆ EE enables interaction to exist between people and the environment.
- ◆ EE aims to develop in students the skills, knowledge, understanding and values that will enable them to make informed decisions and take action for the environment.

### ***The Learning Context for EE***

The ethos of the school is an important and powerful dimension in developing in young people values, attitudes and behaviour. “The quality of the relationships between people in the classroom and school, as well as the quality of the surroundings inside and around the school, are key factors in creating a stimulating learning atmosphere for students and teachers.” For effective EE, schools should practise what they teach.

### ***Curriculum Content***

The environmental content of science and geography and to a lesser extent history and social studies are explicitly identified within the programme of study. The other subjects could develop *knowledge, understanding* and *skills* relevant to EE by using *environmental contexts* and *issues*.

### *Teaching and Learning Styles of EE*

The development of students' ability to express their own views, and listen to those of others, form reasoned opinions, work co-operatively, make decisions and take action for the environment is related to the adopted teaching and learning styles e. g. co-operative learning, enquiry-based approach, use of real life issues, use of secondary sources and first hand experience.

### Integration

*Integration* is a teaching strategy that is used to link the subject matter in all disciplines. This strategy can be planned or it may be incidental. It is not merely the use of the content of one subject within another subject that constitutes integration, but it is through discussion and exploration of the issues in the content that facilitates integration. It is not necessary to integrate every lesson, for some lessons require students to focus on the language skill/s alone e.g. grammar lessons, while others are naturally integrated e.g. expository writing – process.

### *Incidental integration*

A comprehension lesson is in progress – Unit 4, Adventures in English Bk1.

A student asks a question or comments on the fact that Ramesh had so many poppies and did not even give one to Victor.

- The teacher uses this to discuss the meaning of friendship and allows the students to share how they usually feel when they are the odd ones in a particular situation.
- Through probing questions posited by the teacher and the voluntary participation of the students, these life skill issues are explored and a satisfactory compromise arrived at.
- This diversion only takes a few minutes, but it has integrated the Language lesson with Life Skills.

### *Planned Integration*

The content of the lesson may lend itself to social, medical, health or other issues.

The teacher explores the issue, and plans ways to present it to the class. It could be injected within the “introduction”. An environmental issue can be addressed concerning the mess that is left on the roadside after the garbage has been carted away.

The students can:

- Write their responses and then compare with their peers.
- Brainstorm the issue.
- Research the facts before the class.

As the core of the lesson

- Write letters to the relevant authorities requesting that garbage collectors handle the garbage with care.
- Write narratives telling the misfortune of someone due to scraps of garbage being left on the parapet.

For further research

- List things the residents can do to help alleviate the situation.
- State two safe ways of disposing of garbage.
- Make one suggestion of what is to be done with non-biodegradable material.

### *Lessons that are naturally integrated.*

Comprehension - Mathematics

- Plotting graphs to summarise gathered information or data
- Drawing conclusions from data on charts

Expository - Home Economics/Science/Woodwork/Agricultural Science

Steps in a process

- How to design a tie-dye

- How to bake fish
- How to sort and wash laundry
- How to make a towel holder
- How to test for the presence of starch in a leaf
- How to prepare a seed bed

#### Literature - Environmental Education

- Setting - natural environment
- Character - social environment
- Poetry - aesthetics

Within language itself the components are to be integrated for effective teaching and learning. Integration within components requires that the teacher tell students the overall purpose of the skill they will learn. It is usually recommended that the skill be used in the proposed context immediately after it is taught.

*Grammar* is needed to put words together to express ideas.

e. g . *Past Tense Verbs*

Teacher - "You will need to use this tense when you write reports, for it marks past time - events in the immediate and distant past."

*Comprehension passages*

Teacher - "You will need to give relevant and effective details to support the main point/s (topic sentence/s) in your writing."

"These are ways in which you can present your characters when you write your short stories."

## PREPARING TO TEACH

The Language lesson like all other lessons aim to help students learn, apply and understand new concepts.

In preparing the lesson, the teacher will:

- Formulate the objectives.
- Select the content.
- Select the teaching methods.
- Select the materials needed.
- Select the method of evaluation.

There should be congruence between the stated objectives, content and evaluation procedure. The thought process that is used in a lesson results in the outcome that is measured as the performance. The expected performance or outcome of any lesson is stated in the objective.

### A. Objectives

#### *(1). Learning Objectives*

A learning objective is a clear and unambiguous statement about what the learner should know, understand and be able to do as a result of some learning experience. Learning objectives must include the learners' development of skills, knowledge, understanding and attitude. The learning objectives are given in the curriculum guides.

<b>Skills</b>	provide practical ways of doing things.
<b>Knowledge</b>	provides a framework of ideas with which to make sense of his / her learning experience.
<b>Understanding</b>	applies the skills and knowledge gained to solve problems in unfamiliar situations.
<b>Attitudes</b>	respond positively to new learning.

## **(2). Behavioural Objectives**

The learning objectives that you wish to achieve at the end of the lesson are stated in behavioural terms. Behavioural objectives specify what the learner will be doing when an evaluation is made to discover whether the intention has been achieved. These objectives must be clear, measurable and achievable.

### ***Stating Behavioural Objectives***

#### Performance

Specifies the kind of behaviour the instruction attempts to produce and that will be accepted as evidence that the learner has achieved the objective.

#### Condition

Describes the important conditions under which the performance or behaviour is expected to occur.

#### Criteria

Specifies the criteria of performance which would determine how good the student's performance must be for it to be acceptable.

Terms such as 'to identify', 'to state' and 'to describe' indicate the form of behaviour the students are expected to demonstrate in terms of skills, knowledge and understanding. The attitudinal behaviour is not stated in the objective as it is not measured but mainly observed through enthusiasm and interest.

The table shows the categories with some behavioural terms for stating objectives and an example of a behavioural objective.

<p><b><i>Knowledge</i></b></p> <ul style="list-style-type: none"> <li>To define</li> <li>To describe</li> <li>To identify</li> <li>To state</li> <li>To list</li> <li>To recall</li> <li>To recognise</li> <li>To match</li> <li>To name</li> <li>To acquire</li> <li>To collect</li> </ul>	<p><b><i>Knowledge</i></b></p> <p>Students will be able to identify and state the parts of speech of all the words used in given sentences.</p>
<p><b><i>Comprehension</i></b></p> <ul style="list-style-type: none"> <li>To translate</li> <li>To give in own words</li> <li>To illustrate</li> <li>To prepare</li> <li>To read</li> <li>To represent</li> <li>To change</li> <li>To convert</li> <li>To distinguish</li> <li>To estimate</li> <li>To explain</li> </ul>	<p><b><i>Comprehension</i></b></p> <p>After listening to the reading of a story, students will be able to re-write the entire story in their own words.</p>
<p><b><i>Application</i></b></p> <ul style="list-style-type: none"> <li>To apply</li> <li>To relate</li> <li>To develop</li> <li>To generalise</li> <li>To transfer</li> <li>To prepare</li> <li>To produce</li> <li>To show</li> <li>To solve</li> <li>To use</li> <li>To manipulate</li> <li>To operate</li> </ul>	<p><b><i>Application</i></b></p> <p>Students will be able to produce and dramatise a scene from a section of a story they have read.</p>

**Analysis**

To distinguish  
To classify  
To detect  
To deduce  
To categorise  
To break down  
To discriminate  
To analyse  
To identify  
To infer  
To outline  
To point out

**Analysis**

Students will be able to classify the types of all the nouns taken from a given paragraph.

**Synthesis**

To write  
To tell  
To relate  
To produce  
To transmit  
To modify  
To document  
To create  
To compose  
To re-write  
To revise  
To plan  
To design  
To derive  
To develop  
To combine

**Synthesis**

Students will be able to write a short story from a narrative poem after discussing the plot of the poem.

**Evaluation**

To compare  
To conclude  
To justify  
To judge  
To standardise  
To appraise  
To summarise  
To discriminate

**Evaluation**

Students will be able to compare their predictions with their actual findings after reading the comprehension passage.

## A. Content

In the Curriculum Guide, the English A content is segmented into its components being Written Expression, Comprehension and Grammar. The content is so structured to ensure that it is relevant and adequate to cover a one year programme and that it is progressive from Grade 7 - 9.

It is expected that teachers would choose from the components, the topics that are interrelated and would be a unit of work e.g.

### *An example of a unit of work*

Written Expression:	Short story
Comprehension:	'The Challenge' Unit three, 'Adventures in English' Bk. 1
Grammar:	Past Tense and Past Participle Verbs Similes Synonyms

A teaching unit could be taken directly from the English Language text or its parts can be selected from several texts. The teacher must ensure that the unit of work planned, meets the needs of the recipients.

When planning a particular lesson from the unit, the teacher is required to include the content in the lesson plan.

The content would include:

- The sentences or models to be used to teach the concept.
- The practice exercise/s.
- The evaluation exercise/s.

## **B. Teaching Methods**

### ***Introducing the lesson***

The introduction comes at the beginning of each lesson.

### *Purpose*

- To get the students interested in the topic
- To motivate the students in preparation for the lesson
- To establish the accuracy of previous knowledge
- To introduce adequate background information about the topic
- To give students learning guidelines.

There are several things a teacher can do to achieve the purpose of the introduction.

### ***Ways to Introduce a Lesson***

#### ***(1). Tell a story:***

A story will easily capture students' attention. The story must hold relevance to the topic for its use to be worthwhile. **Use:** Narrative Writing, Grammar

#### ***(2). Use simulation or drama:***

Using simulation means having a 'pretend' situation that is similar to something in real life. Students enjoy being involved and will probably be eager to dramatise something related to the topic that is being taught.

**Use:** Comprehension, Written Expression

#### ***(3). Pose an interesting problem or question:***

This approach may motivate students to begin to search for answers. Problems and questions should be carefully selected to suit the students' level of interest and ability. **Use:** Oral Expression, Written Expression - Narrative

#### ***(4). Draw comparisons:***

Comparisons can be made between new topics and topics which are already familiar to the students. This activity allows the child to be comfortable with the new learning as he/she senses progress in learning and feels challenged to achieve. **Use:** Grammar

**(5). Offer incentives:**

Teachers could point out to the students the value of learning a particular topic. For instance, in a lesson the teacher might say, “It is important for you to write correct grammar, so that your intended meaning is clear, and you can gain better marks.” Another incentive that can be offered is the prospect of a longer recess. For the use of incentives to be effective, you must select things that are desired by your students.

**(6). Arouse controversy:**

This is an effective way to get students to express their opinions. For example, a teacher might say, “We should ban mini-buses and return to the use of government public transport.” This extreme position on the transportation issue may get students to give other opinions. Another method of arousing controversy is to present a topic about which the students can hold a debate. **Use:** Oral Expression, Written Expression – Points of View

**(7). Present interesting audio-visuals:**

It can open the door for lively discussion. An unusual object or an exciting picture can inspire many ideas from students.

These techniques are not confined to introducing lessons but can be used effectively within the developmental stages of the lesson.

When trying to motivate students, teachers should remember that each student is different; what motivates one student may not motivate another. Therefore teachers should be careful not to use the same strategy repeatedly over a short time, because the students will soon tire of it.

***Teaching Strategies***

It is important for teachers to use a variety of strategies to teach reason. The selection of one or more strategies will depend on these factors:

- The topic to be taught
- The number of students for the particular lesson
- The ability of the students
- The number of activities planned
- The demand of the learning task

### *Types of Teaching Strategies*

- Expository
- Discovery or Exploratory
- Participatory
- Evaluative

#### *A. Expository Method*

Expository methods are executed when the teacher provides new information by *lecturing* or *demonstrating*. Learning takes place as the students process new information and link it with relevant previous knowledge. It means therefore, that the expository methods are most effective when the students have the necessary background knowledge with which to make meaningful links with the new information being presented.

##### *(1). Lecture Method*

Lecture methods are particularly useful when dealing with a relatively large class.

#### Some points to note

- It is important to keep in mind the points, facts and concepts being taught in the lesson and to take a break at strategic points to ask questions to ensure that students are ready for the next stage of the lesson.

- Use teaching aids such as charts, diagrams and models to illustrate what is being said and also to hold students' attention.
- Use the chalkboard to chart the subject matter as the lesson progresses. The chart or diagram shows links in the subject matter and this helps students to process information being presented.

### *(2). Demonstration*

This method is particularly useful when students need to have a concrete experience to facilitate learning. The teacher should not select this method when there is insufficient material. Demonstrations usually arouse students' interest and provide excitement in the class.

#### ***Some points to note***

- The teacher should ensure that all students are seeing what is taking place.
- Elicit from students what they are observing and point out any special features, if necessary.
- Depending on the activity, get some students involved by asking them to serve as volunteers.
- Prepare and rehearse the demonstration to ensure it works.

### ***B. Discovery Method***

Discovery methods include practical activities. These methods are useful especially for concept development. They require the students to process information by doing, observing and engaging in other process skills such as classifying, measuring and making inferences. In applying these process skills, the students abstract salient characteristics of a particular situation for concept development.

### *C. Participatory Method*

These methods include group discussion, debate, role-play, simulation and drama. They provide opportunities for the students to express how they feel and what they think in a non-threatening manner. They can also be entertaining and are appropriate activities that allow all students to participate in the learning experience.

#### Some points to note

- The teacher should ensure that no student is put in an uncomfortable or embarrassing position. This can happen if the activity deals with a sensitive matter such as family relationship or socio-economic conditions.
- The teacher should let the students enjoy the process, but ensure, by asking questions and guiding them in a summary of the lesson, that the point of the lesson is not lost.

Following are some things teachers can do in the classroom that would encourage students to participate during the lesson.

- Use pleasant facial expression that encourages.
- Use students' contributions during the course of the lesson.
- Offer incentives.
- Praise students for answers and attempted answers to questions.
- Invite questions from students.
- After a response is given by a student, try to get feedback on whether or not the response was relevant to the question.

### *Cooperative Learning*

Co-operative learning or collaborative learning is useful for whole class and small group activity and fosters an atmosphere for much student participation. Use group work frequently, as each group becomes a 'mini class'.

## Groups

The best group size is four to five students. However, this can be increased or decreased depending on the purpose of the exercise and the physical arrangement in the classroom.

Have a mixture of strong and weak students in each group; in this way the stronger ones help the weaker ones, and the weaker ones are forced to participate in the activity.

### Types of Groups

Groups may be arranged in the following ways:

- **Large groups**

These are groups of six to eight students with group names such as Sparrows, Hawks etc. Such groups may be kept together, like teams, for an extended period of time.

- **Discussion committees**

These are temporary groups of four to six students sharing ideas and skills to achieve a specific outcome by the end of the session.

- **Buzz groups**

These are groups of two to four students working together for sporadic periods within the lesson to consult each other and report their conclusions.

### *Conducting group activities*

- (1). Select groups of four to six students.
- (2). Give clear instructions.
- (3). Try to get every one involved.
- (4). Guide the groups through difficulties.

### ***Materials to Enhance the Learning Experience***

The textbook is usually the main resource for instruction. However in this video culture age, visual strategies are needed for instruction. Teaching presentations that effectively combine visual and audio elements are more compelling than text alone. More learning occurs when information is received simultaneously in two modalities – vision and hearing.

The use of audiovisual presentations also provides greater access to concepts and skills for students of varied learning styles. For example, all students can benefit from using an appropriate diagram to represent the steps in a process or one that highlights similarities and differences. Students themselves are readily available as visual resources to be used in role-play, simulations or even to demonstrate an action.

#### ***Materials***

- Diagrams
- Pictures
- Models/Objects
- Tape Recorder- record stories, instructions, poems etc. and replay in class
- Television Presentations – show scenes of Guyana, historical buildings for description etc.

#### ***Assessment***

Students can be assessed at each stage of the lesson to determine their readiness for the next stage. Then there is an assessment usually at the end of the lesson or unit for review and to evaluate whether or not the objectives of the lesson or unit were achieved.

#### ***Assessment Methods***

There are five main methods:

1. Completion

- Phrase or sentence – closed
  - Extended response (100 – 200 words)
  - Structured essay
  - Essay
2. Objective tests
- True/ False
  - Matching items
  - Multiple choice
3. Situational
- Teacher interviews student
  - Exhibition of completed work
  - Observing student performance
4. Projects
- Problem solving exercise
    - Group
    - Individual
5. Time-based
- Portfolios of work
  - Records of previously assessed work

## LESSON PLANS

Successful teaching hinges mainly on the preparation of a good lesson plan. Mental planning is not adequate for delivery and cannot be used by another teacher when the class teacher is absent. A detailed plan instead of scanty notes is more valuable to the class teacher as well as the substitute teacher, for it offers greater guidance to execute the lesson and obtain the desired results.

The lesson plans must present the main components.

### ***Lesson Plan Components***

The following headings should be included in lesson plans.

#### **Form/Grade**

This suggests

- Students' intellectual ability.
- Their attention span.
- The level of information that can be given.

#### **Class size**

The numbers would help to determine how the class would be organised.

- Number of small or large groups
- Number of students in each type of group

#### **Time**

Helps the teacher to allocate enough time to each stage of the lesson.

Dictates the amount of content to be taught

#### **Objective**

Directs the teacher

- To select the condition.
- To determine the performance.
- To establish criterion.

**Previous Knowledge**      The knowledge that is already acquired and is the foundation for the new learning

**Content:**                      Concepts to be learnt  
Examples to be given  
Exercises to be done  
Stages in the learning

**Methodology**

**Introduction**

Stimulate interest and curiosity and set the tone for development.

The strategy used must form a link between previous and new knowledge.

**Development**

Imparting new knowledge

- Using background knowledge to teach new ideas and concepts
- Using planned strategies and methodologies to promote interactive learning
- Student participation
- Organisation of class
- Using materials to move learning from the concrete to the abstract
- Giving students activities to practise applying the skills taught

**Summary**

Reinforcing what was taught

- Repeating focal points in the lesson to further clarify and reinforce the concept.

**Evaluation:**

Giving activities for assessment

- Indicate to what extent objectives were achieved.
- Determine how much learning has occurred.
- Identify skills that need reinforcing.

# UNIT 1

## WRITTEN EXPRESSION

### Overview

Since speech is the first means by which we communicate, then it may be purported that oral language is more important than written language. However, an in-depth analysis of the two means of communication would reveal that though one precedes the other, it is by no means suggestive of the importance of that communicative device over the other. Indeed it is that oral speech (oral expression) informs or influences our written expression; hence the inevitable marriage of the two.

### *Written Expression*

- Is permanent
- Is rigid in style
- Is a necessary tool for communicating
- Lends itself to various forms of expression.
- Can be referred to at any point in time for the purposes of clarification, comparison, guidance etc.
- Allows for greater understanding and interpretation of ideas, since one is able to read the information more than once in order to get the full meaning.
- Is a standard means by which competence in English Language is to be assessed.

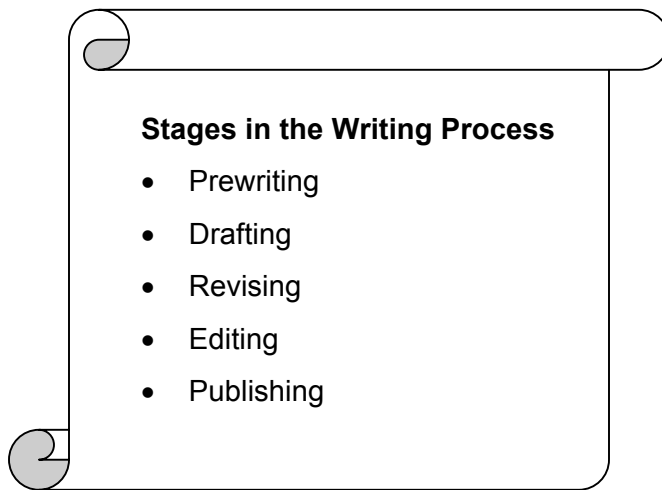
### Styles of Writing

Narrative	Accounts and short stories
Descriptive	Objects, persons and places
Expository	Instructions, directions, letters, reports etc.

