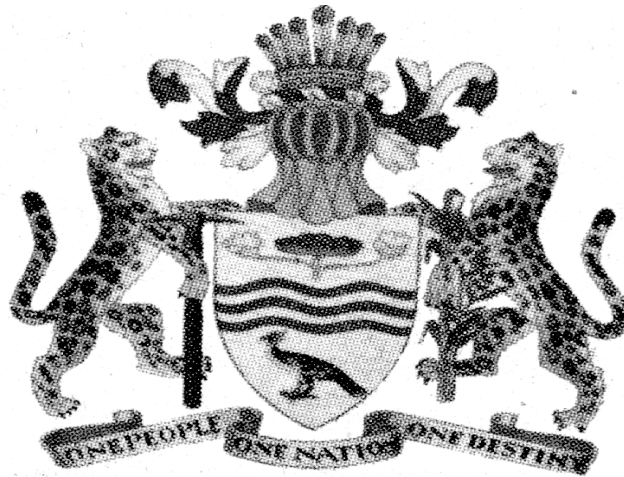


MINISTRY OF EDUCATION



ENGLISH LANGUAGE CURRICULUM GUIDE GRADE 9

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 is the Revised Curriculum Guide for Grade 9. This document fulfils the objective of making English Language and Literature accessible to all students at Grade 9. Hence the teachers of Grade 9 students should make a conscious effort to see how best they could utilise the ideas contained to plan for instruction. This document can serve as a focal point for departmental and regional subject committee meetings, where methodologies and strategies for both teaching and assessing are deliberated on. Lessons should be delivered in an environment in which there is opportunity for active and creative participation by both students and teacher. This Guide has a direct focus on an integrated approach to curriculum delivery, in which the teacher is not unduly restricted by the subject content. The student's total development as a person should be of foremost concern to the teacher.

In the curriculum process, feedback is a necessary condition for change and improvement, and I would urge all of our English Language teachers to provide such feedback to the curriculum staff as they visit to provide support that will enhance your classroom teaching.

Mohandatt Goolsarran

Head, Curriculum Development and Implementation Unit

National Centre for Educational Resource Development (NCERD)

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The following persons were involved in writing and reviewing the Grade 9 English Language Curriculum Guide.

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WRITTEN EXPRESSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Narrative	<p>Create stories to reflect the writer's style and have a defined storyline culminating in a theme.</p> <p>Make stories interesting by varying the kinds of beginnings and endings.</p>	<p>Creating writing communicates ideas that generate stories in a vivid way.</p>	<p>How creative a story becomes, depends upon the efforts of the writer.</p>	<p>Be aware that the imagined events can be value when presented creatively</p>	<p>Writing for a purpose to an audience</p> <p>Elements of a short story</p> <p>Style</p> <p><u>Mystery:</u> -Ghost, murder, fraud, burglary -The mystery is not understood until explained. -It needs to be mysterious enough to motivate characters to seek it out.</p> <p><u>Heroic</u> Exaggerate real events to make the story credible and heroic.</p> <p>Conflict <u>Internal</u> -Character against society e.g. society prevents a character from doing something.</p>	<p>Plotting a framework to contain the sequence of events along a time line for writing of the stories</p> <p>Using televised mystery and heroic stories, such as "Murder She Wrote", "Matlock", "Texas Ranger" to discuss the features</p> <p>Drafting, editing and rewriting similar stories in accordance with students' abilities – some simple, others with more complex features and language and writing skills present</p>	<p>Can students:</p> <p>- Reveal the mystery at the right time?</p> <p>-End the story with a satisfactory resolution?</p> <p>-Present events that are compelling, incredible yet plausible?</p> <p>-Portray the main character as a real hero?</p>	<p>Social Studies- culture, current and social events</p>