## The Writing Process

Writing is a way for students to explore the images that flash through his/her mind. It is also a way for them to discover more about themselves, about other people's experiences and about the world around them.

To write a good paragraph or essay takes planning and the stages in the writing process help the student to write in an organised way.



Students at Grade 8 should by now be more competent writers and no longer need the props of controlled composition. These students can now go on to develop a better level of competence as they further develop their writing skills.

Composing involves

- *Drafting*
- *Re-drafting*
- *Editing*
- *Final draft.*

## Prewriting Activities

These activities can be either or both oral and written.

- Getting Started
  1. Generate ideas
    - Brainstorming,
    - Discuss the issues
    - Free-writing
  
  2. Explore ideas
    - Making lists starting with a key idea and listing the other ideas
    - Asking questions (who?, what?, where?, when?, why? and how?)

### Gathering Information

- Sources
- The library
  - Collected resources
  - Conversations and discussions

- Identifying Audience

Finding the right level and the right language

*Questions:*

Who am I writing to?

**Answer:** *My teacher / a friend*

How much do they know about the topic?

**Answer:** *Not much*

What writing style to use?

**Answer;** *Humorous, formal, conversational style*

What vocabulary is appropriate?

**Answer:** *Words they understand, slang, clear grammatical structures*

- Identifying Purpose

### *Questions*

Do I want to narrate or tell a story?

Do I want to describe someone or something?

Do I want to inform about the topic or to explain something about it?

Do I want to persuade them about something or to take some action?

## **1. Drafting**

With the aid of the pre-writing notes:

- ◆ Students will make a statement that gives the main idea of the composition, they will then write sentences to back up the statement, followed by other supporting paragraphs, if needed.
- ◆ Students will write a paragraph that implies the main idea of the composition; then follow up with the other supporting paragraphs, if needed.

### **(A) The Paragraph**

It is a group of sentences that develop a central theme.

It can be:

- A composition in miniature
- A part of a larger piece of writing, which is called an essay.

### *Paragraph Structure*

- A topic sentence,
- Some supporting sentences
- The concluding sentence.

### **Main Idea or Theme**

- ◆ Stated in a topic sentence
  1. A clear statement of what the paragraph is about

2. Tells the reader what to focus on.

The topic sentence is a statement or question that can be placed at the beginning, the middle or at the end of the paragraph. However, placing it at the beginning is usually most effective, since the reader is then able to follow the development of the topic.

- ◆ Stated indirectly or implied
  1. More true of descriptive or narrative paragraphs
  2. The supporting sentences are strongly linked to the main idea.

### **Supporting Details**

The *supporting sentences* contain the supporting details that develop the main idea expressed in the topic sentence. The paragraph has unity when each supporting sentence is relevant to the theme or main idea.

The supporting details can be:

- ◆ Facts.
- ◆ Examples or incidents.
- ◆ Reasons.
- ◆ Sensory details.
- ◆ Statistics.

Ordering the supporting details in:

- ◆ Chronological order – narratives, explanations, relating incidents
- ◆ Spatial Order – describing scenes and inside of buildings
- ◆ Order of importance – presenting facts, writing persuasively
- ◆ Cause and effect order – explaining scientific findings, historic events and such

### Concluding Details

They are written in a concluding sentence that summarises or restates the main idea. This sentence is only used if it will help strengthen the paragraph and is not used in a very short paragraph.

### Coherence

When all the sentences are clearly and logically connected the paragraph is coherent. This logical connection is achieved through the use of transitional words and phrases. Transitional devices link ideas within and between paragraphs.

### Transitional Words and Phrases

KINDS	EXAMPLES OF WORDS USED			
<b>Time</b>	Second	Eventually	Afterwards	Then
	Before	Periodically	Sometimes	Presently
<b>Place</b>	Nearby	Opposite to	Besides	Under
	Next	The next stop	To the side of	Over
<b>Importance</b>	Particularly	Primarily	Mainly	
	Of importance	First		
<b>Cause and Effect</b>	Resulting in	So that	Therefore	Since
	The reason that	Thus	Somehow	In contrast
<b>Comparison and Contrast</b>	On the other hand	Conversely	Not...but	
	On the contrary	Though	However	
<b>Examples</b>	On the whole	In each case	In any event	
	Particularly	Consider	Likewise	

### *(B) The Essay*

A string of paragraphs comprises an essay. An essay can be a newspaper article, a research or it can be a book. Each paragraph in the essay discusses a smaller part of the main idea of the composition. The

composition itself is a complete discussion of a subject or idea.

The essay has:

- *An introduction*
- *A body*
- *A conclusion*

### *Introduction*

It is usually one paragraph long, and in some cases functions as the topic paragraph of the essay. The paragraphs that follow, each develop the points introduced in the opening paragraph.

Opening paragraph:

- Catches the reader's attention.
- Outlines the main points of the main idea that will be developed in the body of the composition.

### *Body*

It is at least two paragraphs or as many as are needed to:

- Develop the main idea.
- Explain and illustrate the points.
- Define terms.

### *Conclusion*

The last paragraph or two of the composition ties all the ideas together or sums up the issues.

## **2. Revising**

Reading over the work:

### **(a). *Checking for meaning***

- ◆ Is the main idea clear?
- ◆ Has the purpose been achieved?

- ◆ Have the needs of the audience been met?
- ◆ Is more information needed?

**(b). *Checking for Unity***

- ◆ Do the details support the main idea?
- ◆ Are the details organised in a logical way?
- ◆ Are sentences that restate a point included?
- ◆ Are the relationships between the ideas clear?

**(c). *Checking for Coherence***

- ◆ Appropriate word choices
- ◆ Use of specific nouns and active verbs
- ◆ Deletion of all unnecessary words

### **3. Editing**

The student would need to examine the choice of words and phrases used.

#### ***Guidelines for Proofreading and Editing***

. When proofreading written work, do the following:

- Draw a line through any misspelled word or any word that should be replaced, and write the correct word above it. Use the dictionary to help check the spelling of difficult words.
- Put a slash (/) through a capital letter that should be a common letter, and through a common letter that should be a capitalised one.
- Use a caret (^) to show where a word has been left out. Write the missing word above it.
- Add missing periods, commas, apostrophes and other punctuation marks.

- Cross out any unnecessary punctuation marks.
- Use a paragraph symbol (¶) to show that a sentence should be indented or that a new paragraph should be started.
- Use periods to break up long run-on sentences.
- Get rid of any sentence fragments by using complete sentences.

#### **4. Publishing**

This is the final stage of the writing process that is most often overlooked. Publishing involves sharing the completed piece of writing with the audience, that is, the teacher and other students.

##### *Forms of Publishing*

- Reading aloud to a small group or entire class  
When the reader would have completed reading, the listeners are to react to the piece by asking the composer direct questions on the composition.
- Individually prepared books
- Prepared class books
- A class literary newspaper
- A display

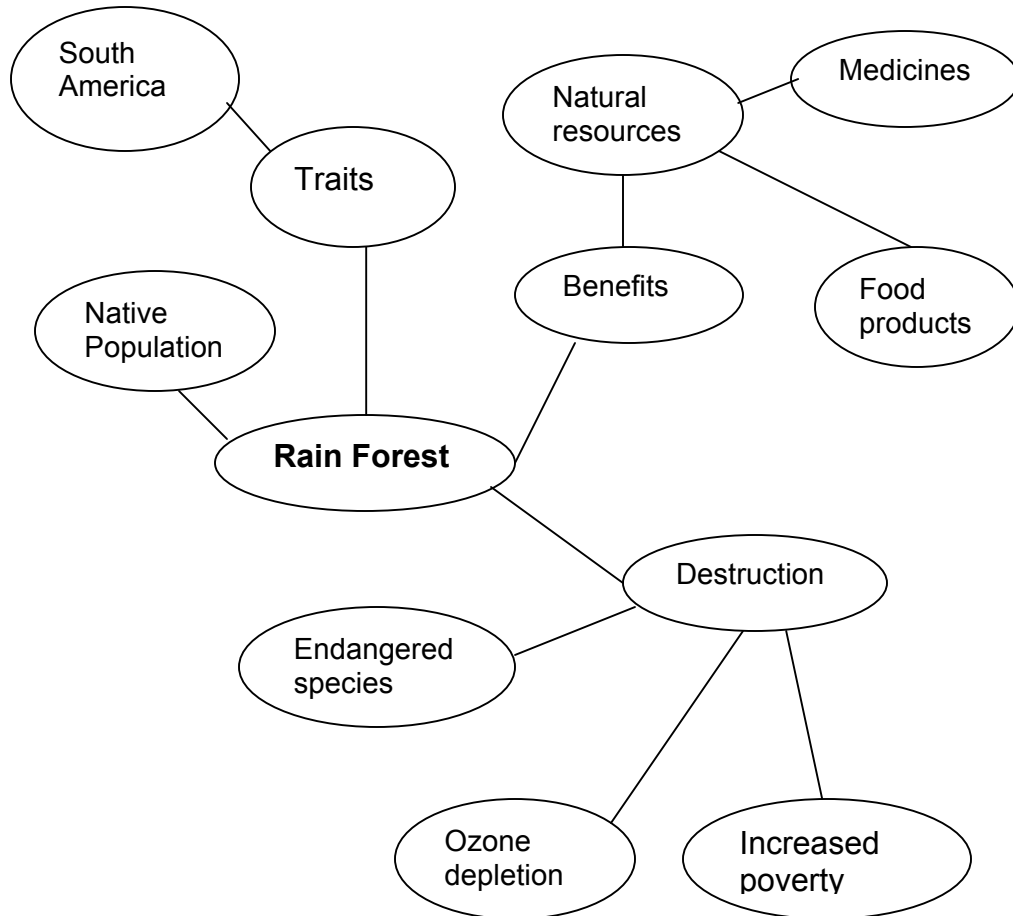
##### **Suggestions for Guiding Students in their Composing**

- ◆ Tell students the kind of essay they are creating and what is required.
- ◆ Give graphic organisers as a stimulus for them to organise the composition e.g.

##### ***Cluster Diagram***

Another way to show relationships is through a *cluster diagram*. Students suggest a central idea or main topic. Teacher records it in the centre of the

chalkboard. During a brainstorming session students mention other ideas related to the main idea. Students connect the new ideas with the ones related to them. Students can use cluster diagrams to connect these ideas

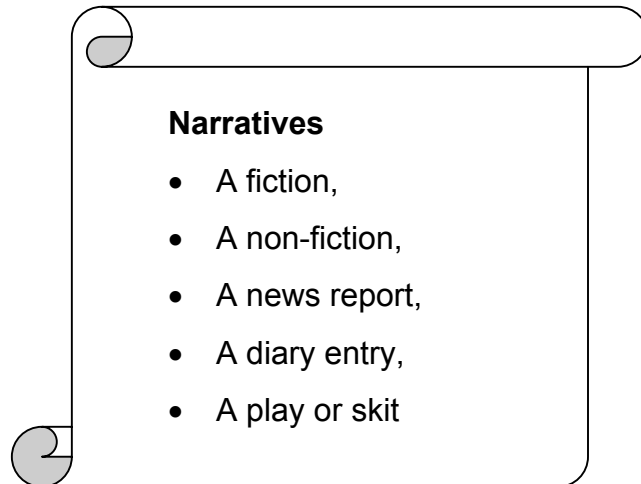


- ◆ Give topics that develop wider interests, encourage research and develop reading competence.
- ◆ When necessary control length of paragraphs by requesting a particular number of supporting sentences, so that the weaker student is challenged to express more ideas.
- ◆ Encourage students to write a first draft; then a second draft while making all the necessary corrections, after which they write a final draft.

- ◆ Encourage students to publish the completed essay and give their opinions for improving each others composition.

## **NARRATIVE WRITING**

Narrative writing tells a story. It can be about real or imaginary characters and events, and can be written by anyone. It organises its details in chronological order, a time sequence. Good stories can be quite simple and can be about incidents at home, at school or in the community.



These narratives all give details to the questions of:

- (a) Who are involved?
- (b) What happened?
- (c) Where did it happen?
- (d).Why did it happen?
- (e) How did it happen?

### **Composing the Narrative**

#### ***Strategies to teach Narrative Writing***

Students should be exposed to good narrative writing. This may be done during the Literature classes when short stories are analysed to discover the theme and setting, identify and distinguish between real and imaginary characters, list the elements of the plot and appreciate the writer's craft. During these lessons the story can be charted on a graphic organiser

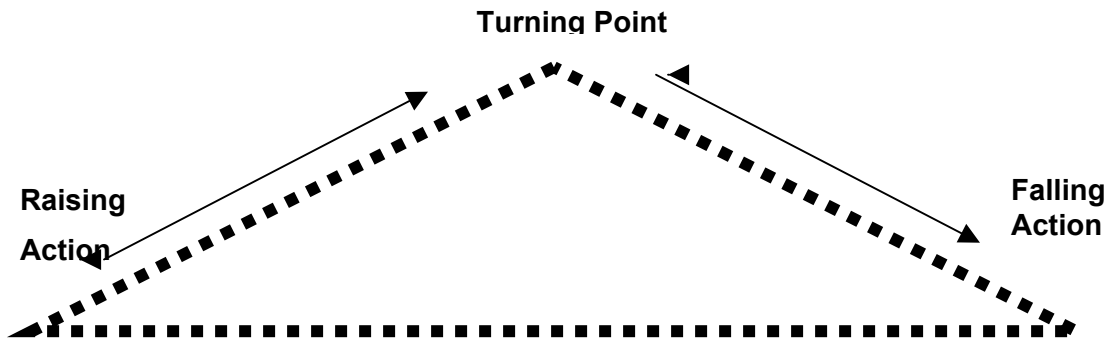
## Story Map

TITLE OF STORY			
SETTING	CHARACTER	THEME	PLOT

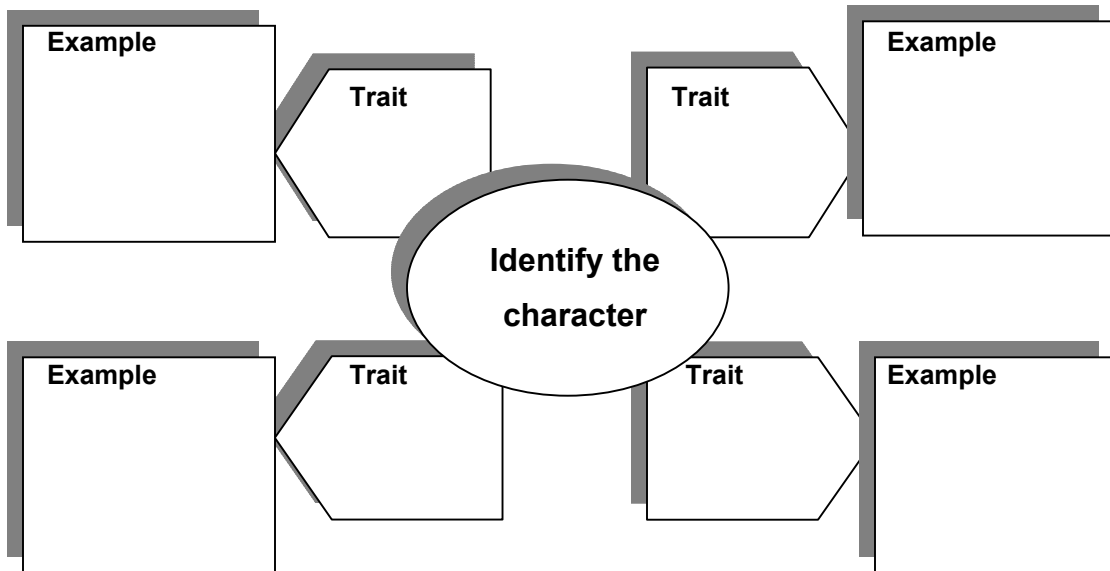
## Sequence of Events / Time Line - Text Pattern

EVENTS	TIME LINE

## Rising Action / Turning Point / Falling Action Story Map



## Character Trait Web



## Sequence of Events Chart

<b>Title</b>
<b>Setting</b>
<b>Character</b>
<b>Problem</b>
<b>Events</b>
<b>Solution</b>

The mapping out of the story will give students a good idea of what a story should have and how it is organised and better prepare them to plot and write stories of their own.

### ***Examining the Short Story to view Aspects of the Narrative***

#### The Short Story

A short story is a brief work of prose fiction. Usually, it is a short story that can be read in one sitting. Short as it is, the story can be about anything. For example, a short story can show events that remind the reader of incidents in their lives and introduce them to people and places that they recognise. On the other hand, a short story can take them to fantastic lands where people and events are like nothing they have ever known before. In either case, a short story always communicates ideas about everyday happenings in life and how the human nature responds in the environment.

The plot, setting, characters, and themes can be examined and discussed in the short story.

#### **Plot**

The **plot** is the sequence of events in a story; each event causing or leading to the next. It has four stages:

- ◆ Introduction or Exposition
- ◆ Complication or problem
- ◆ Climax
- ◆ Resolution.

In the **introduction** the writer introduces the people, the place and situations related in the story.

The **complication or problem** is revealed as the characters interact with one another and from this point on we are in suspense about what will happen next.

The **climax** is the part of greatest emotional involvement. It is the most intense part of the story, where the problem can't possibly be any worse. It is the turning point of the action when issues begin along the path to a resolution.

The **resolution** ends the action of the story by telling or implying the final outcome.

The plot of a good story proceeds according to the following pattern.

### **An Example of the Exercise**

#### (a) The Story

The lift off was routine, and Joan eased the ship orbit. The orbit itself was routine for a moon-bound ship. But there was nothing routine about the flashing lights on the console. The nuclear reactor was overheating. Joan directed more coolant into the reactor, but the temperature continued to climb.

Joan told Orbital Traffic Control of the problem and received permission to leave orbit for deep space. She was calm. She had to get as far from earth as possible, but a rescue ship would follow. She was nearly 3000 kilometres away when the first temperature alarm sounded. Joan snapped open the red cover marked **Blow Out** and pushed the button beneath.

Nothing happened. She pushed it again. Still nothing happened. Her calm dissolved. She wrenched open the console and began to probe the delicate circuitry. The second temperature alarm joined the howling of the first. Finally, she found a simple break in the wire leading to the button. She jammed her screwdriver into the connection. Sparks flew. She felt the ship lurch as explosive bolts blew the reactor out into space. Drifting away it would harmlessly bleed off

its heat and radiation. The alarms stopped. The lights flickered as emergency batteries took over. Joan sighed and put her head on her arms.

(b) After reading discuss these aspects

*Introduction*

The ship lifts off. Joan eases the ship into orbit. Here the characters and situation are introduced.

*Problem/Complication*

Red lights flash on the console – temperature climbs. Joan tells Orbital Traffic Control about her second problem and was advised to get as far as possible from earth. Second flash sounds.

*Climax*

The reactor is thrown into space.

*Resolution*

The alarm stops and emergency batteries take over.

**Point to note**

It is important that after the *character* or situation is introduced, the author goes quickly to the *problem/ complication* (narrative hook) in order to keep interest alive.

*Theme*

The theme of a story is its message, subject or main idea. The theme of this story is “*taking the initiative*”.

*Setting*

Setting is the background against which a story takes place. It can be a place or a period of time. Setting should be relevant to the story. The place where the story occurs is in space or in orbit.

### *Character – Characterisation*

The *characters* in a short story can be people or animals. When we give a character a personality, then we are engaged in *characterisation*. The character in the story is Joan.

*Character is revealed by:*

- ◆ What the writer has written about the character.
- ◆ What the writer has the character say about himself/herself.
- ◆ What the writer has each character say about the other.
- ◆ What the writer has the character do.

When the elements that the story presents is discussed, the students are then asked to fill in the details in the story map or the sequence of events chart or any of the others depending on the particular skill of narrative writing you the teacher are focussing on.

Students could be given short extracts and asked to give the main idea for example.

#### *Extract*

Angie walked quickly towards home, as she had done every day for weeks now. She glanced wistfully at her friends, standing in the usual place on the corner. It would be nice to be with them. One of them broke away and came over. "Hey listen, Angie, a bunch of us are going down to the park. Why don't you come with us?" Angie hesitated. Then she shook her head. "Thanks, Bob, I'd really like to, but I've got work to do." She left hastily afraid she'd change her mind and give in.

Behind her, she heard low voices. Then someone called "Oh, come on, Angie, take a couple of hours off." She didn't dare look back. She wanted so much to go. But Angie wanted to be an artist too, and the show started in a week. She had to get that project done. She'd missed some good times because of it, but it'd be worth it.

The main idea in this extract is “setting a goal”.

The students can also be asked to read books and submit portions of description. From these samples they can write their own descriptions of settings

*Sample that can be submitted*

“Blue mountains seemed to float above the plain. The rising sun behind them cast their long purple shadows across the grass and bushes. Here and there a treetop was spotlighted by a sunbeam streaming down through tinted pink and orange wispy clouds from the blue-grey canopy above”.

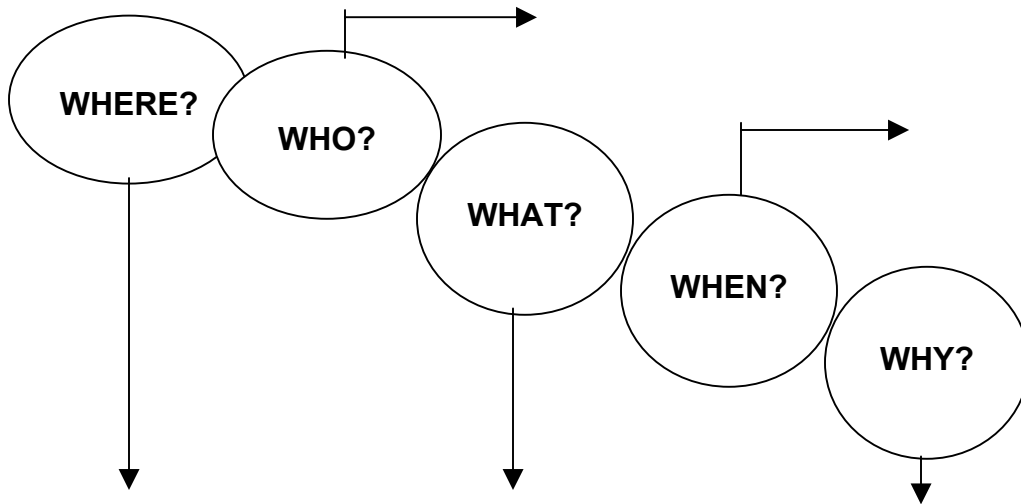
***Other Activities to Assist in the Writing of Narratives***

Students are given a topic. Ideas for topics can come from the students reading and actual experience. After students have identified their topic, they must engage themselves in some prewriting activities.

- State the possible audience
- Get students to talk about things related to the topic
- Get them to think critically. Get them to ask the question like  
“What if ...?”  
“Suppose...?”

They can then create an **Idea Chain**. This activity is a form of **brainstorming** where each idea is recorded as it occurs to the students. On this chain students answer the questions Who, What, When, Why and How. They would then choose the details they would like to use in their stories.

### Idea Chain



Students will choose the ideas they feel can create the story they would like to present.

They can then create a **Story Contract**. The contract can consist of brief statements of who the characters are, what will happen in the story and where the story will take place.

A story contract may look like this.

The story will take place in the interior.

The characters will be a pork-knocker, an Amerindian and me (a policeman).

**The events are:**

1. Jim, the pork-knocker was returning to camp when he noticed a cabin beneath some trees.
2. He decided to investigate.
3. On entering the cabin he noticed a spot on the floor was higher than the rest of the floor.
4. He dug up the section of the floor to see what was there.
5. He discovered a box filled with golden coins.
6. In the midst of his counting of the coins, an Amerindian Chief entered the cabin.
7. An argument broke out between the two of them.
8. I was on patrol duty, heard the noise and decided to investigate.

Students can then make a draft of their story. This is, putting their ideas into paragraph form. Each story should have an introduction, a body and an ending or conclusion.

### ***Beginning the Story***

Stories can begin in one of the following ways

- ❖ Describing the setting

*The oily sea heaved without a sparkle, and there was a queer white misty patch in the sky like a halo in the sun. There was no wind and the heat was stifling.*

- ❖ Begin by describing the character.

*Mrs. Bertha Flowers was the aristocrat of Black Stamps. She had the grace of control to appear warm in the coldest weather, and on the summer days it seem she had a private breeze which swirled around cooling her. She was thin with the taunt look of wiry people,...*

- ❖ Begin with a dialogue.

*"I wonder where that beastly smell comes from," said Jack aloud.  
"Northeast," grunted the captain. "There is some bad weather around."*

- ❖ Begin with action.

*The motion of the ship was extravagant. She pitched and rolled on her side headlong, and she would be righted by such a demolishing blow, that the captain felt her reeling as a clubbed man reels before he collapses.*

### ***Ending the Story***

- ❖ With a surprise.

- ❖ With a resolution.

*He swore that he would never tell a lie again.*

- ❖ With a conclusive statement.

*It was enough to prove that she liked me.*

- ❖ With a moral.

*Therefore always remember to look before you leap.*

- ❖ By hinting at the final outcome of the story.

*In the distance she could see the rescue ship approaching. They had seen her and the baby. Somehow she knew she would hang on.*

### ***How to Make the Story Interesting***

**A.** Use good descriptions. A good description helps the reader see, hear, taste, touch and smell what is described.

- Use exact adjectives to tell more about nouns.
- Use exact nouns and verbs.

Description is needed for

- Characters
- Setting
- Action

The following is a paragraph without any description.

*Two people were in an elevator. One was a woman in a jacket. She wore a hat. She held a dog. The other was a man. He wore a coat and a hat.*

Now here is the same paragraph with descriptive words added.

*Two elderly people were in an elevator. One was a tall, pale woman in a tweed jacket. She wore a brown straw hat. She clutched a black and white poodle. The other was a short stocky man. He wore a long grey coat and a felt hat.*

The second paragraph creates a more vivid picture because of the exact adjectives, nouns and verbs used.

**B. Use details that:**

*Appeal to the senses*

Example:

The girl wore a sweater over her dress.

The frail girl wore a faded sweater over her crumpled dress.

Ransom bit the mango.

Ransom bit the ripe, juicy mango.

*Create a specific mood*

- ◆ A calm, relaxed mood

Filtered sunlight; leaves ruffled by a gentle breeze on the still pond.

- ◆ Noisy confusion

Crack of thunder; raindrops pounding the zinc on the roof; wind beating saplings to the ground

**C. Create Suspense**

A writer has two basic techniques to use that would create suspense.

- Foreshadowing.
- Withholding Information

***Foreshadowing***

When a person is watching a movie the sudden change of the tempo and kind of music indicates to them that something about the present events is

about to change. In like manner, foreshadowing makes a reader aware and prepares them for a turn of events in a story.

The anticipation of what is to come is signalled by clues which include details of setting, characters or plot.

#### Examples

*After swimming for a few minutes Miguel felt the cold that had momentarily vanished coming over him again, and he speeded up his strokes because it was in his legs, especially in his calves, that the water had a greater effect, first making them insensitive, then stiffening them.*

The details given show that Miguel was in conflict with forces beyond his control and it was possible that he would not make it, then yet again he could overcome his difficulties.

*You're not alone. Norbert Casteret, the greatest cave explorer, was frightened the first time, and vowed he'd never go down again, and Professor Noulet says there's hardly a farmer or labourer in the district who could be persuaded into the caves.*

The details in this second example tell of the fears the explorer has and justifies those fears with the fears and failure of a great cave explorer and the unwillingness of the locals to venture there. The reader begins to wonder whether the explorer would go ahead and if he does what would befall him.

#### ***Withholding information***

This technique creates a puzzle with a few pieces missing. The reader would read to find out the solution to the mystery. Writers use this technique in mystery stories, withholding information until the last scene.

### *Technique to teach Suspense*

- Analyse stories with suspense

Focus on the way in which the writer creates suspense

Provide examples from the text to support choice.

#### ***Questions to consider***

- (1) What details in the description of the characters help build suspense?
- (2) Which events in the plot help build suspense?
- (3) What aspects of the setting build suspense?
- (4) What are the characters' reactions as suspense builds?
- (5) What atmosphere or mood does the writer create? How does the mood change?
- (6) In what ways does the writer foreshadow events to come?
- (7) What information does the writer withhold from the character?

### **D. Use Dialogue in the Short Story**

When dialogues are used in the short story, they must serve a purpose. Dialogues can serve the following purposes:

- *Reveal characters' personalities*

e.g. "Margaret is a lovely, lovely girl," said the teacher.

- *Further the plot.*

e. g. "Hey listen Angie, a bunch of us are going to the park. Why don't you come with us?"

- *Create atmosphere*

e. g. "S-h-h-h, it is coming. I am scared," whispered Mary.

## Expository Writing

### Definition and Purpose

*Exposition* unveils much. It can *Analyse* the causes of World War 1 for the history teacher. It can *Explain* the operations of a company for potential clients or customers. It can *Discuss* your qualifications for a job opening for potential employees. It can *Report* the outcome of last night's football game for the school newspaper. In short, it can share any information that anybody wants to know. The *Exposition* attempts to explain How, Why and What of anything. It is writing that does not only inform but persuades, reports and explains.

### Classification

When expository writing is introduced, it is presented as a process that explains how something works or how to do something. The students are then set the task of explaining how to bake a cake, how to get from one place to another or how to ride a bicycle.

However, there is more to expository writing than just that.

Exposition as a process is a series of **actions**, a series of **changes**, a series of **functions**, a series of **steps** or **operations** that bring about a particular result. **Process analysis** as it is called is a form of exposition in which a step-by-step description of how some process takes place is presented. For example

- A natural process
- A scientific process
- A historical process
- A mechanical process
- A social process
- A creative process

## Explanation of how something is organised

- (a) How a large corporation is divided
- (b) The departments in an educational institution
- (c) The different roles of bees in a beehive

are examples of exercises that can be done.

## Characteristics of process exposition

The *vocabulary* for a process exposition tends to emphasise change. It includes such words as

alteration	fluctuation	occurrence	conversion
permutation	mutation	displacement	modulation
condition	transformation	metamorphosis	state

Some process words are very similar to those of narration. They are

now	then	next	later
from	thereafter	to	otherwise

Others are similar to those of enumeration. They are

First	third	another
second	one	finally

## The verb tenses may be

- Present – when giving directions.
- Past – if explaining something that has already taken place.

The **voice** may be 'active' or 'passive'

- Generally used in scientific description

The **person** may be

- First – in an informal account.

- Third – in an objective description of a process.
- Second – in giving directions.

### **Kinds of Writing**

When writing one paragraph of exposition, the explanation must be a simple one, so that it could be developed in that limited space. The single paragraph could be a composition in itself or could be used with the narrative and descriptive to create a complete essay.

When more explanation is needed or if the process is completed, a whole composition or books may be composed. Such composition will provide the teacher with a cross-section of reference and sample material for teaching of expository writing.

- Scientific essays
- Cookbooks
- Instruction manuals
- Geography texts
- Craft books
- Letters of complaint
- History texts
- Research manuals
- Social studies texts
- Science texts
- Advertisements
- Job applications
- Medical journals

### **Examples of Expository Writing**

#### ***A. Paragraphs that Explain***

##### Training of a Marathon Swimmer

Before the Cuban swim, Diana kept to a very hard training schedule. Every day she ran ten miles in 62 minutes. Then she spent two hours

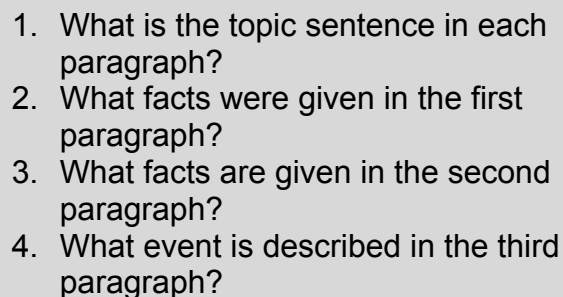
swimming in a pool. She skipped rope for half an hour each day. Twice a week she worked on weight machines to become stronger.

Throughout this part of her training, she carefully regulated the amount of food she ate.

As the day of the big swim grew closer, Diana trained even harder. She began running 12 miles and swimming seven hours each day. She worked on the weight machines three times a week, and she began eating more. A marathon swimmer must gain weight before a swim because she or he can lose up to 20 pounds during a long swim.

Another part of her training was preparing for the danger of the swim. She knew many of the risks involved because of her previous swims. There was a time when she was training alone in Lake Ontario. The water was so cold that after a while she could hardly move. She had to be saved by a man who swam from the shore. Her body was so cold, that it was burned by the heat of the man's hands. Painful experiences like this helped to prepare her for the long Cuba swim.

### **Points to Discuss**

- 
1. What is the topic sentence in each paragraph?
  2. What facts were given in the first paragraph?
  3. What facts are given in the second paragraph?
  4. What event is described in the third paragraph?

The discussion focuses on specific aspects of the three-paragraph composition.

1. How details can be organised into three paragraphs.

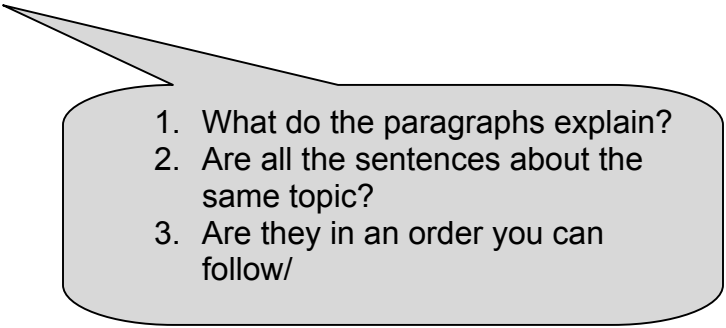
2. The logical order of presenting each paragraph.
3. The positioning of the topic sentence in each paragraph. The second topic sentence differs in position.

### How a Train goes from Station to Station

It is time for the train to leave the station. Its doors are closed. All the passengers are seated. In the front car, the conductor is waiting for a signal.

The light besides the truck is red. The conductor must wait for it to change to green. When it does, the conductor pushes a lever forward. The train moves down the track to the next station.

#### **Points to Discuss**

- 
1. What do the paragraphs explain?
  2. Are all the sentences about the same topic?
  3. Are they in an order you can follow/

These aspects can be the focus of the discussion.

1. A unified paragraph
2. Relevant and appropriate details
3. The order is chronological although the time indicators are present. Time is indicated through the sequence of the actions which must occur before the train moves from one station to the next.

#### *Pre-Writing*

- Research the topic and gather information that would give a clear explanation of the topic.

- Extract from information gathered the important facts and details that would be needed.

### *Writing*

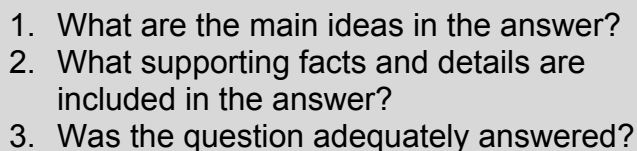
- If possible, state the main point in a topic.
- Use specific facts, examples or incidents to help explain the topic.
- Write facts and details in a logical order so as to be clear and understandable.

### **Paragraph that Answers a Question**

#### What do oceanographers study?

Oceanographers are pioneers of the ocean frontier. They study fish and marine life. They explore ocean bottoms to discover how they were formed and what they were made of. They study ocean waves, currents, tides and the effects of ocean pollution. Many oceanographers work for surface vessels, but others dive to great depths in underwater vessels. Some live in special underwater quarters for days at a time. Still others use special wet suits, masks and air-breathing gear to do scuba diving and snorkelling. Through the work of oceanographers who study marine life, we are learning more about the conditions that affect fish life. We are discovering new sources of food in the sea and ways to “farm” the sea.

### **Points to Discuss**

- 
1. What are the main ideas in the answer?
  2. What supporting facts and details are included in the answer?
  3. Was the question adequately answered?

The focus of this discussion is:

1. To recognise that not only was the question answered, but the importance of the oceanographers was revealed.

2. To provide carefully chosen information, so that that viewpoint could surface.
3. To allow students to be individualistic in their opinion of composition written by another student.

### ***Evaluation***

The teacher has to consider the following questions:

1. Do the points given in the supporting sentences really support the view given in the topic sentence?
2. Are the reasons presented in a way that they are understood?
3. Are the reasons important ones/appropriate facts?
4. Are all the sentences about the same topic?

### ***Some Teaching Hints***

The stimulus exercise that follows could be used as an introductory lesson. It would enable the students to understand the organisation of a particular type of exposition. They would also be able to include things that are peculiar to that kind of paragraph.

### ***Learning Activities***

**A** The steps below would assist in writing a paragraph that explains  
*“Why a person might want to become a mountain climber.”*

1. First write the topic sentence.
2. Next write three (or more) reasons to support the idea in the topic sentence.

Topic sentence \_\_\_\_\_

(Because) \_\_\_\_\_

(Because) \_\_\_\_\_

(Because) \_\_\_\_\_

3. Rewrite the sentences in paragraph format; remove the ‘invisible because’ and include all the necessary punctuation marks.

4. Check composition for errors.

**B** This exercise would help to create a paragraph that gives instruction of a process.

Directions are given about how to do something, but the steps are jumbled.

The students are then instructed to do the following:

1. List the sentences in the correct order.
2. Add words to indicate chronological order.
3. Rewrite the instructions in paragraph form.
4. Check for errors.

### **Paragraph that Persuades**

Notice how the writer supports the opinion stated in the first sentence.

Marathon swimmers have a more difficult challenge to face than marathon runners. Marathon runners can slow down or stop for a few minutes to catch their breath and then start running again. But marathon swimmers cannot get out of the water to rest; they must stay in motion continually, or else drown. Runners can look at the landscape around them, but swimmers usually wear goggles and can hardly see anything at all. Long-distance swimmers sometimes must confront dangerous sea creatures such as sharks and jellyfish. Runners have only the open road to face. Although more and more people are now becoming long-distance runners, few take on the difficult challenge of marathon swimming.

### **Points to Discuss**

1. What opinion does the writer state in the topic sentence?
2. What reasons does the writer give to support the opinion?
3. Is the last sentence a good clincher?
4. Are you persuaded to accept the writer's opinion?

The *following is highlighted through the discussion:*

1. The need to select specific facts from information given
2. The effectiveness of the clincher sentence

## **Organisation**

### *Pre-Writing*

- Decide on an opinion on a particular topic.
- Research and make a list of the reasons that support your opinion.

### **Writing**

- State the opinion in the topic sentence.
- Select the best reasons and write supporting sentences to make the opinion believable.
- Organise reasons so that they are clear and understandable.
- End paragraph with a clincher that emphasises the point made in the topic sentence.

## **Evaluation**

*This activity will help to produce a persuasive paragraph.*

1. Use this topic sentence.  
“Winning is/is not the point of playing a game.”
2. Write three sentences (or more) to support your opinion.
3. Write a clincher sentence to end your paragraph.
4. Sentences must be written in correct paragraph form and in logical order.
5. Check for errors.

### **The teacher needs to consider:**

- The effectiveness of the clincher sentence.
- How convincing the supporting facts are.

## Letter Writing

Knowing how to write a letter is a very important skill that students must possess. When they have something to say to a friend they can write a friendly letter. This letter should sound natural, as if they are speaking to the person. They should write about things that are of interest to them and their friends. They can share stories and experiences. They can also ask questions and talk about their feelings. Whatever they choose to write about, they must use vivid details and strong words to make their description come alive.

### Parts of Friendly Letter

A friendly letter has five parts. Each part has its own purpose and form.