WRITTEN EXPRESSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Narrative Cont'd					<p>External -An ethnic or social group imposes beliefs on a character who no longer wants to follow those beliefs.</p> <p>Setting The <u>where</u> and <u>when</u> of the story</p> <p>Suspense - A writer withholds information from the character but reveals it to the readers.</p> <p>- Create imaginative events that may contain an element of fact and involve real or imagined characters – legend.</p> <p>Language Use - Use of standard and non-standard dialogue/monologue to stereotype characters e.g. manager as against a servant</p>	<p>Reading a newspaper account, mystery or adventure novel, then converting the gist into a short story</p> <p>Creating mystery and heroic stories around a given theme</p> <p>Framing and utilizing ways for beginning and/or ending their stories e.g. flashbacks, dream</p> <p>Compiling written short stories with illustrations for publication as a booklet for exhibition at school's Open Day</p> <p>Adding plot and description to dialogue</p>	<p>Can students: -Write a beginning and an ending that enhance story presentation?</p>	Information Technology

WRITTEN EXPRESSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	EVALUATION
	Skill	Knowledge	Understanding	Attitude				
Descriptive	<p>Use relevant aspects of descriptive writing in stories, essays and letters.</p> <p>Write: - For an audience - For a purpose: - To create a mood, a feeling, an impression by the use of imaginative language.</p>	<p>Description creates vivid scenes within a narrative and gives specific details of persons, places and objects.</p> <p>Description is a way of picturing images and arranging them in a logical or associational pattern</p>	<p>Descriptive writing enhances narration.</p>	<p>Appreciate objects and persons in exactly the way they are presented.</p>	<p>Writing For an audience</p> <p><u>For a purpose:</u> To create -A mood, -A feeling -An impression by the use of imaginative language</p> <p>Three types of descriptions <u>Informative</u> Enables the reader to describe objectively the scene, object or person.</p> <p>Nature: objective -Is impersonal and detached from emotions.</p> <p>It is usually written in the 3rd person singular</p>	<p>Weaving descriptions into the composition of heroic and mystery stories and any other narrative</p> <p>Analysing the scientific and literary paragraphs through comparison to determine the features of each type</p> <p>Drafting, editing and rewriting scientific descriptive paragraphs to inform the reader of a past or current issue</p>	<p>Can students:</p> <p>-Write descriptive pictures within the story?</p> <p>-Present clearly defined details that are objective?</p> <p>-Set the mood and express the writer's personal impressions?</p>	<p>Art</p> <p>Home Management – decorated interior of a house</p>

WRITTEN EXPRESSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Description Cont'd					<p><u>Persuasive</u> Appeals to the senses so as to induce action e.g. a description of an item for sale.</p> <p><u>Evocative</u> Enables the reader to experience a mood or an emotion e.g. a scene or a person.</p> <p>Devices Appropriate words used for their connotations e.g. fragrance/odor</p> <p>Precise nouns and verbs with vivid modifiers</p>	Drafting, editing and rewriting description which persuades and sets a mood in literary writing/texts	Can students: -Use the three descriptive styles to describe?	All Curriculum areas

WRITTEN EXPRESSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Report	Write objective reports that are structured.	Reports are factual accounts that describe actual events.	Reports are mainly based on facts rather than opinions. Reports can be long or short with necessary headings.	The desire to write precisely and accurately	<p>Kinds of reports</p> <ul style="list-style-type: none"> -Newspaper -Minutes of a meeting -Incidents -Book -Film <p>Techniques</p> <p>Use as few words as possible.</p> <p>Stating facts given by sources or as witnessed</p> <p>Use an opinion as a final statement.</p> <p>Importance of order in some reports e.g. experiments, recipes, etc.</p>	<p>Asking students a question for the purpose of finding the answer and reporting on it. E.g. What do agronomists do?</p> <p>Writing an article for a newspaper, reporting on an incident of interest that occurred in class or witnessed</p> <p>Organising the class to conduct a simple meeting and writing a report on proceedings</p> <p>Discuss an issue in small groups and writing a report on the decisions taken during the meeting</p> <p>Researching facts concerning a National Monument and writing a report on the findings</p>	<p>Can students:</p> <ul style="list-style-type: none"> -Use the correct tenses within a report? -Present the facts accurately, systematically and logically? -Give opinions where appropriate? -Include positive and negative facts so as to produce a balanced report? 	<p>All Curriculum areas</p> <p>Environ-mental Education</p> <p>Information Technology</p>