Part	Form	Purpose
<b>Heading</b>	The heading is written in the upper right hand corner of the paper.	The heading gives the address of the sender and the date the letter was written. It states in a few lines: Lot number and street name Village, town or ward Month, day and year. <ul style="list-style-type: none"><li>• Punctuate all proper names</li></ul> Place a comma between the month and the year.
<b>Salutation/ Greeting</b>	This is written on the line below the heading and begins at the left margin	It is the place where the greeting is written. It can be casual, such as <b>Peggy dear,</b> <b>Dear Mom,</b> <b>Hi pal,</b> <b>Howdy,</b> <ul style="list-style-type: none"><li>• Capitalise the first word and any other proper nouns in the salutation.</li></ul> Use a comma after the salutation.

<b>Body</b>	The body begins on the line below the salutation.	The news that is to be conveyed to the receiver is written in the body of the letter. This section is a friendly talk, giving interesting news. Each paragraph is indented.
<b>Closing</b>	The closing is written under the last paragraph of the body of the letter and in line with the heading at the top.	This is the place where complements are given. Some common complements are: <b>Your friend,</b> <b>Love always,</b>
<b>Signature</b>	The signature should be written in the line under the closing and in line with the first word in the closing.	It identifies the sender of the letter. Only your first name is needed, unless the sender is not closely related to the receiver.

**Example of a Friendly Letter (handwritten)**

12 Brutus Street  
Agricola  
6<sup>th</sup> January, 2000

Dear Mark,

I had a very pleasant week at your home. It was great fun. I was glad to be back in Georgetown, but sad about leaving you. I wish I could be in both places at the same time.

Thanks very much for such an interesting and exciting holiday. Although I felt a little homesick sometimes, your family made my stay so enjoyable, that the week went by very quickly. I hope I will be able to come again soon.

Everybody is fine. All send their love.

Your friend,  
Brian

## **Punctuation**

### **Heading:**

1. Capitalise all proper names.
2. Place a comma between the month and the year.

### **Salutation**

3. Capitalise the first word and any proper nouns in the salutation.
4. Use a comma after the salutation.

### **Closing:**

5. Capitalise only the first word of the closing.
6. Use a comma after the closing.

## **Activity**

Have students write a letter informing a friend about the current school improvement projects being undertaken by the Parent Teachers Association. In their letter let them tell about the location in the compound, cost and benefits to be derived on the completion of each one.

## **Business Letter**

A business letter is written for a specific purpose. It can be used to request information, make a complaint or apply for a job. A business letter is more formal than a friendly letter. Some business letters are written or typed on an official letterhead.

### **Parts of a Business Letter**

**Heading** This is the same as the heading for a friendly letter.

**Inside Address** The inside address contains the name and address of the person or company to which you are writing. The inside address comes below the heading, but begins at the left margin.

**Salutation** The salutation of a business letter is more formal than that of a friendly letter. If you are writing to a specific person, use “Dear” followed by the person’s name. If you do not know the person to whom you are writing, use a general greeting such as the following: Dear Sir/Madam:

The salutation begins below the inside address at the left margin. The salutation of a business letter ends with a colon (:).

**Body** The body of a business letter should be short and courteous. It should clearly state your subject.

**Closing** The closing is written on the second line below the heading. The most common ways for closing business letters are: Respectfully yours; Sincerely yours; Yours truly,

### ***Types of Business Letters***

#### **Request**

- (a) The letter of request should tell what specific information you need as well as why and when you need the information.

#### **Complaint**

- (b) A letter of complaint should state politely the nature of the problem and ask /tell how the problem might be corrected.

## Typewritten Letters

The order or sequence in which the parts are positioned when typing is fixed in a logical pattern that is normally not altered to suit individual tastes. The topic and audience determine the use of the style, whether *Block* or *Modified Block*. A new paragraph is marked by double line space.

### Block Style

This is the fastest to type because each line begins at the left margin. The sender's address should be included in the letter (excluded in this sample)

2003 05 12

Ms. Joan Cleaver  
Singh's Commercial School  
102 Fort Street, Kingston  
Georgetown

Dear Ms. Cleaver;

Subject: Form of a Block Letter

This letter style is fast becoming the most popular in use today. Efficiency is the main reason for its popularity. The typist can save time and eliminate the necessity for working out placement. Some organisations are even designing letterheads to accommodate this style. A few years ago, some people felt the block style looked odd. That complaint is seldom heard today, however. As more organisations use a block style, people have become accustomed to its appearance.

The letter also illustrates the subject line. A subject line may be typed in initial capital or upper case letters or all in capitals. It should start at the left hand margin. It also always appears after the salutation and before the body of the letter.

Sincerely

**Hand written signature here**

George P. Jones  
Manager, Customer Services

nkm

Enclosure

'nkm' are the initials of the typist.

'Enclosure' indicates that some document/s is despatched in the same envelope.

### **Modified-Block Style**

The typist usually starts the date line, the complimentary closing and the writer's identification at the horizontal centre of the page. However, the date may be aligned to end at the right margin, and the subject line may be centred or indented five spaces. Include sender's address when writing.

<p>May 12, 2003</p>
<p>Ms. Jane George Foreign Investments Ltd. 12 Deacon's Road St. Michael <b>BARBADOS</b></p>
<p>Dear Ms. James:</p>
<p>This modified- block style is still very popular for two reasons:</p>
<ol style="list-style-type: none"><li>1. Many people feel comfortable with the traditional appearance.</li><li>2. The blocked paragraphs make it slightly more efficient to type than a letter with indented paragraphs.</li></ol>
<p>Lists, quotations and addresses may be indented on either side for clearer display. If it is necessary to use more than one paragraph for a quotation, a standard single blank line is left between paragraphs.</p>
<p>When the letter is being sent to a foreign address, the country is typed in all capital letters on a separate line.</p>
<p>Sincerely yours,</p> <p><b>Hand written signature</b></p> <p>V. M. Park Manager, Customer Services</p>
<p>nkm Registered</p>

PS: We treat postscripts in the same way that we treat other paragraphs, except that we precede each postscript by PS: or PS.

Note that the mailing notation (Registered) is below the reference initials.

### **Modified-Block Style with Indented Paragraphs**

The first line of each paragraph is indented – five spaces.

May 12, 2003

Guyana Water, Inc.  
Shelter Belt  
Vlissengen Road  
Georgetown

Attention: Training Director

Ladies and Gentlemen:

The modified-block letter with indented paragraphs is still popular because of its traditional appearance. The indented paragraphs give this style a distinctive look.

This letter also shows an attention line. Like the subject line, the attention line is typed at the left margin, but above the salutation. It is usually typed with initial capital/upper case letters but may also be all in upper case letters.

Cordially yours,

**Hand written signature**

Monica Thomas  
Manager, Customer Services

nkm

cc: Ms. B Barton  
Dr. M Scott

## **UNIT 2**

### **COMPREHENSION**

Comprehension comprises both listening and reading skills – essential life skills. Therefore, it is necessary to provide opportunities for students at Grade 8 to engage in learning experiences that will assist in promoting listening and reading.

Comprehension has a direct relationship with prior knowledge or as some writers say, the schema. It has been found that readers bring their experiences to the text, so as to gain meaning. In other words, the reader does not passively absorb what is printed; instead he/she interacts actively with the text and is able to make predictions, which finally lead to a full interpretation. To this end, the teacher's role is to expose the students to wide and varied experiences through the content of the language and reading programmes. In order to have students achieve integrated learning, they should be encouraged to acquire comprehension skills across the curriculum.

### **LISTENING COMPREHENSION**

*Listening Comprehension* has always been given little emphasis in the classroom, because teachers take it for granted that their students know how to listen. However, from responses given by students when they are given simple oral instructions, it may be concluded that students tend to pay very little attention to oral language in the classroom. Therefore, students should be made aware of the importance of listening as a good habit and as a skill that promotes effective learning. Teachers need to train students to listen attentively and purposefully. Effective listening requires active and conscious attention to what is heard, if the students are to gain meaning.

Listening should be encouraged not only to help students acquire comprehension skills, but also as a technique for integrating various aspects of language. For example, students may listen to a recorded bulletin to stimulate discussion and debate on past or current issues. In addition, speaking well is a natural outcome of effective listening, especially in oral reading where it is necessary to acknowledge punctuation marks and to use intonation to convey meaning: and in discussion where appropriate sentence structures should be used for effective communication.

Listening comprehension should be brief and purposeful. The teacher may use the advance organisers to help students focus on specific information.

### **Objectives**

- **Listen attentively in order to respond:**

Responsive listening is sometimes distinguished from attentive listening. In responsive listening the person is a participant in a discussion, debate or dialogue.

- **Listen for enjoyment and appreciation:**

Appreciative or creative listening is done mainly for enjoyment or recreation. Here, one listens to a story or poem in order to share the characters' experiences and empathise with them. Evaluation of the characters and situations should be encouraged.

### **Listening Skills**

*Activities that would help to promote listening skills include:*

1. Giving a title to a short paragraph.
2. Stating the mood of songs and poems.
3. Writing a sentence or drawing a picture to predict the ending of a story: giving the ending orally.

4. Judging characters by listening to what they say and their tone of voice i.e. their mood and their qualities or by what others say about them.
5. Critically analysing the validity of each point and being prepared to ask relevant questions for clarification, so as to form an opinion.
6. Administer an aural comprehension so that students can listen for recall and inference.

#### Steps

- Read the passage to students.
- Give them the questions that are to be answered.
- Read the passage again – once or twice.

**N.B.** It is important to design questions that will require students to listen for the details.

The key to listening is concentration. Thinking of *why* they are listening will help students to get more meaning from the listening experience. The speaker is usually influenced by how the audience listens. Attentive students can assist their colleagues to say clearly what they have in mind. Students would be able to pick up the more subtle messages conveyed by body language as they look at the speaker.

#### ❖ *Listening to Gain Information*

Students need stationery to record the main ideas. During the discourse e. g. a science lecture, they will write any questions that occur to them. They should review and transcribe their notes soon thereafter to clear up misunderstandings.

#### ❖ *Listening to Form an Opinion*

Students note the main ideas and consider the overall meaning of what is said by a guest speaker. They critically analyse the validity of each point –

is it fact or opinion; is it biased? They should be prepared to ask questions for clarification or express alternative views.

❖ *Listening to Develop Closeness with a Friend*

Colleagues must try to understand their friends' needs, personality and point of view; then relate them to their own past experiences. It's advisable to show interest in and understanding of the speakers.

**SPEAKING**

Speakers cannot be divorced from listening for it expresses among other things what was heard. The speaker needs to decide on the purpose for speaking (so they know what to say) and the audience (so they know how to say it). Speakers must immediately get the attention of their audience and hold their attention throughout the presentation. Their voice and body language are important factors that influence the reaction of the audience.

**COMMUNICATING WITH YOUR AUDIENCE**

<b>Audience Signals</b>	<b>Speaker Responses</b>
1. People are staring out the window or fidgeting in their seats.	People are probably getting bored. Try to use a more emotional or exiting tone of voice.
2. People are frowning or asking each other questions.	People might be confused. Try to review key points using new examples.
3. People are leaning forward in their seats and appear to be struggling to hear you.	People may be unable to hear. Besides speaking more loudly, scan the room for other sources of noise.
4. People are attentive, smiling and nodding their heads in an affirmative manner.	People are listening closely. Keep doing just what you are doing

As an exercise you can present the students with the audience signals and have them suggest:

- The reasons for the signals
- What the speaker should do to alleviate the situation

❖ *Presenting a science project*

This can be done in class by an individual student or by a group. The student describes the project plan, provides facts, gives findings and explains the conclusions. To do so, the student draws upon information known to the class as a whole. He/she must highlight any unfamiliar data. The student who is well organised, concise and relaxed gets the best response from his/her peers.

❖ *Opening a meeting*

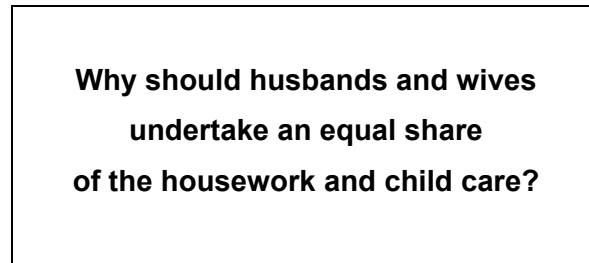
The speaker welcomes the group, mentions topics listed on the agenda and follows any club procedures. Being among friends, the main speaker to members of a photography club may be relaxed and casual. He/she knows the subject matter, but remembers it is an informal meeting; the group is there by choice and for recreation.

❖ *Giving a viewpoint*

Given the topic “Husbands and wives should undertake an equal share of the housework and child care,” students work in groups to find reasons in support of or contrary to that view. They may use a *graphic organiser* like the one below as an outline to prepare the oral presentation that may be done by a spokesperson for each group.

The notion that taking care of the home and children is "women's work" is sexist.

An equal relationship between parents presents a good model for their children.



Spending more time together benefits both fathers and their children.

It is unfair to expect women employed outside the home to shoulder all of the domestic responsibilities as well.

Individual group members may add more points. Students should be encouraged to comment on the presentations.

### *Other Exercises*

- In not more than five sentences give an oral summary of any experiment you have recently done in any Science lesson or in your Home Economics or any other practical class.
- In three minutes relate what happened during a recent visit to a dentist, doctor or ophthalmologist.
- Having listened to an important speech on the radio/television or read one in the newspapers, deliver a summary to your peers in class.
- In one minute give an account of an accident that you saw at home or on the street.

- Tell the absentees what occurred at any of the following school activities: Prize Giving, a concert, a school play, a sports meeting.

## READING

Reading is probably the most important way of learning information. There are three different styles of reading that can fit every purpose.

### Three Reading Methods

Style	Description	Purpose
<b>Skimming</b>	Glancing over the text to identify main ideas by reading chapter and lesson titles words in bold and italic type and topic sentence.	<ul style="list-style-type: none"> <li>- Previewing material before a study session.</li> <li>- Reviewing before a test.</li> <li>- Deciding whether a book covers a subject you're interested in.</li> </ul>
<b>Scanning</b>	Glancing over the text in search of specific information by looking for key words.	<ul style="list-style-type: none"> <li>- Reviewing key terms.</li> <li>- Looking for a detail to support an opinion.</li> <li>- Searching a book to see if it covers a particular topic.</li> </ul>
<b>In-dept Reading</b>	Reading over the text carefully to absorb new ideas and facts.	<ul style="list-style-type: none"> <li>- Learning the material for the first time.</li> <li>- Evaluating the information presented.</li> <li>- Preparing to explain the information to someone else.</li> </ul>

### Scanning

These are activities that would enable students to develop the skill of scanning.

A section of the Classified Ads:

**PROPERTIES FOR SALE**

ELEGANT 1 bedroom,  
very bright, nice view. New  
kitchen, wall to wall carpet  
and curtains included. No  
pets,  
\$40 000.per month  
Tel. 225 – 9871

BIG 1 bedroom, in  
excellent condition.  
Furnished, queen bed,  
new carpet, tiled bath, new  
stove. No fee.  
\$50 000 per month  
Tel. 263 – 4001

5. WOMAN seeks  
roommate. Own bedroom  
in 2- bedroom apartment.  
No smoker or pet.  
\$25 000 per month  
Tel. 223 - 7912

NEWLY RENOVATED 2-  
bedroom top flat,  
washer/drier, large kitchen.  
Fully furnished, garage.  
\$60 000 per month  
Tel. 444 -2510

BRIGHT, 2- bedroom  
bottom flat of house. Big  
bath. No pets or children.  
\$35 000 per month  
Tel. 231 -5800

COTTAGE in spacious yard  
with various fruit trees. Fully  
furnished, in good  
condition.  
\$70 000.  
337 -1256

1. If the reader cannot pay more than \$45 000, which advertisements will he/she ignore and why?
2. List some of the information given which may determine the reader's choice.

*These advertisements may also be used for comprehension. The following questions can be given.*

1. What is the rental for the house in Linden?

2. Which property should a would-be tenant, who loves agriculture and country life, choose?
3. How can further information be obtained about any of these properties?
4. What do you think determines the varied prices for the one-bedroom houses?

### *A Passage*

1.

The first truly democratic President of the United States of America was Andrew Jackson. He came from Tennessee, which still didn't have very many people and was not considered very civilised. Most of the old politicians were upset when he was elected, and even a little afraid. They considered him somewhat of a woodsman, a barbarian, which is how they saw most people from the "frontier" states like Tennessee, Kentucky and Ohio.

*How will students find out quickly where was Jackson's home state?*

They know that names of people and places are written in capital letters. They should ignore the other capitalised words and let their eyes jump on Tennessee – the name of a state; then read a few words before and after that word. If it is correct, they don't have to read the whole paragraph.

2.

Cotton is a fibre. It is used world wide to make clothing and many other things that we use daily like towels, sheets and bags. A use has been found for every part of the cotton boll. The seeds are used to make oil. The meal that is left after the oil has been extracted can be used to feed livestock. Even the lint is gathered and used to make textiles.

Given this multiple choice question:

Circle the best answer.

Cotton seeds are used to make

- a. sheets
- b. oil
- c. lint
- d. fibre
- e. clothing

Students should look for a short word with two ee's in it, and skip over all the long ones. Then check for the answer to the question by reading some words before *seed* or some of the words after to find the information that matches one of the proposed answers.

### The SQ3R Study Method

This is a five step method that can be used to increase efficiency when studying material for the first time. *SQ3R* means Survey, Question, Read, Record and Review.

<i>Survey</i>	<i>Question</i>	<i>Read</i>	<i>Record</i>	<i>Review</i>
Preview the material by skimming. Read headings, highlighted terms, and the first sentence of each paragraph. Look at all pictures and graphs.	Ask questions about the material. The questions may begin with who, what, when, where, why, and how.	Read the selection carefully. Identify the main idea of each section. Take notes, and add questions to the list.	<i>Write answers to your questions without looking at the text. Make brief notes about additional main ideas or facts</i>	<i>Check your answers in the text. Continue to study the text until you can answer all questions correctly.</i>

### *1. Survey*

This method may be used in reading a chapter of a book. It should help students to read faster and to remember the main points in a reading assignment. For a minute or two let students look over the headings in the chapter for the central points that will be developed. The summary paragraph (if there is one) will help students to organise the few main ideas.

### *2. Question*

Changing the first heading into a question will help students recall previous knowledge and note the information necessary for answering the question.

### *3 Read*

Let students read the section carefully so as to answer the question.

### *4. Record*

Students should close the book, and answer the question in their own words. They may jot down some key phrases in outline form.

Let students repeat steps 2, 3 and 4 for each section of the chapter.

### *5. Review*

Students should glance over their notes to get an overview of the points and their relationship to one another. Students can check their memory of the content by covering their notes and recalling the points listed.

## **EVALUATING WHAT IS READ**

The more students think about what they read, the better they will remember it. Hence they need to get in the habit of evaluating the material as they read it.

## Identifying Facts, Opinion and Bias

Most of what is read includes both fact and opinion. **A fact** is a statement that can be verified as true. Here are three ways a fact can be proven true.

- ◆ Direct experience
- ◆ A Reference book
- ◆ An Expert on the subject

**An opinion** is a personal judgement, what a person thinks or believes about something, it cannot be proven true or false. Note that opinions can also be supported by evidence

Facts can be agreed on while opinions often cause disagreement. Students, who can distinguish between fact and opinion, can better evaluate what they read. They can be given statements from a comprehension passage to determine whether which is fact or opinion.

### *Statements*

1. A KFC hamburger has 475 calories and gives you 50% of the protein you need in a day.
2. KFC serves the best-tasting Hamburger ever

Which statement is a *fact* and which is the writer's *opinion*?

The first one can be proved – *fact*.

Since different people like different things, the second statement cannot be proved – *opinion*. Some people prefer hamburgers from Royal Castle while others prefer those from Demico, hence the second statement gives a personal opinion.

Students can also be given paragraphs on the same topic to determine the paragraph of fact or opinion.

## Paragraphs

Some countries have already passed laws that give non-smokers the right to have a smoke-free place to work. Why don't we have a law like that? I think it's awful that I have to breathe smoke all day. In my opinion, smoking should be prohibited in All public places. But until that happens, I should at least have a healthy place to work.

More and more countries are now passing laws to create smoke-free areas in the workplace. These laws state that an employer must provide non-smokers with a work area where no smoking is allowed. There are some countries that are even considering banning smoking in ALL public places.

The second paragraph gives the facts. Students can read those laws while the first one gives the writer's opinion or feeling about them. In fact, some people think just the opposite i.e. a smoker has the right to smoke wherever he or she pleases.

Some words and phrases tell the reader that the writer is expressing a personal opinion such as: I think, *In my opinion* 'I feel', 'I believe', 'it seems', 'it appears'...

In the absence of specific words, students need to ask:

"Can this statement be proved?"

"Does everyone agree that this is true?"

If the answer is "No," it is probably an opinion.

**A bias** is a strong feeling for or against something.

It is a technique used in advertisements. Speakers and writers are often biased. Consequently when they use facts, they choose words to make the listener or reader feel the same way.

### *Examples*

*The basketball player was tall and slim.*

Students may picture an athletic person of the right weight, even an attractive one.

*The basketball player was tall and thin.*

Students may imagine someone who is tall, but needs to gain a little weight. He's probably too tall, and does not weigh enough.

*The basketball player was tall and skinny.*

Now the person definitely seems underweight, maybe even undernourished. *Slim, thin and skinny* mean nearly the same thing, but they portray different feelings. Students need to appreciate that by their choice of words writers can make them happy or sad, and also make them like or dislike something or someone.

### **Reading**

The perception of what reading is has changed over the years. During the 1960's and 1970's reading comprehension was regarded as an end product of decoding or word recognition. However, many students, who can recognise the word of a printed page, still do not understand what they read.

Later on it was felt that perhaps teachers were asking questions that allowed students to respond only to what is stated in the text, i.e. at the literal level. Thus students were not being challenged to use their

inferential and critical skills. This led to the focus on a greater variety of questions, through the use of taxonomy.

However, it was still felt that the teaching of comprehension was not being done, since teachers asked questions mainly as a means of testing comprehension rather than teaching it, and continued to focus on the literal level. Current views stress reading comprehension as a thinking process. The ability to read will depend on the type of thinking the teacher's questions demand.

Comprehension is also regarded as a strategic process; that is, the reader's approach is influenced by the purpose for reading and the type of text to be read. For example, someone who is reading for enjoyment will read in a different manner from someone who is reading to follow instructions for making a kite.

It is expected that a balanced programme would provide opportunities for developmental reading, functional reading and recreational reading.

## **Objectives**

### ***Literal Comprehension***

**Students will be able to:**

1. Identify main ideas stated explicitly.
2. Recall significant details.
3. Follow the sequence of a series of events or direction.
4. Find answers to specific questions.

### **Inferential Comprehension**

**Students will be able to:**

1. Identify ideas inferred from given facts (in print or pictorial).
2. Predict outcomes.
3. Grasp the writer's plan and intent.

## **Pre-reading Activities**

### ***Anticipation Guide***

Suppose students are invited to visit one of Guyana's resorts. As they think about the trip, they will predict or anticipate what it is going to be like.

Below are some possible statements that reflect their expectations.

Travelling by jet boat is exciting.

The scenery is exotic.

The atmosphere is one of tranquillity.

A trip to a riverain area is refreshing.

People develop fear when travelling by boat.

On their return from the trip they will think about whether their experience was consistent with their expectations.

Similarly, an Anticipation Guide is a series of statements about a particular text that students are going to read. Students indicate whether they agree or disagree with the statements before and after reading. It helps to activate prior knowledge and give students a purpose for reading. It is effective when students have misconceptions related to the prior knowledge.

### **Steps for the teacher to follow**

1. Identify major concepts (main ideas) by reviewing the text.
2. Determine students' prior knowledge in order to select statements.
3. Create statements using information that should reflect students' prior knowledge.
4. Decide on the order of the statements and their mode of presentation. For example, decide whether the sequence in the text would be used.
5. Present the guide for students to respond.

6. Discuss each statement briefly. Encourage students to share opinions, and give reasons for them. Tally the total responses to each item.
7. Direct students to read the text and let them note that the text relates to their opinions.
8. Conduct follow-up discussion that focuses on what they have learnt and how their opinions have changed.

An example of the use of the Anticipation Guide.

### Anticipation Guide

**Questions:**

Write **A** for Agree or **D** for Disagree after each statement below.

BEFORE		AFTER
	1. The cells of your body look alike.	
	2. Protoplasm of all the cells in the tissue of your body comes from the food you eat.	
	3. The growth and repair of cells can take place even if you don't eat.	
	4. Your mind as well as your body should be happy.	

Food protects us from  
diseases and sickness.

### Reading Extract

#### THE VALUE OF FOOD

You are really many living cells. About 10, 12, 14 years ago, your life began as a tiny single cell. That cell divided, then the two became four, the four became eight, and so on, until you are now made of millions of cells. Your cells have different shapes and sizes and have different jobs to do in your body. You have skin cells, bone cells, blood cells and muscle cells. Groups of living cells form body tissues.

Each cell is made up of the same transparent living substance called protoplasm. The protoplasm of all the cells in all the tissues of your body must come from the food you eat.

Your body cells become worn out as you live, move and injure yourself. They must therefore be repaired. New cells must be added to carry on growth and make you become taller and heavier. Growth and repair cannot take place unless the cells are provided with the chemical substances they need. These substances must come from the food you eat and drink.

Your body also needs to move about and keep warm. When some of the chemical substances from food are joined with oxygen in your cells, they provide warmth and energy for your body.

To be healthy and full of vitality, your cells must find what they need from the kinds of food you eat. The control of all the activities that go on in your body and the maintenance of them, depend on the substances given to the cells by the food you eat. This is why food protects us from disease and sickness.

Food is most important to make you look good and feel well. But you also need other help. You need exercise, fresh air, rest, sleep, clean surroundings and a cheerful mind.

The science of nutrition helps you to understand how your body uses the food you eat. For many years people have studied and experimented with foods. The result is that you can base your knowledge of food and what it does on facts rather than superstition and fads.

Every person should know what food is needed and how much is needed. You may have money to buy food and yet you can choose food badly. Poor eating habits are often the cause of illnesses. Some of these illnesses are anaemia, dental decay, pneumonia and heart diseases.

After reading, students would check in the Anticipation Guide to see their initial response, and follow up with discussions on what they have learnt, and how their opinions have changed.

### **Preview and Predict**

The *preview and predict* process requires the students to look over the material to be read and then predict what will happen if it is a narrative text, or what they will learn if it is an expository text. It is a kind of *inference*. After completing *the* reading, students decide whether or not their predictions have been confirmed, verified or changed. A poster can be used to help students to focus.

### **Procedure**

1. Students read the title of the extract and look at the picture or illustration (if given) to get an idea of what is going to be covered. They also decide whether it is a story or an informational text.

2. Using their prior knowledge, students predict what will happen when they learn. Students can read the first few paragraphs of the text.
3. Students read to see if their predictions are verified. Predictions are not necessarily right or wrong.

### Poster for Preview and Predict Strategy

**Topic:** *Cigarette Smoking*

#### **Before Reading**

##### **What is this about?**

1. Reasons why people smoke cigarettes
2. How cigarette smoking affects health I think that the text is going to tell us about the harmful effects of cigarette smoking, and how they affect the main organs of the body.

#### **During Reading**

##### **Am I confirming my predictions?**

The three most harmful substances are nicotine, carbon monoxide and tar. They affect the heart, the blood and the lungs.

##### **Do I need to change my predictions?**

There is no information on why people smoke.

#### **After Reading**

##### **Were my predictions confirmed or changed?**

The extract discussed how each harmful substance affected each organ. It did not discuss reasons for smoking.

Students will then read the extract and verify their predictions

*Extract*

### **Cigarette Smoking**

What happens in the body each time a person smokes a cigarette? The heart beats faster, the blood pressure rises, and a harmful gas replaces oxygen in the blood. Cancer-causing chemicals travel to the lungs.

The three most harmful substances inhaled in cigarette smoke are nicotine, carbon monoxide and tar.

Nicotine causes the heart to beat faster and makes the blood vessels narrower. This puts more strain on the heart to pump blood and the flow of blood is reduced. Carbon monoxide is a poisonous gas that replaces some of the oxygen, so that less oxygen is carried by the blood.

Tar in cigarette smoke can harm lung tissue. Tar and smoke reduce the work of the cilia, which is responsible for sweeping dust and particles upward to the throat and mouth. The tar and other chemicals subsequently reach the lungs and stay there in the form of a sticky brown mass.

### ***Reading Comprehension***

Students will read the passage to find answers to specific questions. Teachers are required to teach their students to answer the different kinds of questions they give them. The following exercise tries to demonstrate how a comprehension session can be done.

Students will read the text then answer the questions that follow. As the finished work is marked, the teacher can point out to the students how they can arrive at the answer. Students can be encouraged to participate.

### Passage

Volcanoes are holes in the ground through which hot, liquid rock and gases escape from the surface. Much of the Earth's crust and many of its mountains originally came from volcanoes.

Volcanoes are fiery clues to the great heat and pressures deep down in the Earth. They occur where the Earth's crust is weakest, especially where two plates (section of the Earth's crust) meet or separate. Here, pressure may force the melted rock and other substances up from the mantle and up to the surface of the Earth.

There are three main types of volcanoes. Sudden, violent eruptions occur if the molten rock has many hot gases trapped in it that expand explosively in eruption. Others are much quieter, spilling molten rock, or lava to make a gently sloping volcano. The third type of volcano often explodes violently.

1. **Volcanoes occur**

- (A) Where there are holes in the ground.
- (B) Where the earth's crust is weakest. **Correct**
- (C) Below the earth's surface.
- (D) In mountainous regions.

The answer is recalled from information presented in the passage (line 5).

2. **Which of the following questions cannot be answered from information in the passage?**

- (A) Where do volcanoes occur?
- (B) What comes out of volcanoes?
- (C) What causes volcanoes?
- (D) What are some of the dangers of volcanoes? **Correct**

The writer states that volcanoes occur in the ground; molten rock and lava spill out; heat and pressure cause them. Nowhere in the passage does he mention the dangers of volcanoes to man, animals or plants; hence the

reader has to use the information given to derive more meaning from the written word.

3. **From information in the passage we can infer that**

- (A) Volcanoes are most dangerous when they erupt suddenly and violently. **Correct**
- (B) Much of the Earth's crust and most mountains have been formed by volcanic action.
- (C) Many gases are trapped beneath the Earth's surface.
- (D) Some volcanoes erupt more quietly than others.

The other three statements are mentioned in the passage. The inference is drawn from information given in the passage, i. e., the reader uses the facts given to derive more meaning from the written word.

3. **What is the best title for this passage?**

- (A) Causes of Volcanoes **Correct**
- (B) The Cause and Effects of Volcanoes
- (C) Volcanoes of Long Ago
- (D) Types of Volcanoes

The passage tells why volcanoes occur. It mentions only a few types of volcanoes and certainly does not inform the reader about volcanoes of long ago.

4. **According to the passage, "clues" (L) means.**

- (A) Hints.
- (B) Signs
- (C) Indications **Correct**
- (D) Stories

Meanings of words/phrases change depending on the *context* in the passage. Students have to select the most appropriate meaning from the options given in the dictionary or thesaurus for the word as used in the passage.

### **Activities for grasping the Main Idea/s and Subordinate Detail/s**

In relation to narrative writing

- Have students give a one-sentence summary of the main incident.

For informational material

- Students could be given a poem based on the topic in order to help them focus on the details that could be in the reading.
- Students may be given the title of the extract and be asked to predict the things or issues that would be mentioned in the reading.
- Students may suggest titles for each paragraph in a passage.
- Students set their own goals for reading.
- Semantic mapping may also be used to get students to use their prior knowledge in order to focus on given details. Here, the brainstorming technique will help students to contribute their ideas on the reading topic and then categorise these.

### **Paragraph**

A new paragraph indicates that the writer is giving additional, but different information about the preceding subject or is changing the subject completely.

A group of sentences only makes a paragraph if all the sentences are about the same idea. Which of these two passages is a paragraph and why?

People need help retraining for jobs. New jobs are being created every day. But they require new skills; people often have to go back to school. But many people have neither the money nor the time to do this. The government should set up a job-training program that pays people to go to

school. When they finish their job training, the government should help these people find jobs.

A rainbow is made up of seven colours: red, orange, yellow, green, blue, indigo and violet. A pink room makes people calm; a red one makes them excited. Many animals can't see colour. For example, dogs don't see colours nearly as clearly as humans.

Point out to the students that;

- The first group of sentences is limited to one main idea – retraining of people for jobs.
- The topic sentence is at the beginning, followed by all the supporting details that are related to the main idea in the topic sentence.
  
- The second group of sentences are four statements related to the theme Colour.
- There is no sentence that can be identified as the topic sentence, that is, the sentence that contains the main idea of the paragraph, and the others as supporting sentences; One sentence is about the colour in a rainbow. Another about how people feel about colour. Two sentences are about how animals see colour.
- These sentences do not constitute a paragraph instead they can each be a topic sentence if given relevant supporting sentences to form a paragraph.

### ***Passage***

For years, when there was an automobile accident, the insurance company of the person who caused the accident had to pay all the bills. The other insurance company paid nothing. Therefore, it was very important to find out who caused an accident.

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Now many states have no-fault automobile insurance. This means that it doesn't matter who causes the accident. Each person's insurance company pays his or her own bills. With no-fault insurance, it is not necessary to know who caused the accident.

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But even after receiving money from their insurance company, it is still possible for the victims to sue the driver of the other car. The victims do this if they have a severe personal injury, like a serious broken bone.

Each paragraph has a different *main idea*.

- Paragraph 1 tells about automobile insurance years ago.
- The second explains no-fault insurance.
- The third tells when a driver can sue the other.

## **Vocabulary Building in Comprehension**

### **Literary Devices**

In speech and in writing students with an adequate vocabulary and an eye to detail can use language that creates vivid sounds and images for the reader. On the other hand they should be on the look out for memorable pictures given in oral and written form.

### ***Denotation***

It is the basic or literal meaning of a word – its hardcore meaning. Any writer needs an adequate stock of words to draw from and accurate knowledge of what they mean. Words that refer to something concrete in time and space e.g. *fire* in its basic sense refers to the reader's perception of burning and flame. It can be seen, felt and smelled, and heat is

inseparably connected with it as light. Whether it's the flame of a match or glowing charcoal, the reader will not link fire with rain.

### **Connotation**

The suggested or implied meanings of words convey feelings and attitudes and include emotional overtones. The dictionary defines a *politician* as one who actively engages in politics. However, if a student describes a peer as “*a real politician*,” he is not using the literal meaning.(its denotation) but its *connotation*. He means that the fellow student is one who can convince through the crafty use of words.

**Sensory Details** appeal to one of the senses: sight, touch, taste, smell or hearing e.g. *Slivers of frosty grass crunched underfoot*.

**Sound Effects** are patterns of sound used to help create an image e.g. *The raspy snarl of a motorcycle awakened him in the still of the night*.

**Figurative Language** relates to words or phrases used in an imaginative way rather than in the literal sense. Writers employ them to make their texts more interesting and to express their ideas more clearly most often in novels, short stories, poems and advertising.

### **Passage**

The dancers clad in silks of green and blue, took their positions as the curtain rose. The music floated softly upward from somewhere below the stage and gathered mist about their feet. As the melody swelled, their *frozen* forms melted into a celebration of movement. They swept across the floor, *colourful rivers* seeking their own paths along the barren landscape of the stage.

The writer did not say the dancers were so cold. He chose to describe them as “frozen” – motionless as if they were frozen. The dancers would “melt” into “rivers” suggests the dancers’ graceful, fluid movements. The reader is led to imagine the contrast between the two actions of the dancers.

Teacher or students can select a short passage from a novel or short story that uses figurative language. In groups students rewrite the passage, changing the figurative language to literal language. Teacher acts as facilitator for a class discussion about which style is more effective – the figurative or literal? Why?

Sometimes students have heard strange and unfamiliar words used, but they do not recognise them in print. The context refers to the other words and phrases or sentences which come before or after the word. The context helps students to draw the meaning of the word or phrase.

- Give students the opportunity to study the content in which the word is used and look for clues.
- Help students to associate new words with previous knowledge.
- Allow students to construct oral and written sentences to illustrate the usage of new words.
- Give students a passage so that they can insert the new word appropriately in the blank spaces.
- Where possible, have students give ‘synonyms’ and ‘antonyms’ of the words.
- Where a word has multiple meanings, have students use a dictionary and select the meaning most appropriate to the context in which it is used.
- Give students practice in discovering meanings through the use of the root and affixes (prefix and suffix).

## **Functional Reading**

**Students will be able to:**

1. Locate the required reading material by using the relevant section of a book.
2. Use a dictionary to discover meanings of technical terms.
3. Identify the organisational structure of the encyclopaedia and use the knowledge to locate material.
4. Gain information from content by identifying cause and effect problem and solution.

Students, who know how to use the contents page efficiently, can find and read the appropriate chapter, section or paragraph to answer given questions; thus saving valuable study time. If they need information on a particular word or topic, the index may direct them to the relevant page.

### **The Contents Page of a Geography Textbook.**

<b>CONTENTS</b>		
<b>UNIT 1</b>	<b>WATER RESOURCES</b>	
	Water: The Basic Resources.....	1
	Using the River Nile.....	3
	Using the Amazon River.....	5
	Using the River Demerara.....	7
<b>UNIT 2</b>	<b>CROP RESOURCES</b>	
	Soil, Climate and Crop.....	9
	Sugar-cane: Cultivation and Harvesting.	11
	Cocoa: A Plantation Crop.....	13
	Rice: Cultivation and Harvesting.....	15
	Banana: A Plantation Crop.....	17
	Citrus: Cultivation and Harvesting.....	19

## **Questions**

### **Water Resources**

1. On what page would you first find information on the River Nile?
2. Which unit deals with the growing and reaping of citrus?

3. On what page does the data on rice growing end?
4. How many pages are there in Unit 1?
5. On what page does Unit 2 begin?
6. In which Unit will you find the information about soils?
7. How many more topics are treated in Unit 2 than in Unit 1?
8. Which is the shortest chapter?

### ***Creative Reading***

**Students will be able to:**

1. Associate personal experiences with what has been said.
2. Appreciate the writer's craft.
3. Evaluate characters and situations.

### **The Narrative Text**

The narrative text tells a story and is organised according to the following pattern:

- Beginning
- Middle
- End

**Its Components are:**

- The **theme** – the basic idea stated or not stated
- The **plot** – the way in which the story is organised; it is made up of episodes
- The **setting** – the place where and the time at which the story occurs
- The **characters** – the people or animals who carry out the action in a story
- The **problem** – the situation that initiates or leads to other events in the story
- The **action** – that is, what happens as a result of the problem; comprises events
- The **climax** – the highest point of the story – the rising action

- The **resolution** – the solution or final outcome

### **Theme**

The basic elements of any piece of narrative writing are character, setting and plot. These determine the theme of the story or play.

The *characters'* physical descriptions, thoughts, actions, words and relationships with other characters support the *theme*.

Let's consider Shakespeare's *Romeo and Juliet* in which love triumphs over hate. We note Romeo's impulsive behaviour at the masked ball, where he falls in love with Juliet, the daughter of his sworn enemies, the Capulets. Despite her family, he vows to pursue her.

### **Setting**

The writer's choice of *setting* – time of day, place, mood and other details - convey his/her message.