WRITTEN EXPRESSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Report Cont'd					<p>Reports as complaints.</p> <p>Devices - Use of past and perfect tenses</p> <p>- Use of some dialogue where necessary</p> <p>Captions or headlines for reports</p>	<p>Assuming the role of an Environmental Officer or Supervisor of a company and writing a letter to the necessary authorities, that conveys a reported complaint about a prevailing condition situation</p> <p>Preparing a report on an incident witnessed, a competition or social issue in which students are involved</p> <p>Presenting the report in column form as in a magazine or newspaper affixing pictures if available</p> <p>Studying the life of a great scientist or literary writer and reporting personal views on his personality</p> <p>Compiling a booklet for publication or exhibition</p>	<p>Can students:</p> <p>-Format letters that are reports?</p> <p>-Write reports that are interesting?</p> <p>-Research and include relevant findings in an impersonal report?</p>	All Curriculum areas

WRITTEN EXPRESSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Persuasive	Research, organize and present oral and written points of view.	Persuasive writing expresses a personal point of view on a given topic with the aim of convincing the reader	Logic as well as opinions is used to persuade readers.	Be aware that it is not wrong to try to persuade or dissuade someone. Respect for the opinion of others.	<p>Persuasion presents an argument.</p> <p>Evidence is presented logically.</p> <p>Prewriting</p> <ul style="list-style-type: none"> -Identify the purpose for writing. -State the central claim. -Identify supporting evidence e.g. statistical data, facts, convenient examples, opinions and reasons. -Analyse other opinions. -Eliminate fault logic <p>Persuasive writing in:</p> <p>Editorials Newspaper articles, Speeches Debates</p>	<p>Writing the points “for” and “against” a controversial school topic, then developing them into persuasive piece to be on a Talk show or as a speech at a forum</p> <p>Analysing the “For” and “Against” articles in the Kaieteur newspapers to determine whether each is sufficiently persuasive and identifying the persuasive techniques used</p>	<p>Can students:</p> <ul style="list-style-type: none"> -Convince their audience through logical argument and the effective use of language? -Provide evidence to support a point of view? -Use to their advantage faulty logic that is given? 	<p>All Curriculum areas</p> <p>Environmental Education</p> <p>Information Technology</p>

WRITTEN EXPRESSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Persuasive Cont'd					<p>Some strategies to persuade</p> <ul style="list-style-type: none"> -Fallacy -Repetition -Appeal to emotions -Reference to authority etc. <p>Style- Deliberate and conscious choices made about diction, sentence structure and paragraph development, paying special attention to the introductory and concluding ones</p> <p>Political cartoons that persuade</p> <p>Letters of persuasion</p> <p>Persuasive essay</p>	<p>Writing persuasive feature articles/editorials on topics chosen for possible publication</p> <p>Working in groups to research facts and prepare arguments either for or against given/chosen issues.</p> <p>Selecting a speaker to present the group's arguments for or against the issues assigned</p> <p>Selecting teams to conduct an Interclass Debating Competition</p> <p>Using sketches, captions and precise words to convey a particular message</p>	<p>Can students:</p> <ul style="list-style-type: none"> -Compose interesting cartoons that present a clear message? -Deliver the points orally? 	