In the play, Romeo and Juliet first meet at a masked ball. Perhaps in choosing this setting, Shakespeare is saying something about the senselessness of a feud based only on appearances and one's last name.

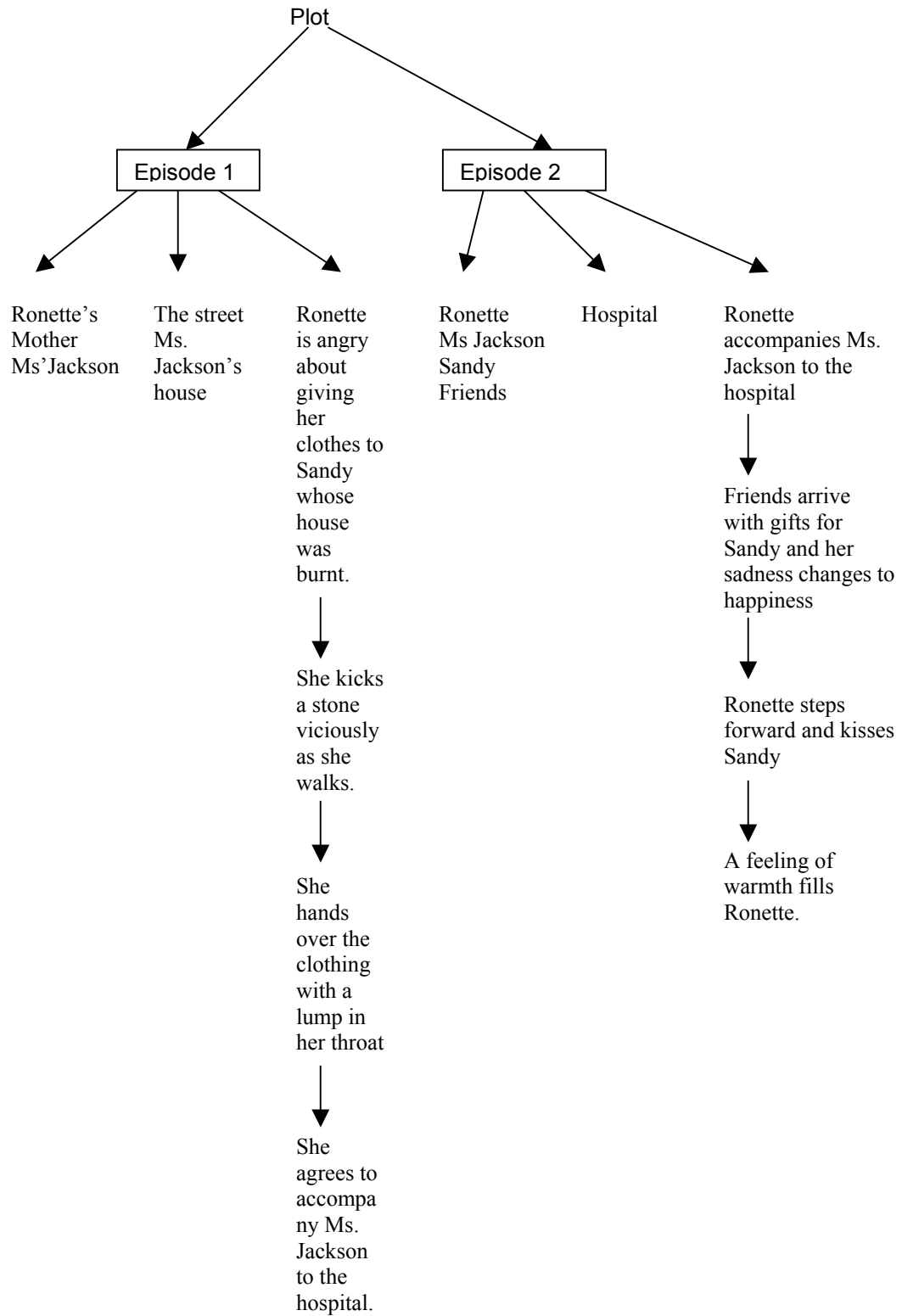
### **Plot**

The plot – the sequence of events in the story being told –can also reveal the theme. Generally the plot begins with a central conflict and develops it to its climax and resolution.

Romeo and Juliet's meeting at the ball triggers the central conflict - that is, the conflict between their love and the hatred between their families.

The components along with the details of a narrative text can be plotted on a story map. An example is given using the story, "A Change of Heart."

## A CHANGE OF HEART



Encourage students to read novels of their choice and create a story map from its components, then share it with their peers. Students can prepare their own maps prior to telling or writing original stories.

### **Figurative Language in the Text**

#### *Simile*

*Examine these two sentences .*

The centre-forward charged *wildly* down the field.

The centre-forward charged down the field *like some mad elephant hurtling through a clump of bamboo*.

The picture created in the reader's mind by sentence 2 is more effective than that visualised by the word *wildly* .The player is not an elephant or as big as one. His impetuous rush is likened to the rush of a mad elephant in the jungle. This picture helps the reader to visualise the scene on the court during the game.

#### *Metaphor*

The comparison is taken a stage further by saying that a person is something that he/she is not or that he/she is doing something that, in fact he is not doing.

The statement '*People who live in glass houses shouldn't throw stones*' does not imply that these persons actually live in glass houses. It means that people in a vulnerable position should not attack others. In other words a man who has been convicted of fraud is hardly in a position to criticise anyone who travels on a minibus without paying the fare.

#### *Personification*

Writers/ speakers often give human qualities to objects, animals or things. e.g. *Flowers saluted the morning sun*.

Flowers have no eyes or arms with which to give a salute of any type – military or otherwise.

### *Hyperbole*

It is fairly common and is used to heighten the effect of whatever the speaker/writer wishes to say by gross exaggeration.

e.g. 'Come and look at the orchids. There are *thousands* of new shoots on them. In fact, there are only eighteen new shoots on the plants.

### *Euphemism*

It consists of using a mild or inoffensive expression in place of one that might be objectionable in some way, e.g.

- ❖ He gave me *some advice* concerning my conduct. This is far more than advice; in fact, he scolded me.
- ❖ He is *not quite himself*. This is a milder way of saying he is insane.

### *Metonymy*

The writer uses the name of one thing for that of another that it suggests.

e.g. The pen (literature/written word) is mightier than the sword (war/physical force).

### **Proverbs and Idiomatic Sayings**

These are used more in speech rather than in formal writing. However students need to understand the sayings when a speaker uses them in conversation. They, too, may use them in their conversations. Sometimes examiners ask questions that test the students' knowledge of these expressions. It must be noted that most of these figurative expressions should not be used in the literal sense.

### **Examples**

- *He who rides on a tiger can never get off.*

*Meaning:* If you start on a dangerous job, you may be unable to stop.

- *There's many a slip between the cup and the lip.*

*Meaning:* Nothing is certain until it is achieved.

### **Examples**

- ◆ *By hook or crook*

*Meaning:* By any method – legal or illegal

- ◆ To put up with something

*Meaning:* To tolerate it

- ◆ To put off a game

*Meaning:* To postpone it

### **SUMMARY**

Making a summary is a task that nobody can avoid in life. When students pass on news at home, at school or at play, they don't count the words; they grasp the main points and pass them on to the listener. In Grade 8 students may be asked to summarise a single paragraph or a few paragraphs from a longer passage.

### **Method**

- ◆ Understand the passage and find the theme/central idea that dominates the whole paragraph or passage.
- ◆ Make rough notes in your own words as far as reasonable on each section.
- ◆ Arrange the notes in the right order and join them, so that they read smoothly. Students may use words and short expressions

from the passage when necessary, but they should never copy sentences or longer expressions.

- ◆ *If necessary*, check for length; shorten or lengthen as required, taking care to maintain the continuity.

#### **Omissions from Rough Notes**

- ◆ Unnecessary detail or illustrative examples
- ◆ Negative statements which do not convey any useful information
- ◆ Repetitive statements
- ◆ Irrelevant topics or comments (especially in the opening sentences of a passage)

#### **Extract**

The national parks of Africa are an important economic asset of the territories in which they lie, for they attract tourists (our tiresome word for modern pilgrims and travellers); and tourists bring in substantial revenue, not merely through disbursements in the national parks themselves, but chiefly through what they spend in the country at large on transport, accommodation, equipment, photography and souvenirs.

The national parks and wild-life reserves are now the main reasons why they come to East Africa, and one of the main reasons why they come to South Africa and Mozambique; and the same could soon hold for Central Africa. Tourism is increasing in volume throughout Africa's wild-life area, and Kenya, for instance, has already become the second largest source of national revenue, to the tune of \$20 million. What is more, it is capable of a large further increase in the near future (of course, always provided that there is no World War, and no major political trouble in eastern Africa).

So long as Western prosperity continues, with populations increasing and industrialisation being intensified, more and more people will want to escape

farther and farther from its results, in the shape of over-large and over-crowded cities, smoke, noise, boring routine, and the over-mechanisation of life. Air travel will certainly become cheaper and more popular, and will take more people farther a field.

The teacher may ask students to summarize, in their own words as far as possible paragraphs 1 & 2.

### **Final Summary**

*National parks and wild-life reserves play an important part in the economic life of some African countries, particularly in East and South Africa. They attract tourists and thus bring substantial direct and indirect revenue. In Kenya, for example, tourists are the second largest source of revenue, and there are potentialities in Central Africa.*

From time to time teachers or students can read textual or literary passages of their choice for students to get practice in listening. Thereafter individual students relate in summary form what was heard. Their colleagues assess the summaries in accordance with the guidelines given in the method.

### **Learning from Graphics**

#### ***Visual Thinking***

Text and graphics work together to convey enough information about a topic. Each type can be used as an illustration in expository writing. It is important that teachers teach students how to extract information from these types of graphics. Graphics are of four main types.

#### ◆ ***Tables***

Tables separate information into categories so readers can compare the

data easily. The rows and columns show how a subject changes under different conditions, such as time or location.

**Example**

<b>Percentage of Women in the Work Force, 1990</b>				
	<b>16 – 24 Years Old</b>	<b>25 – 54 Years Old</b>	<b>55 – 64 Years Old</b>	<b>65+ Years Old</b>
<b>United States</b>	<b>63</b>	<b>74</b>	<b>45</b>	<b>8</b>
<b>Canada</b>	<b>66</b>	<b>76</b>	<b>36</b>	<b>4</b>
<b>France</b>	<b>34</b>	<b>73</b>	<b>31</b>	<b>2</b>
<b>Italy</b>	<b>41</b>	<b>49</b>	<b>10</b>	<b>2</b>
<b>Japan</b>	<b>45</b>	<b>64</b>	<b>47</b>	<b>16</b>
<b>Sweden</b>	<b>68</b>	<b>91</b>	<b>66</b>	<b>5</b>
<b>United Kingdom</b>	<b>73</b>	<b>73</b>	<b>37</b>	<b>3</b>

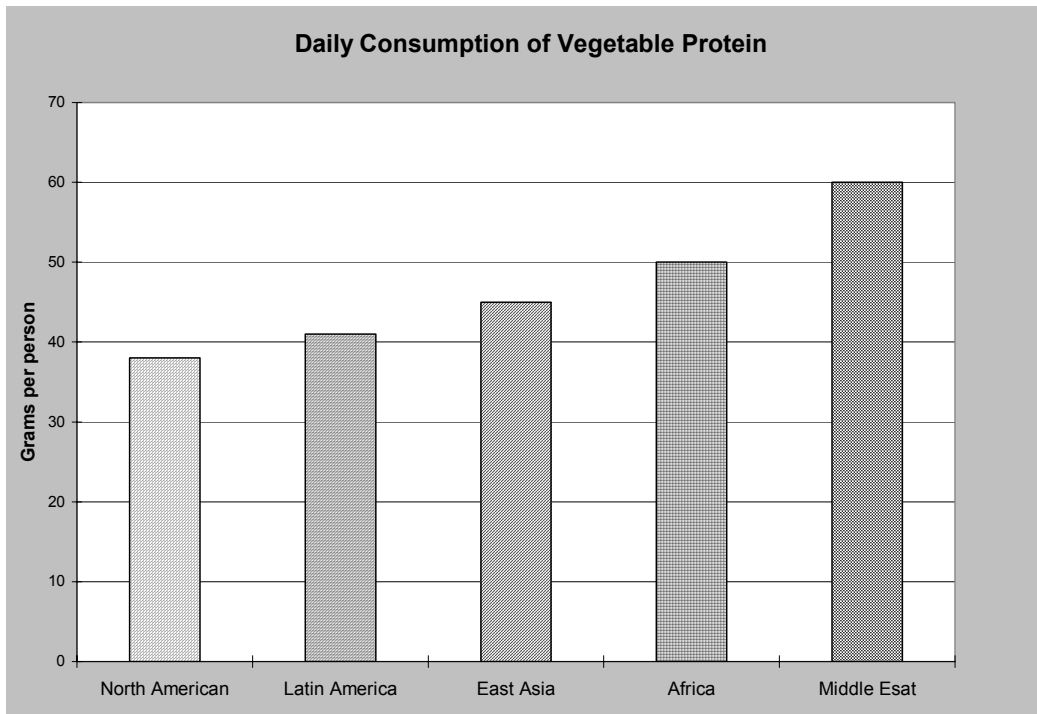
To present numbers and facts that are difficult to communicate clearly in sentences, students can use charts, tables and bar graphs.

To find out what percentage of Japanese women aged 25 – 54 were in the work force in 1990, students will:

- ◆ First read down the left-hand column in the table to find Japan.
- ◆ Then read across the top of the table until they reach the age group “25 – 54.”
- ◆ Moving down the column of numbers to the row even with Japan, they will see that 64 percent of Japanese women between the ages of 25 and 54 were in the workforce.

◆ **Bar Graph**

In bar graphs each quantity is shown as a bar. The length reflects the amount. Because bars are separate and distinct, writers often use bar graphs to compare quantities. In many bar graphs the bars run horizontally.



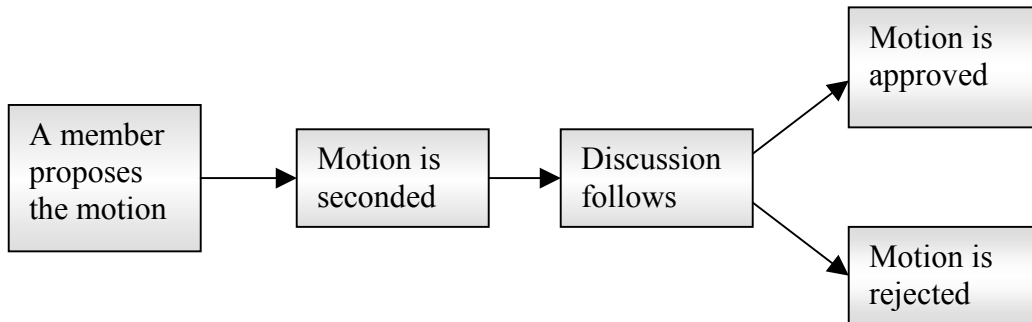
Here the vertical axis indicates the categories being compared, and the height of the bar represents the amount of vegetable protein consumed. The horizontal axis indicates the quantities being compared, and each bar represents a different region.

In this bar graph, the consumption of vegetable protein in five world regions (horizontal axis) is compared using the measurement of grams per head per day (vertical axis).

The bars provide a quick way to see who consumes the most and the least vegetable protein.

◆ **Flow Chart**

This diagram shows the steps in a process. Arrows connect the steps to show how one flows into the next. For example a flow chart may show how a motion is tabled. The flow chart must identify where the process begins. At some stages more than one result may occur.



## UNIT 3

### GRAMMAR

#### What is Grammar?

The word 'Grammar' over the years has been used to mean many things. It is used to mean everything speakers know about their language: the sound system, the system of meanings, the rules of word formation, the rules of sentence formation and the vocabulary of words. According to Dale (1976), grammar consists of basic patterns or rules of a language. It is a theory which, when applied, explains the natural knowledge of a language that is possessed by every native speaker of the language. The rules of grammar dictate whether a group of words constitutes a viable sentence or is merely a collection of words.

Over the years it has been the tradition of teachers to focus on the rules of forming sentences and rules of word formation to the exclusion of everything else. However, the term Grammar is more generally accepted as being the systematic relationships that exist between the different features of the English Language. This would include punctuation and the use of standardised marks in writing to clarify meaning.

Children use Grammar which is an integral part of language without knowing or understanding the rules that accompany it, just as they run, breathe, or toss a ball without understanding the process that makes such a function possible. By gaining familiarity with grammar, a child discovers how to speak and write more efficiently and precisely. Such knowledge results in the child becoming a more confident speaker and writer. However, to understand the rules of grammar, a child must be able to think in abstract terms. Most children fail to possess this cognitive skill until age eleven, twelve or even later. As Mc Craig (1977) points out, "*A child who may appear to have mastered sentence sense in the fourth grade may*

*suddenly begin making what adults call sentence errors all over again as he attempts to accommodate his knowledge of sentences to more complicated constructions.”*

Research findings also point out that grammar should not be taught in the artificial world of English grammar exercises, but in the content of speaking and writing which are daily activities in the classroom.

In the Grade 7 Teacher’s Guide, it was suggested that teachers integrate the teaching of grammar with the process of reading and writing. The teaching of grammar can also be integrated into the teaching of literature. Since literature displays a rich use of language, students can be encouraged to find and share passages that show how an author has woven sentences together to express a certain mood. Students can then examine these words and use them to make their stories more effective.

The first convention of grammar that children understand is punctuation. This is because it is noticeable in both oral and written language. For instance, in revising a piece of writing children are able to determine where to put a full stop by noting where a pause occurs when the piece is read aloud.

The full stop (period), question mark, exclamation mark, apostrophe, comma, and quotation marks are essential punctuation marks with which Grade 8 students need to have mastered. In order to ensure that students’ grammar and punctuation are enhanced, the teacher should ensure that the students:

- Understand that grammar and punctuation conventions are the means to the end of effective writing.
- Are immersed in an environment rich in language conventions.

- Are exposed to positive models of use of conventions in both oral and written language.
- Monitor their understanding and use of conventions in writing.

The teaching of grammar and punctuation can be divided into two groups.

1. Using strategies that are integral parts of the writing process
  2. Using activities removed from the writing process e. g. cloze activities.
- Here, teachers and students focus on a specific convention of interest, and then before returning to the writing, apply the understanding developed.

### **Teaching Grammar in Context**

There are many strategies that teachers can use to teach grammar and punctuation in context.

### ***Environmental Print***

This is print that is part of the students' everyday life. It can be in the form of

- Advertisements,
- Signs,
- Street names,
- Maps,
- Calendars,
- Road signs, etc.

It can also include print sources within the classroom, such as

- Charts,
- Labels
- Word banks.

(a) Environmental print can be used to teach conventions, by presenting students with a text and getting them to find out for example, how commas are used. They can develop a chart to show the use of commas. Their chart may look something like this.

USE OF COMMAS	EXAMPLE
Separate items in a list	The boy went to the market and bought meat, bread, eggs and butter for his mother.
Separate a word or words used for further explanation	His dog , a mongrel, is very playful.
Separate the person spoken to from the rest of the sentence	Steve, I think you have a willing helper.

When students formulate the rules for themselves, they are more likely to remember them better than if the teacher gives it to them.

(B) Ensure that environmental print in the classroom has a meaningful context. For example, any label that the teacher uses should be used with a message. Thus if there is a label, it would better serve the purpose if there was a message such as:

**PLEASE CLOSE THE DOOR**

Rather than:

**DOOR**

(C) Use environmental print as a stimulus for discussion. A sign such as the one below can be used to stimulate a discussion on the use of capital (upper case) letters and common (lower case) letters.



HOTDOG

## **The meat to please you**

(D) Use the technique of spoken replies when responding to incorrect conventions used by the not so confident speaker.

**Student:** I seen the animals yesterday

**Teacher:** I saw them too, Mark. Did you see anything else?

When the teacher responds in this manner he/she is modelling the correct use of conventions. The question that follows the remark is intended to have the student use the correct tense in his/her attempted response.

### **(E). *Sentence Manipulation***

Shared literature, individual writing, and exercises from texts provide authentic context for these activities, that can be done with the whole class, small group or individual students.

#### *Sentence Makers*

- Basic sentence making

Allow students to construct sentences at will

Kyle	lost	his	tooth.
------	------	-----	--------

- *Sentence Expansion*

Use the sentence maker to extend existing sentence by additional adjectives, adverbs, phrases and clauses.

Kyle	lost	his	<i>front</i>	tooth
------	------	-----	--------------	-------

<i>Today</i>	Kyle	lost	his	<i>front</i>	tooth
--------------	------	------	-----	--------------	-------

<i>In</i>	<i>attempting</i>	<i>to</i>	<i>bit</i>	<i>the</i>	<i>bone,</i>	Kyle	lost	his
<i>front</i>	tooth							

<i>During</i>	<i>dinner</i>	as	Kyle	sat	at	the	table,	he	lost	his
<i>front</i>	tooth									

- *Sentence Transformation*

Use the *sentence maker* to transform a sentence, taking turns to change a word at a time. An adjective may be changed for an adjective, a noun for a noun.

Most	boys	are	good	swimmers
------	------	-----	------	----------

Most	boys	are	poor	swimmers
------	------	-----	------	----------

Most	boys	are	poor	losers
------	------	-----	------	--------

### **Presentation Exercises**

Presentation is the stage at which students are introduced to the form, meaning and use of the new language. A good presentation should be clear, efficient and interesting, appropriate and productive.

## Examples

- *Modelling*

Teacher gives a clear spoken model of the language. This should be done at normal speed, stress and intonation. Teacher gives the model a number of times and then asks students to repeat it, both in chorus and individually. The modelling gives students a chance to hear what the sentence should sound like.

- *Isolation*

Isolate parts of a sentence you are modelling, so that you can give it special emphasis e.g.

**Teacher:** If it rains, she'll get wet ... **listen** she'll ... she will ... she'll ...  
she'll get wet. If it rains, she'll get wet.

In this example "she'll" was isolated and an explanation was given, before it was put back in the model that was given. By doing this, students are given a lot of grammatical information without any stated rules.

- *Visual Discrimination*

### **Writing**

Write a sentence on the chalkboard and underline the critical point.

Relationships between questions and answers can be shown with bold type like this:

**Question:** He **watches** television every morning.

**Answer:** **Does** he watch television every morning?

### **Time Lines**

This technique can be used with a diagrammatic representation to teach tense.

Past	I walked to school this morning
Present	(Now) I walk to school every day
Future	I will walk to school again tomorrow

## Text Study

### The past simple

Give students a task e. g. What are the three past tense endings for regular verbs.

Get students to read a text and then have them select the verb endings and put them in the right columns according to their endings. You, the teacher will have to write the text that the students will use.

For instance

Mary watched the old man as he dodged through the busy traffic. He stopped, chatted with Ms. Castle at No. 12, and lent her his black pen. She did as requested, signed his voucher and returned the two items to him.

Let students put all the verbs in one of the three columns.

ed/d	t	id
watched dodged stopped chatted requested signed returned	lent	did

## Punctuation Marks

Use of the:

**Period-**

- at the ends of sentences that make a statement or express a command;

- after initials in proper names.

### **Question Mark**

- at the end of sentences that ask questions.

For the reader, a question mark signifies that the voice is to be raised for the last word.

### **Exclamation Mark**

- at the end of a sentence for emphasis

### **Apostrophe**

- to indicate possession when used with an 's'  
e. g. The boy's bag...
- to indicate missing letters in contractions  
e. g. He doesn't want to....
- to indicate the omission of a number as in a date  
e. g. The '92 Olympics...

### **Comma**

When to use the comma is sometimes confusing. However, students should be taught to use the comma in the following situations.

- after the salutation of a letter

*Dear Joy,*

- after the close of a letter

*Your friend,*

*David*

- to separate the name of a section of a town from the name of the town.

*Campbellville, Georgetown*

- to separate the day from the year in a letter

*February 2, 1999*

- to separate words in a series

*He planted bora, ochro, eddo and calaloo.*

- between parts of a compound sentence that are joined by a conjunction

*The car was repaired, and they continued on the trip.*

- after an introductory clause.

*While the car was being fixed, they drank a cup of coffee.*

### **Quotation Marks**

These are used to encompass directly spoken words, around the title of a poem.

- ◆ “Reflections on Wrecked Kites” is a good poem to be taught at Easter time.
- ◆ “I tried to chase you, but you were too fast,” she says as soon as I got out of the car.

In addition to punctuation marks, Grade 8 students would also have to be familiar with the use of the eight parts of speech. These are the noun, pronoun, verb, adverb, adjective, preposition, conjunction and interjection. Because grammar is most effective when students are required to use inductive reasoning to discover what works, through experimentation with language, grammatical knowledge is advanced and skills are enhanced.

### **A strategy: Teaching Parts of Speech**

1. Collect pictures of famous individuals with whom students are familiar.
2. Select four of the pictures to be used for the lesson and paste them in a single column on the left hand side of a sheet of paper.
3. Make and label other vertical columns one for each part of speech you intend to teach.
4. Make horizontal columns, separating the pictures.

5. On a cardboard write the definition and an example of each of the parts of speech.
6. Select one of the pictures to be used as a model exercise for the class for example, a picture of Ramnaresh Sarwan
7. After reviewing the definition of the part of speech, e. g. noun, have students give examples of nouns that relate to Ramnaresh Sarwan e. g. cricketer, bowler, son, brother, sportsman.
8. After completely filling the box with nouns, follow the same procedure for the other parts of speech.
9. After the class has completed the row on the first picture, divide the students into pairs and have them select one of the remaining personalities and give examples of each of the parts of speech that characterise the individual.
10. After finishing the exercise, the students should write a short story using as many of the words as possible from the list they created.

### **Additional Activities**

#### *Whole-part-whole strategies*

##### **Cloze**

This teaching strategy helps students to understand grammar, as they come to understand that certain words are acceptable within the structure of the sentence, while others may sound and look awkward.

##### **Example**

*Incorrect:*     *The mangoes **is** ripe when they turn a bright yellow.*

*Correct:*       The mangoes **are** ripe when they turn a bright yellow.

Such exercises can be constructed to focus on a specific form. For example, students can be encouraged to maintain a point of view and tense when speaking and writing.

### **Crazy Cloze**

Delete all of one particular part of speech from a piece of writing and ask students to replace the words without seeing the text; a humorous, if not nonsensical text may result.

Here is a passage that has the adjectives deleted.

What a \_\_\_\_\_ sight it was! Directly below me at the edge of the hill stretched a beach of \_\_\_\_\_ sand with \_\_\_\_\_ shells. The \_\_\_\_\_ water of the sea sparkled in the sunshine as it \_\_\_\_\_ lapped the shores. Far out on its surface people drifted back and forth in \_\_\_\_\_ boats which danced on the water, their \_\_\_\_\_ sail gleaming in the sun on the \_\_\_\_\_ shore, were \_\_\_\_\_ cottages with \_\_\_\_\_ gardens. It was a pleasure to gaze on this \_\_\_\_\_ scene.

Insert the adjectives and let students read. Although the result will be hilarious, the students will quickly sense any mismatch in the sentence structure. This is the time to redefine the term 'adjective' and clarify any misunderstandings. The extension to this exercise is to allow the students to develop sensible alternatives to the cloze adjectives.

### **Punctuation Cloze**

Provide dashes or boxes to indicate where punctuation should be.

Why are we moving house Gerry  asked his mother  The expression on her face was answer enough  He placed his new computer game  baseball glove and chess set carefully into the packing box and walked outside



## Evaluation

### How to write tests

Writing a test is a very important task, and calls for skill and patience. A good test will show both the teacher and the students how well both of them are doing. A test should not be written with the intention of failing anyone, but to give everyone a chance to show what they have learnt. Sometimes a test can go wrong. This may not be as a result of the students' lack of knowledge, but because of problems in the construction of the test.

When writing a test therefore, teachers should bear in mind the following:

1. *Don't test what you have not taught.*  
The purpose of a test is to find out how well students have mastered what they have been studying. Consequently, the test should not include things they have not been exposed to.
2. *Don't test general knowledge.*  
Teachers should always remember that they are testing the students' knowledge of the subject, and not their knowledge of the world.
3. *Don't introduce new techniques in tests.*  
Students can become confused if in the test they are presented with unfamiliar types of items and techniques. For example, whatever activity students are presented with in the test, they should have been exposed to in class. If they are presented with an activity that is completely new to them, they may have difficulty understanding how to do the question.
4. *Don't just test accuracy.* An achievement test should examine the students' ability to use language, and not just their knowledge of

grammatical accuracy.

For while students may be given items that test only one thing (e. g. a verb from a question word) there should also be items that test the students' whole knowledge of language – like essay writing.

5. *Don't forget to test the test.*

It is never wise to prepare a test and give it immediately to the students. This is because problems sometimes arise. For example, instructions may not be clear, or there are mistakes. The test might also be too difficult or too easy for the students. Therefore after writing a test

- You should show it to your colleagues. They will often see problems that you have not thought of, and may be able to suggest improvements.
  
- If possible, try out the test with a class similar to your own. Sometimes the best way to do this is to get a class of a slightly higher level than yours and try it out. If they can do it fairly comfortably, then you've probably got the level about right.

**NB:** Even if you can't try out the test, you must get other people to read it to spot any obvious mistakes or problems.

## **Types of Tests**

### ***Multiple Choice***

In multiple choice items, students have to choose the correct answer from a number of alternatives. *Multiple choice* questions can be used to test students' knowledge of grammar.

#### **Example**

*Choose the correct answer to complete the sentence.*

1. I want to buy \_\_\_\_\_ new furniture.

- (a) some      (b) a      (c) two      (d) everything

### **Gap filling**

In gap filling students are required to choose words that make sense.

*Complete the sentences so that they make sense.*

1. A: Are you sure you'll be all right?  
B: Don't worry \_\_\_\_\_. I'm \_\_\_\_\_ looking after myself.
2. Both teams were exhausted. They \_\_\_\_\_ for three hours.
3. The old lady, who \_\_\_\_\_, suddenly sat up and asked for some tea.
4. He was born between 1980 and 2000, so he must be in \_\_\_\_\_.

### **Sentence Re-ordering**

*Put the words in order to make correct sentences.*

1. lives / John / and /in Berbice. / is a student
2. and a housewife / is / His sister / secretary. A
3. at home now, / in Essequibo. /She is
4. Thursday. / Georgetown /She was / on /in

### **Transformation**

Here students have to rewrite sentences so that they have the same meaning but different grammatical structure.

### **Example**

1. Tom is older than Betty.  
Betty isn't \_\_\_\_\_
2. She wasn't strong enough to lift the bag.  
The bag \_\_\_\_\_

## UNIT 4

### VOCABULARY

Students need to acquire vocabulary along with experience and concepts. In order to increase vocabulary the teacher needs to provide more experiences to talk and write about. In addition to developing vocabulary through direct or vicarious experiences, words can be added to the students' vocabulary through reading and discussion, locating words in a dictionary and through wide thoughtful reading.

It should be noted that it is not worthwhile to know the meanings of isolated words. Words should be used within sentences because when they are used in this way, they are known or understood in context.

Vocabulary enhances comprehension and is thus an important part of literacy learning. In many instances the students' knowledge of newly acquired words is incomplete or lacking in rich meaning. Vocabulary instruction is expected to increase the students' awareness of word meaning and usage.

Watt (1995) described six characteristics of effective vocabulary instruction:

- Students are provided with multiple exposures to words in a variety of contexts over time. For example, in Unit 1 the word disaster has been used.

Disaster had struck at the Bobb's house that was burnt to the ground.

The teacher can expose students to other contexts.

- I. Disaster accompanied the heavy rains as many crops were damaged by the floods.

- II. Disaster clouded Joan's wedding as the bridegroom was injured in a car accident.
- III. My fund raising venture was a disaster because only a few of the tickets had been sold.

*Words are taught in the context of a story, theme or content area unit.*

The students can focus on the word insolence in the following extract:

Timmy made it obvious that he cared nothing about the economic stress and emotional pain his family was enduring. He continued to make demands for an increased allowance and laughed mockingly at his brother, who had to give up his basketball sessions and other activities. In addition, he was dishonest and disrespectful to his parents. His unwillingness and insolence were evident even when he was silent.

**This discussion may follow thus:**

1. Do you know anyone whom you can consider insolent?
2. What are some of the things the person does?
3. What are some of the things Timmy did?
4. What do you do when you are insolent?
5. What effects would Timmy's insolence have on others?

From the above discussion it is evident that vocabulary instruction also needs to be as learner-centred as possible.

- Teacher helps students activate prior knowledge when learning new words.

*In Unit 1 the following extract may be used to help students understand the meaning of the word viciously.*

Ronette was angry. She couldn't understand why she had to give some of her clothes to Sandy Bobb. She felt that her mother was being quite

unfair. In anger she kicked a stone viciously as she made her way quite sulkily to her music teacher's house.

Teacher encourages student/teacher discussion based on the paragraph. They are asked to associate the word 'viciously' with different kinds of emotions; they identify behaviours which persons display when acting viciously; they discuss whether only human beings act viciously.

- Relationships are drawn between new words and known words and concepts.

*In Unit 13 the character is portrayed as showing pride and confidence.*

"I don't care about the names you call me," he said with quiet determination and stern dignity. "You've just helped me to be stronger."

Here the teacher can get students to focus on the concept of dignity, that is, what words they think of as they hear dignity. They may give words such as pride and self-respect and relate these to dignity.

- Students are taught to use context clues and dictionaries to enhance their word knowledge.

In Unit 2 the students may use the context as well as check the word ordeal in the dictionary.

**The following is given:**

She had to keep that job to ensure that she and her family survived, even though getting home after work was a nightly ordeal. Every night at eleven when her shift ended, this lonely woman, fearful of being attacked by either vicious dogs or robbers, trudged down the dark and desolate stretch of road to her home.

Students may be encouraged to use their dictionaries to check the meanings of the word. Some of the meanings would include:

pain agony distress anxiety

Students are asked to examine the context in which the word is used and decide on the most appropriate one.

- Students are encouraged to interact with the words, so they are able to process them in depth.

However, it should be noted that not all words can be learnt in the same way. For example, the word medication in Unit 2 is concrete so its meaning can be quickly discussed, listing kinds of medicines or discussing a picture depicting a pharmacy with potent medicines on the shelves. On the other hand, the word arrogance may take more time and discussion. It may also involve role-playing. In other instances the word may not be relevant to the students' everyday lives. For example, in Unit 3 the word shilling will not be so easy to conceptualise. Similarly, the word sovereign in the story the "Hustlers," will entail some amount of historical development of the kind of monetary system used in the country.

Teaching vocabulary through direct instruction is applicable especially to content subjects such as Science and Social Studies.

1. *Give both the context and the definition.*

**Read the excerpt below.**

Usually after reading for about half an hour, my eyes burned me, so my mother took me to an ophthalmologist, a doctor who treats diseases of the eye.

2. *Generate new sentences that make the meaning of the word clear*

### **Original Sentence**

Everything we know about dinosaurs comes from fossils.

### **New Sentences**

- I. A fossil is usually dug up out of the earth. It may be the remains of an animal or plant, a bone, a claw, a tooth.
- II. Fossils are like clues to a puzzle. Scientists use them to figure out what the world of dinosaurs was like.

**In order to teach context clues prior to assigned reading, you may follow these steps.**

- I. List the words on the board with the page numbers next to them.
- II. Find the word and discover its meaning by reading the words around it.
- III. When the student gets the meaning correct, let him/her identify the clues or explain the process.
- IV. The teacher can teach the method for getting meaning.

### **These include:**

#### **Syntactic Clue**

This deals with the position (word order) and function of the word in a sentence.

e. g. The ferocious dog barked at the thief.

The word comes before the noun in the sentence. (position)

It gives more information about the noun. (function)

Its suffix 'ious' is used to derive an adjective.

#### **Memory Clue**

This deals with what the student remembers as he/she reflects on the word.

**Read the following:**

Important landmarks are found all over Guyana. Some of them are found in villages; others are found in towns; while others are overgrown with bushes.

What does the word landmarks remind you of?

Can you think of a landmark in the area in which you live?

**Mood Clue**

This deals with emotions that are demonstrated.

***Read the following:***

The man was standing with his back straight as he waited impatiently for the store to open. He had been waiting there since seven o'clock.

*Based on some of the characteristics of effective vocabulary instruction some of the following strategies are also applicable.*

**Word Wall**

This is used to display words in context. The words are arranged in categories according to a specific letter pattern, concept or story.

**Semantic Map**

A semantic map or word web is used to display new words and show their relationship to other words.

**Wide Reading**

This may be done every day as sustained silent reading. It exposes students to more words, increases word recognition and reading fluency; facilitates word learning; and helps in the expansion of the students' knowledge base.

## **Journal**

Students identify interesting words found in a story or text. A reading journal or learning log can be used for recording the words in their context. Students are also given the opportunity to discover other words or phrases that might be substituted for the original word.

## **Teacher Language**

The teacher should model the use of new words and precise language during instruction. He/She should be conscious of bringing new words into the classroom vocabulary. A new word should be linked with a known synonym and used in different contexts.

## **Interesting Word**

Recognise an interesting word usage encountered in text. Help students become aware of the effective use of these words to create feelings, communicate an idea, or describe an event.

Graves (1986) has described two strategies to help with clarifying and enriching the meanings of known words, moving words into students' productive vocabularies, and learning new meanings for known words.

*Below is an example of the uses of classification.*

**Objective:** *Shift new words into productive vocabulary.*

## **Input**

### 1. **Intolerable**

(a) Timmy was disobedient, disrespectful and unwilling. His intolerable behaviour persisted until the day of the championship.

- ◆ Students volunteer ideas on what they think 'intolerable' means.  
Intolerable means unbearable or unacceptable.

- ◆ What are some things that come to your mind when you hear the word *intolerable*?
- ◆ Brainstorm and list ideas on the board.
- ◆ Give a second word to be treated in the same way.

### **Activity**

1. In a large group or small group give students synonyms for the new word written on a small card. They must decide which category the word goes into and the reason for the choice.
2. Let students look at the list of associations for both words and describe a situation (real or imaginary) using some of the words on the board.
3. Bonus points can be given for realistic ideas; imaginative ideas; the shortest paragraph that makes sense; the most interesting idea related to a particular subject, or the most unusual idea.

### **Word Box**

***Intolerable*** mediocre, unacceptable, unendurable, poor, relentless, obstinate, unbelievable

***Superiority*** dominance, privilege, advantage, arrogance, self-importance, honour, respectability, distinction, glory

### **Super Word Web**

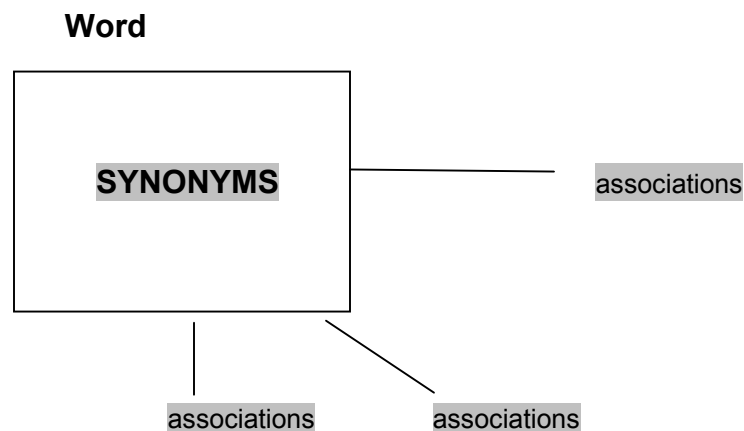
This is the technique designed to increase vocabulary development by expanding the breadth and depth of the students' word knowledge. It can be implemented as a pre-reading exercise, an advanced organiser or a separate vocabulary lesson. It can be constructed by groups of students.