WRITTEN EXPRESSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Letter	<p>Formulate appropriate formats for specific business letters.</p> <p>Create tone by using language that is formal and polite, or formal and persuasive</p>	<p>Business letters are written to give information to particular audiences.</p>	<p>All good business letters are formal, clear and concise in their presentation.</p>	<p>Be aware that writing business letters is an essential life skill.</p>	<p>Business Audience -A manager etc.</p> <p>Purpose of letter: -Seek information. -Make requests and complaints. -Make claims for damages. -Place orders for merchandise. -Check on orders already placed. -Say thanks. -Give political views.</p> <p>Application letter <u>Formal:</u> Application for a job with a: -C.V. -Cover letter -Résumé</p>	<p>Writing an application for a vacation job as a Sales clerk, Apprentice, Office Assistant etc.</p> <p>Writing an application letter along with a C.V., as a school leaver, seeking employment at a Bank, Ministry or Corporation</p> <p>Writing an application along with a résumé, as an adult in search of other job opportunities</p> <p>Writing to a firm to order merchandise</p> <p>Writing to the editor of a newspaper to offer a suggestion or voice a complaint</p>	<p>Can students: -Compose the message with their purpose and audience clearly in mind? Follow the formats for each type of letter and use the mechanics correctly?</p>	<p>All Curriculum areas</p> <p>Environmental Education</p> <p>Information Technology</p>

WRITTEN EXPRESSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Letter Cont'd					<p>Newsy: <u>Audience</u> A pen friend -A relative -Someone overseas</p> <p>Issues to inform on -Future career -Activities or changes in secondary schools in the community -Views on world events</p>	<p>Writing letters which accept or reject the applicant</p> <p>Writing a persuasive letter as a concerned citizen to the editor to persuade your readers of the pros and cons of 'Fast Food' eating. Extra-curricular activities or registering foreign miners</p> <p>Writing a letter as a concerned parent or student to the Ministry of Education supporting corporal punishment in schools or the pros or cons of extra-curricular activities</p>	<p>Can students:</p> <p>-Include the relevant details in a covering letter?</p> <p>-Use the appropriate devices in persuasive letters, so that the reader is convinced?</p>	
Thought Patterns	Identify and write paragraphs according to complete thought patterns for different kinds of essays.	The ideas in paragraphs are arranged according to thought patterns.	Thought patterns are used according to the purpose for presenting the ideas.	To appreciate the need to present ideas in different forms	<p>Thought Pattern Illustration</p> <p>Comparison</p> <p>Cause and Effect</p>	Examining paragraphs to discover the thought pattern used to develop and organize the ideas	-Identify the thought pattern used in paragraphs?	All Curriculum areas

WRITTEN EXPRESSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Organisation of ideas					<p><u>Classification:</u> The act of grouping items into categories based on common attributes or qualities e.g. classification of clouds according to their general shape</p> <p>Terms used: Categories, classed, groups</p> <p><u>Definition:</u> A formal explanation that states the general nature of the thing.</p> <p>Used as the first paragraph of expository and persuasive essays to explain unfamiliar terms.</p> <p><u>Problem/Solution:</u> Identifying a problem and presenting the solution Use: Arguments</p>	<p>Identifying the features of each type of paragraph</p> <p>Noting the terms used in the paragraphs</p> <p>Developing paragraphs using the method definition, classification, cause and effect problem/solution etc.</p> <p>Writing a definition paragraph at the beginning of an essay</p>	<p>Can students:</p> <p>Write paragraphs that are developed as classification, cause and effect and comparison types?</p>	All Curriculum areas

COMPREHENSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Reading	Read to -Entertain -Gain knowledge -Answer levels of questions	Reading improves one's knowledge of human nature and of things in the world.	Knowledge is gained by reading a wide variety of books.	To value the art of reading.	Sources such as -Passages from reference books -Comprehension passages -Reports from the media -Novels of interest etc. Kinds of Reading -Critical -Informative -Recreational SQ3R method KWL strategy Writer's viewpoint Use of language Presentation of Information Questions -Recall -Inference -Drawing conclusion -Predicting outcomes	Reading prescribes texts or passages as individuals, in pairs or in groups Exploring texts through discussion of - The writer's viewpoint, - The way language used to effect meaning - The technique used to present the information Answering levels of questions based on the read text Using vocabulary clues (synonyms, antonyms) to get meaning In small groups discussing the power and importance of specific or key words/terms	Can students: -Express phrases and sentences simply in their own words? -Explain the figurative, emotive or persuasive use of words, phrases and sentences in the passage? -Read critically to identify the writer's point of view and the writing technique used?	All Curriculum areas

COMPREHENSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Reading Cont'd					<p>Use of synonyms and antonyms and other vocabulary items to derive meaning</p> <p>Facts/opinions expressed in written expression.</p>	<p>Reading a report, an article or an editorial and assessing the relevance of facts or opinions</p> <p>Answering questions from fellow students to clarify points made in reports</p>	<p>Can students:</p> <p>-Reproduce in their own words, information they would have read?</p>	
Graphics	Interpret and record the information presented in charts.	<p>Graphics include diagrams that can be maps, tables and graphs.</p> <p>Diagrams sometimes take many paragraphs to describe them.</p>	<p>Diagrams help the reader to visualize what the writer is trying to convey.</p> <p>A graphic is always accompanied by some bit of text.</p>	See graphics as sources for and of information.	<p>Purpose of diagrams</p> <p>-Clarify the relationship among parts of a whole or show how something works.</p> <p>Types of diagram</p> <p>-Tables -Maps -Graphs</p> <p><u>Venn diagrams</u> Use circles to show how sets of things relate to one another.</p>	<p>Presenting a map of a district and allowing students to answer questions in order to identify main features</p> <p>Writing a description of the area</p> <p>Using a flow chart to map a process</p>	<p>-Interpret information given in diagrams?</p> <p>-Diagram information to show trends and relationships?</p> <p>-Report accurate trends as presented in charts?</p>	All Curriculum areas

COMPREHENSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Graphics Cont'd					<u>Maps</u> -Political -Physical -Local -Architectural etc. The vertical and the horizontal axes of a graph show the relationship between two items.	Collecting information from graphs and using it for comparison and contrast writing e.g. a bar graph may compare the weather of three nations or the development of a phenomenon over time. Interpreting information for statistical purposes Creating a Venn diagram to sort out the similarities and differences between two well-known cricketers, footballers or basketball players Identifying categories and relationship	Can students: -Write a paragraph that explains the graphic? -Present information on a diagram in a comprehensive way?	All Curriculum areas

COMPREHENSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Summary	Write a summary of a part or the whole of a given text, using all the appropriate techniques	A summary is a condensed version of an original piece of writing.	The summary must maintain the meaning and tone of the original.	Be aware that condensed information is required for particular assignments.	<p>Summarise in whole or part texts such as</p> <ul style="list-style-type: none"> -An essay -An extract -A poem -A speech -A play -A day's activity. <p>Drafting Re-drafting Final draft</p> <p>Techniques</p> <ul style="list-style-type: none"> -Omit unnecessary words -Substitute words for phrases etc. 	<p>Underlining as the extract is being read, the important details needed to be included in the summary</p> <p>Giving two or three sentences for students to condense by eliminating excess details</p> <p>Organizing details into a sequential, coherent paragraph of the required length maintaining meaning and tone.</p> <p>Reading the passage to select the needed points for the task assigned</p>	<p>Can students:</p> <ul style="list-style-type: none"> -Write a coherent summary? -Maintain the main ideas and important details in the summary? -Reflect the meaning and tone of the original text? -Summarise a poem or play along its theme? 	All Curriculum areas

COMPREHENSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Taking Notes	Listen attentively and read closely to glean and record the important points from different sources.	Notes are comprehensive jottings taken from a written or oral source	Effective notes can be made when the reader understands what is read or heard and chooses a desired format of note taking.	To feel free to create ways to take notes	<p>Purpose</p> <ul style="list-style-type: none"> -To extend memory -To organize thoughts -To gather information -To learn new material -To review material -To summarise <p>Sources</p> <ul style="list-style-type: none"> -Lectures -Books -Speeches -Informational films -Other audiovisual materials <p>Tips</p> <ul style="list-style-type: none"> -Neatly written -Identify (title, pages etc.) -Organise -Be selective -Use own words -Use familiar symbols and abbreviations <p>Formatting of notes</p>	<p>Listening to a speech, on radio or TV and making notes on what was said</p> <p>Dividing the notes into introduction, thesis statement, major topics covered in the body and concluding remarks</p> <p>Forming small groups to discuss accuracy of individual notes</p> <p>Taking running notes at an organized class meeting and using the notes to write a report on the meeting</p> <p>Compiling researched data in note form, outlining it and using it to give a Talk.</p>	<p>Can students:</p> <ul style="list-style-type: none"> -Listen to a Talk or read and make relevant notes for recall? -Find the information needed from audio-visual and other sources? 	All Curriculum areas

COMPREHENSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Taking Notes Cont'd					<p>Underlining or highlighting relevant points</p> <p>Running Notes - Used when taking notes on a speech</p> <p>Outline point form - Used to organize material and thoughts</p> <p>Note cards - Used to take notes by topic from written materials</p> <p>Include on cards -Author and title -Subject -Information on own words -Page number</p>	<p>Listening for a few minutes to the reading of fiction or non-fiction while taking notes. Comparing notes to determine accuracy.</p> <p>Working in pairs to research and making notes to answer given questions. - Using the key words of the question to guide the reading and to help in locating the important facts - Recording facts in sequential order</p> <p>Using own words to take notes in preparation for writing a summary</p>	<p>Can students: -Give an oral report based on notes taken? -Record accurately the matters discussed and the decisions taken at a class meeting?</p>	All Curriculum areas

SPEAKING AND LISTENING								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Speaking	Fashion speech for formal and semi-formal occasions.	A speech is a spoken essay, which is used to inform, explain, entertain, question, impress or a combination of these	The length and content of a speech depend on the reasons for which it is put together.	Show confidence when asked to speak in public	Formal Semi-formal Effective Speaking -Be prepared. -Know the purpose. -Know the audience. Prepared speeches -Note cards -Outlines Speaking forums -Committee -Panel -Symposium -Formal meeting -Debate Roles -Chairperson -Interviewer -Interviewee -Guest speaker	Students studying given topics for a few minutes, then expressing their views on them Forming groups to conduct a discussion on an assigned task Delivering a speech from an outline written on note cards Preparing a debate and performing at one	Can students: -Include all the details necessary to properly introduce a guest speaker or move a toast? -Clearly and fluently express their views on a prepared topic? -Deliver the points at a debate in an articulate manner?	All Curriculum areas

SPEAKING AND LISTENING								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Speaking Cont'd					<p>Short Speeches -Introduction of a guest speaker</p> <p>-Presentation of an award</p> <p>-Acceptance of an award</p> <p>Toasts -Be brief and interesting</p> <p>Illustrated Talks and Demonstrations -Presentations Visual -Porters -Charts -Graphs</p> <p>-Multi-media -Audio effects</p>	<p>Introducing an important person to the class</p> <p>A student assuming the role of a talk show host and interviewing a popular personality</p> <p>Responding in gratitude to the kind gesture of being presented with a token</p> <p>Staging a wedding reception table ceremony and giving toasts for the occasion</p> <p>Forming groups to prepare and present an illustrated talk on a topic of interest</p> <p>Preparing speeches to be delivered along with posters, charts or audio material</p>	<p>Can students:</p> <p>-Effectively present speeches with the use of visual and other aids?</p> <p>-Conduct an interesting interview?</p> <p>-Deliver the required speech in the required register?</p> <p>-Use speech and props to give a clear demonstration that the audience understands?</p>	All Curriculum areas

SPEAKING AND LISTENING								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Listening	Listen to hear and understand what is said in different situations and at various forums.	Listening is a valuable asset in every day life. Listening is making conscious use of the sense of hearing.	A number of techniques are used to get as much as possible out of the listening experience.	To be an active listener in every situation	<u>Effective Listening</u> Be prepared. Know reason for listening. -Gather information. -Forum an opinion. -Know benefits of listening. -Note main points. -Understanding the other person. -Clear up misunderstandings. <u>Barriers to Listening</u> -Being distracted -Focusing on details -Becoming emotionally upset -Evaluating how it is said	Listening at a debating competition so as to give a rebuttal Listening at a panel discussion so as to give the closing remarks Listening to a story being read and responding to questions. Delivering a talk to a class, then listening to questions asked to clarify points Adding more details to what was said, or saying the points in other words to clarify questions.	Can students: -Contribute meaningfully to a discussion? -Give precise answers to questions asked? -Orally supply given tasks that were heard? -Demonstrate in their closing remarks that they have retained a vital piece of information given?	All Curriculum areas

GRAMMAR								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Verb	Show in paragraphs or essays agreement and compatibility of tenses in patterns of compound and complex sentences.	Verbs state action, occurrence or existence. A verbal is a verb -form that functions in a sentence as something other than a verb. There must be agreement between all kinds of verbs and their objects.	A verbal can be included in a phrase. All the verbs that appear in a sentence must be compatible in tense and number.	Be aware that words and groups of words derive their function within the context of the sentence.	<p>Tenses Present, Past, Future Continuous</p> <p>Present Perfect -has sung</p> <p>Past Perfect -had reached</p> <p>Future Perfect -will have left</p> <p>Present Perfect Continuous -The committee <u>has been considering</u> the issue all week.</p> <p>Past Perfect Continuous -He <u>had been lifting</u> weights daily before...</p> <p>Future Perfect Continuous -He will have been pitching for fifteen years...</p> <p>Compatibility of Tenses</p>	<p>Observing given sentences to determine the construction of the forms of the perfect tense verb</p> <p>Proofreading written assignments to detect faulty use of tenses</p> <p>Identifying the two verbs in a given sentence and rewriting the second verb to be compatible with the first</p> <p>Using verbs in sentences to indicate a particular time frame, action, occurrence or existence</p>	<p>Can students:</p> <ul style="list-style-type: none"> -Identify the use of incorrect verb tense in writing? -Use the appropriate past tense verb forms in sentences? -Use the perfect tenses effectively and appropriately? 	All Curriculum areas

GRAMMAR								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Verb Cont'd					<p>Agreement</p> <p>'Amount' words as subjects</p> <p>-Four days <u>seems</u> a reasonable time.</p> <p>-The number of students taking examinations <u>has increased</u></p> <p>-A number of students have signed up for the exam</p> <p>Foreign words as subjects</p> <p>-The data <u>were gathered</u> over a six – month period (plural of datum – old usage)</p> <p>-The data was gathered over a period of six months. (singular noun – new usage)</p> <p>'ics' words as subjects</p> <p>-Politics is one of the major industries. (art of politics)</p> <p>His politics <u>make</u> me nervous. (practices)</p> <p>Other words as subjects</p> <p>-“Fiddlesticks” <u>was</u> my grandfather’s favourite expression.</p> <p>-People <u>are</u> assembled on the street.</p>	<p>Writing a paragraph of at least ten sentences on an important event in the past</p> <p>Underlining the verb an verb phrases used, then ensuring that they indicate past time</p> <p>Identifying subjects that are amounts, foreign nouns or end in 'ics' in sentences in a paragraph</p> <p>Changing the form of the present tense verb</p> <p>Inserting the correct form of the present tense verb in sentences with blanks</p>	<p>Can students:</p> <p>-Write paragraphs in which the tense is compatible?</p> <p>-Write sentences in which the verb agrees with the subject?</p> <p>Write the correct present tense verbs for peculiar subjects?</p>	All Curriculum areas