**Procedure**

- Step 1.** See the word in the context.
- Step 2.** List three or four synonyms or defining phrases.
- Step 3.** List or draw three or four associations.

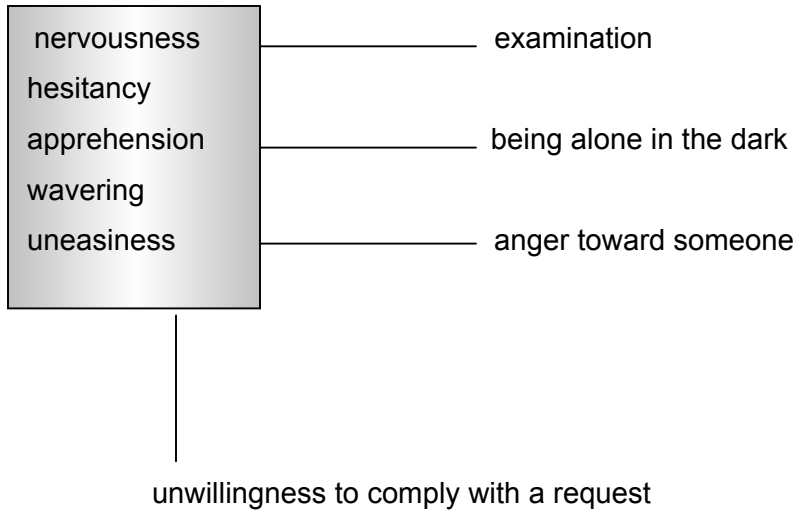
For *expository* texts, it may be done as a pre-reading activity, so that new words and concepts can facilitate comprehension. For *narrative* texts, it is recommended as a post-reading activity, so that students can use the context of the story to enrich their word knowledge.

**Model**



**Example:** She tried very hard to conceal the slight *tremor* in her voice as she handed over the big bag which contained so many lovely things ... her things.

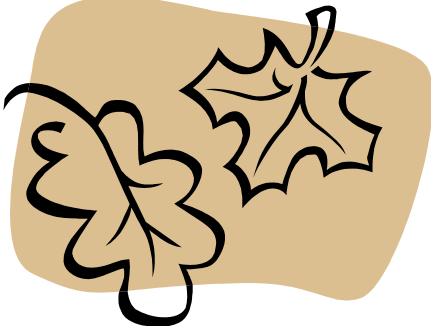
**WORD Tremor**



**The Verbal-Visual Word Association Strategy**

The *verbal-visual word association* is used to help students learn content words like photosynthesis in science. This may be done through the use of a science vocabulary square.

**Vocabulary Square**

Photo – light Synthesis – combine	Photosynthesis
The process of combining carbon dioxide and water in the presence of sunlight to produce glucose	

The same model is used to teach root words and prefixes.

### Root Word Vocabulary Square

ROOT

<b>Graph</b>	<b>choreograph</b> <b>designing or</b> <b>composing a dance</b>
<b>Writer/design</b>	

### Amber's Prefix Vocabulary Square

<b>EX</b>	<b>EXTINCT</b>
No longer alive or in the environment	



**ENGLISH LANGUAGE**  
**Sample Lesson 2    Grade 8**

TIME	TOPIC SUB-TOPIC	SPECIFIC OBJECTIVE/S	CONTENT	PREVIOUS KNOWLEDGE	TEACHER ACTIVITY	STUDENTS' ACTIVITY	RESOURCE	EVALUATION
80 min	<b>Narrative Writing</b>  <b>Characterisation</b>	Use a graphic organiser to plan the character traits of the main character in the story.	The role of the main character in a story.  Character traits  Traits revealed: - By what the character says and does. - By what other characters say about the character. - By what the writer says about him/her.	Students can assess the character of their friends to some extent.	1. Asks a student to describe the characteristics (with evidence) of a friend.  2. Establishes some ways in which character traits are revealed.  3. Reads a story and asks for the kind of person the character seems to be, and records it on the Character Trait Web.  4. Elicits supporting incidents that reveal the trait and includes them too. (Example)  5. Directs students to construct a Character Trait Web for their story.	1. Respond to the request and give the reasons.  2. Provide more information to help establish the concept.  3. Respond and observe what is done on the chalkboard.  4. Give the incident(s).  5. Sit in their groups and plot how the character's traits and the intended incidents will be revealed.	A Character Trait Map  A story under study	Identify the main character and map out his/her character traits. Also put in the incidents that are to reveal these traits.  <i>Assessment</i> - Can students make their leading character's traits coincide with his/her vocation?  - Can their incidents fit or blend into the sequence of events already planned?
	<b>N.B.</b> The teacher can create an easily understood diagram.							

## ENGLISH LANGUAGE

### Sample Lesson 3 Grade 8

TIME	TOPIC SUB-TOPIC	SPECIFIC OBJECTIVE/S	CONTENT	PREVIOUS KNOWLEDGE	TEACHER ACTIVITY	STUDENTS' ACTIVITY	RESOURCE	EVALUATION
80 min	<b>Narrative Writing</b>  <b>Dialogue in Narrative</b>	Include dialogue in already written stories to add more realism to characters and scenes	Punctuation of spoken words.  Examination of stories that have direct speech  Position of dialogue within the composition	Students have read and analysed stories in which the writer had the characters express themselves directly.	1. Introduces the topic and tells of its importance in stories.  2. Distributes the stories to the six groups and instructs the students to observe, discuss and state how the dialogue is set into the narration.  3. Moderates the session as students share their conclusions.  4. Writes the consensus of the findings on the chalkboard.  5. Asks students to look at their stories and indicate the places that are suitable for dialogue	1. Listen and respond when required.  2. Examine the story and after discussion state what they conclude.  3. The leaders of the groups share findings with the class.  4. Participate in the activity.  5. Indicate the places and discuss how the changes are to be made from narration to dialogue.	Three short stories, two copies each.  The written first draft of students' stories	Insert dialogue into written stories to enhance characterisation.  <i>Assessment</i> - Can students insert dialogue at appropriate points in the rising action?  - Can they punctuate dialogue correctly?  - Can they place dialogue correctly in the structure of the composition?
<p><b>N.B.</b> In this first lesson ensure that the dialogue is structured correctly and is also functional.</p> <p>In future lessons focus on the dialect and the register being reflected in the dialogue.</p>								

**ENGLISH LANGUAGE**  
**Sample Lesson 4    Grade 8**

TIME	TOPIC SUB-TOPIC	SPECIFIC OBJECTIVE/S	CONTENT	PREVIOUS KNOWLEDGE	TEACHER ACTIVITY	STUDENTS' ACTIVITY	RESOURCE	EVALUATION
80 min	<b>Expository Writing</b>  <b>A Composition that Explains</b>	Research a given topic and write a composition that explains.	Details are organised into paragraphs.  The logical order of presenting the paragraphs  The topic sentence has its position in each paragraph.	They can write structured paragraphs  They can link paragraphs.	1. Introduces the lesson and gives students learning guidelines.  2. Directs students to read a short expository composition that explains. (pp 60, 61)  3. Uses questioning to stimulate a discussion on aspects of the expository composition.  4. Assigns to them a topic to research and write the required explanation	1. Listen.  2. Read the composition.  3. Share on what they observe concerning the organisation of the paragraph, the positioning of the topic sentences and the sequencing of details in paragraphs.  4 Use the Learning Activity A to produce the expository composition.	A sample of a paragraph that explains  Learning activities A (p 64)	Write a composition that is an explanation.  <i>Assessment</i> - Can students present paragraphs in a logical order?  - Are their details in each paragraph properly sequenced?  - Is their composition an explanation?  - Does each paragraph have a topic sentence?

**ENGLISH LANGUAGE**  
**Sample Lesson 5    Grade 8**

TIME	TOPIC SUB-TOPIC	SPECIFIC OBJECTIVE/S	CONTENT	PREVIOUS KNOWLEDGE	TEACHER ACTIVITY	STUDENTS' ACTIVITY	RESOURCE	EVALUATION
80 min	<b>Expository Writing</b>  <b>A paragraph that answers a question</b>	Write a paragraph that answers a question	The details given must answer the question  Supporting details must support the view of the topic sentence.  Facts must be expressed clearly	Students ask and answer questions daily.	1. Poses a question to the class for an answer and writes the agreed answer on the chalkboard.  2. Asks for facts and other details to support the answer and records them on the chalkboard  3. Monitors an examination of all that is recorded and creates a paragraph that answers the question.  4. Introduces another question and instructs students to discuss it and write a paragraph that answers it	1. Answer the question.  2. Contribute to the discussion.  3. Assist in the creation of the paragraph.  4. Discuss the topic in pairs then proceed to write the paragraph.		Write an expository paragraph with all the necessary conventions.  <i>Assessment</i> - Can students' supporting sentences really support the view of their topic sentence?  - Are their reasons written with clarity?  - Are their reasons appropriate and important facts?  -Are all their sentences supportive?

**ENGLISH LANGUAGE**  
**Sample Lesson 6    Grade 8**

TIME	TOPIC SUB-TOPIC	SPECIFIC OBJECTIVE/S	CONTENT	PREVIOUS KNOWLEDGE	TEACHER ACTIVITY	STUDENTS' ACTIVITY	RESOURCE	EVALUATION
80 min	<b>Expository Writing</b>  <b>Business Letters</b>	Respond to a situation with a business letter typed in block style.	<p>The business letter can be:</p> <ul style="list-style-type: none"> <li>- formal;</li> <li>- hand-written or typed; or</li> <li>- sent on an official letterhead.</li> </ul> <p>The topic and audience determine the style.</p> <p>Format:</p> <ul style="list-style-type: none"> <li>-Address</li> <li>- Date</li> <li>-Inside address</li> <li>- Salutation</li> <li>- Subject</li> <li>- Body</li> <li>- Closure with written signature</li> </ul> <p>A double space between paragraphs.</p>	Students can set out the headings of a formal business letter.	<p>1. Asks for and records the headings of a formal business letter on chalkboard.</p> <p>2. Displays the headings of a block-styled typed business letter and asks students to compare the two.</p> <p>3. Uses a sample to illustrate the conventions of the typed letter.</p> <p>4. Sets up a business scenario to stimulate students to respond with a formal business letter that is typed on a computer.</p> <p>5. Gives additional help where needed.</p>	<p>1. State the headings in the format.</p> <p>2. Compare the formats, stating their observations.</p> <p>3. Listen and ask questions for clarification.</p> <p>4. Follow the illustration to understand what is required for them to do.</p> <p>5. Respond with a typed formal business letter.</p>	<p>A diagram with the headings of a block style business letter.</p> <p>A sample of a typed formal business letter</p>	<p>Type a business letter using the block style.</p> <p><i>Assessment</i>  - Can the students use the appropriate business letter format?  - Does double line spacing separate their paragraphs?  - Does the body contain relevant information properly couched?</p>

**ENGLISH LANGUAGE**

**Sample Lesson 7    Grade 8**

TIME	TOPIC SUB-TOPIC	SPECIFIC OBJECTIVE(S)	CONTENT	PREVIOUS KNOWLEDGE	TEACHER ACTIVITY	STUDENTS' ACTIVITY	RESOURCE	EVALUATION
40 min	<b>Comprehension</b>  <b>Listening</b>	Listen to the reading of a poem to discuss or debate the issues presented.	In reading for listening, pay attention to punctuation marks and appropriate intonation to convey meaning.  Effective listening requires active and conscious attention.  Note the main idea and consider the overall meaning of what is said.	Students can listen to each of their friends' good readings and respond well to them.	1. Writes statements which concern social issues in the poem and asks students whether they support each or not.  2. Prepares students to listen by telling them what they have to do with the poem.  3. Reads the poem twice.  4. Monitors the discussion conducted by the students	1. State their opinion and have it slotted in the Anticipation Guide  2. Listen for what is required of them.  3. Listen in order to discuss the viewpoint the poem presents on the issue.  4. Discuss the issues as directed by the teacher.	An Anticipation Guide  A poem addressing a social issue	Listen to a poem in order to argue or discuss the issue presented.  <i>Assessment:</i> - Can students do a discussion following upon a previous comment?  - Can their viewpoints logically support their claim?

**ENGLISH LANGUAGE**

**Sample Lesson 8    Grade 8**

TIME	TOPIC SUB-TOPIC	SPECIFIC OBJECTION/S	CONTENT	PREVIOUS KNOWLEDGE	TEACHER ACTIVITY	STUDENTS' ACTIVITY	RESOURCE	EVALUATION
80 min	<b>Comprehension</b>  <b>Speaking</b>	Make the appropriate response to audience feedback when giving a viewpoint.	Speak with a purpose to an audience  An audience would give certain kinds of feedback.  Responses can be made to feedback from the audience.	Students know how to adapt to the necessary deportment for public speaking.	1. Asks for the views that students prepared in a previous lesson on a particular topic for a particular audience.  2. Informs students of the kinds of feedback an audience is liable to give.  3. Asks for the problem that initiates a particular feedback and what the speaker can do to remedy the situation.  4. Selects speakers to present their views.	1. They present assignment.  2. Listen to the information given.  3. Respond with their suggestions and state what the speakers' response should be.  4. Present viewpoints and deal with audience feedback.		Present a viewpoint, and maintain interest among the class audience.  <i>Assessment - Can each speaker deal effectively with audience feedback?</i>

**ENGLISH LANGUAGE**

**Sample Lesson 9    Grade 8**

TIME	TOPIC SUB-TOPIC	SPECIFIC OBJECTIVE/S	CONTENT	PREVIOUS KNOWLEDGE	TEACHER ACTIVITY	STUDENTS' ACTIVITY	RESOURCE	EVALUATION
80/40 min	<b>Comprehension</b>  <b>The Visual- Thinking Table</b>	Interpret a table of information.	Tables separate information into categories so that the data is compared easily  Tables are used within compositions as condensed information.	Students can create simple tables with given or acquired data, and tell about what they have created.	1. Introduces the lesson and gives learning guidelines.  2. Tells of the purpose of tables and how they are used.  3. Coordinates the categories in the first column and the first row.  4. Demonstrates how to interpret information from the table.  5. Guides students in a few more examples - letting them state the trends.  6. Sets an exercise to be done.	1. Listen to know what is to be done  2. Listen to gain new knowledge about tabulated information.  3. Listen and respond to questions.  4. Ask questions for clarification  5. Follow information on examples.  6. Complete the assignment.	A table with statistical data	Answer questions based on data from a table in order to show proper under- standing and interpretation of information.  <i>Assessment:</i> <i>1. Can</i> <i>students ask</i> <i>appropriate</i> <i>questions to</i> <i>show that</i> <i>they are</i> <i>really</i> <i>interacting</i> <i>with the</i> <i>tabulated</i> <i>information?</i>



**ENGLISH LANGUAGE**  
**Sample Lesson 11 Grade 8**

TIME	TOPIC SUB-TOPIC	SPECIFIC OBJECTIVE/S	CONTENT	PREVIOUS KNOWLEDGE	TEACHER ACTIVITY	STUDENTS' ACTIVITY	RESOURCE	EVALUATION
40/80 min	<b>Grammar</b>  <b>Part of Speech</b>  <b>Adjectives</b>	Insert the indicated kind of adjective to complete a crazy cloze passage	Define adjectives  Define the kinds of adjectives	Students use different kinds of adjectives in speech and writing	1. Gives learning guidelines for the lesson  2. Conducts activities to review the kinds of adjectives and their uses in sentences.  3. Presents to students a crazy cloze in which the adjectives have been deleted and asks them to read it.  4. Asks them to identify the kind of adjective that can be inserted  5. Instructs them to insert the word  6. Asks students to read their passage and allow the others to comment.	1. Listen.  2. Participate in the activities.  3. Read the cloze passage, listen to the teacher and make comments where needed.  4. Respond  5. Follow instructions.  6. Read the finished work and comment on the work of their peers.	A crazy cloze passage with adjectives deleted.	Insert appropriate kinds of adjectives in a crazy cloze passage.

**ENGLISH LANGUAGE**

**Sample Lesson 12 Grade 8**

TIME	TOPIC SUB-TOPIC	SPECIFIC OBJECTIVE/S	CONTENT	PREVIOUS KNOWLEDGE	TEACHER ACTIVITY	STUDENTS' ACTIVITY	RESOURCE	EVALUATION
40/80 min	<b>Vocabulary</b>  <b>Synonym</b>	Give the synonyms for a selected word from a reading passage and write the things the synonyms are associated with.	Reading a comprehension passage to understand information.  Finding the synonym for selected words from the reading passage.	Students have done exercises with synonyms.	1. Gives learning guidelines.  2. Asks students to read the passage and conduct a comprehension exercise.  3. Selects a word from the passage and asks for its synonym.  4. Writes the words given to begin to create the Super Word Web.  5. Asks for events or things associated with the synonyms and adds to Web	1. Listen.  2. Read passage and participate in the exercise  3. Respond.  4. Observe what the teacher does.  5. Respond by supplying the synonyms.	Word list	Construct sentences that include the synonym and one of its associations.  <i>Assessment</i> <i>Can students find appropriate synonyms for a given passage?</i>

## GLOSSARY

<b>Acronym</b>	word formed from initial letters or syllables of words in a phrase: Awol - (Absent without leave), Mu – (Medically unfit)
<b>Alliteration</b>	repetition of initial sounds of words to create a musical effect: “sunless sea”, “the weary, war-worn wanderer,” “the hunter home from the hill,” “dusty death”
<b>Audience</b>	the anticipated reader or readers of the composition
<b>Chronological order</b>	actions in composition arranged to the same time sequence in which they occurred, do occur or should occur
<b>Cloze passage</b>	a passage from which words are omitted at regular intervals (e. g. every tenth word) in all except the first and last sentences
<b>Conflict</b>	involves a clash of forces. The usual force pits the main character against an opposing force – another character or characters, society, nature or some persistent trait
<b>Controlled composition</b>	a composition in which students are required to insert given words in blanks
<b>Discussion committee</b>	a groups of four to six students with a leader and scribe. Each group discusses the topic, and reports to the class before the lesson ends.
<b>Figures of speech</b>	communicate through comparisons and associations. Common figures of speech are the simile, metaphor, alliteration.
<b>Metaphor</b>	conveys information in a non-literal way stating or implying that two things are similar – The book is a passport into exotic, unknown lands.

<b>Onomatopoeia</b>	hiss, bang buzz are onomatopoeic e.g. A Tennyson wrote “The moan of doves in innumerable coves And murmuring of innumerable bees” Note the many m-sounds, o and es (z).
<b>Plot</b>	sequence of events that occur in a work of literature
<b>Prefix</b>	syllable that attaches to the beginning of a root to add or alter meaning: pre – in preview means “before”; de – devalue means “reduce”, mal – malfunction means “badly”.
<b>Root</b>	the root of a word provides its base or primary meaning. For example, the root of telegraphy is graph which means “write”; the root of amorphous is morph, which means “shape”.
<b>Setting</b>	the time and place in which a story occurs
<b>Simile</b>	two dissimilar things are said to be alike. The words ‘like’ or ‘as’ distinguish a simile from a metaphor: problems sprouting like weeds; a plot as complicated as an acrostic puzzle
<b>Spatial order</b>	descriptive details are arranged so that readers can follow the eye’s path.
<b>Suffix</b>	a syllable or sound that attaches to the end of a word to alter the word’s meaning, to change the word from one class to another or change the word’s form. The suffix –itis (“inflamed”) added to the root appendix creates the new word appendicitis, The suffix –ly changes the adjective sad to the adverb sadly. The suffix –ed changes the present tense verb call to the past tense called.

Theme	the central idea or topic of discourse of a work, primarily a work of literature
Topic sentence	the topic sentence of a paragraph is the main idea developed. If a paragraph has no stated topic sentence, one should be clearly implied.

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