GRAMMAR

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Verb Cont'd					Verbal -A present participle (winning) -A past participle (won) -An infinitive (to win) -As noun/gerund- E.g. <u>Winning</u> was all that mattered to him. -As adjective E.g. Teams are rated by the number of games <u>won</u> -As adverb E.g. We were surprised <u>to win</u> .	Identifying in sentences the participles that function as adjectives, adverbs or nouns and stating what they modify Composing a paragraph then identifying the participles and infinitives used in the sentences and stating their function	Can students: -Identify the function of participles in sentences? -Distinguish between the present and past participle or the infinitive?	All Curriculum areas

GRAMMAR								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Preposition	<p>Use and identify prepositional phrases that function as adjectival and adverbial phrases in sentences.</p> <p>Use appropriate propositions in sentences.</p>	<p>A prepositional phrase begins with a preposition.</p> <p>The term prepositional phrase speaks of the structure of the phrase.</p>	<p>Prepositional phrases are used as adjectival or adverbial phrases according to what they modify.</p>	<p>Be willing to appreciate the uses of the prepositional phrase.</p>	<p>Prepositional phrase Modifies -Noun e.g. ...boats <u>in the harbour</u> -A noun phrase e.g. ...a rusty bicycle <u>without a wheel</u> -A verb e.g. ...ran <u>through the alley</u> -An adjective e.g. ...optimistic <u>about the future</u></p> <p><u>Function</u> Noun Adverb Adjective Subject Object</p> <p><u>Precise use</u> -<i>Within</i> instead of <i>inside</i> in reference to <u>time</u> e.g. We should return for, Bartica <i>within</i> a week.</p>	<p>Constructing sentences that have prepositional phrases used as adjectives or as adverbs</p> <p>Nothing the difference in meaning between similar prepositions used</p> <p>Using similar prepositions in sentences</p> <p>Filling the blank spaces in sentences with the precise preposition</p>	<p>Can students:</p> <p>-State correctly what each prepositional phrase modifies in the sentences?</p> <p>-State the function of prepositional phrases in given or self-composed sentences?</p>	<p>All Curriculum areas</p>

GRAMMAR								
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	Skill	Knowledge	Understanding	Attitude				
Preposition Cont'd					<p>-‘On’ after ‘<i>continue</i>’ unless you need it to add meaning e.g. Dad <u>continued</u> driving well past dark. Our tour <u>continued on</u> the route after a six-hour stop at Linden.</p> <p>-Forbid to e.g. Mother always <i>forbids</i> me <u>to</u> swim.</p> <p>-‘Prohibit from’ e.g. Students are <u>prohibited from</u> parking their car ...</p> <p>-‘Like’ is a preposition not a conjunction e.g. Morris has a car <i>like</i> ours.</p>	<p>Identifying prepositional phrases that begin sentences and stating the function of each phrase.</p> <p>Exploring passages of science or direction to become familiar with the appropriate uses of the preposition</p> <p>Inserting appropriate prepositions and prepositional phrases in blank spaces in a paragraph</p>	<p>Can students:</p> <p>-Use the prepositions in sentences to express ideas precisely?</p>	All Curriculum areas

GRAMMAR

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Pronoun	Choose the pronoun to match the gender and number of its antecedent so as to avoid ambiguity.	<p>Pronouns occur in the same place as nouns.</p> <p>A pronoun's antecedent is the person, thing, or idea to which the pronoun refers.</p>	The effective use of pronouns eases monotony in spoken and written language.	<p>Be precise in the use of the pronoun.</p> <p>Appreciate the need for gender inclusion.</p>	<p>The antecedent can also be a compound subject that functions as singular or plural.</p> <p>Avoid</p> <p>-Implied references E.g. At first, horseback riding scared me because I had never been on <u>one</u>.</p> <p>-Broad reference E.g. ...formed when the gases cooled. <u>This</u> is called condensation.</p> <p>-Indefinite you, <i>they</i> or <i>it</i> E.g. ...<u>They</u> don't allow smoking in this building.</p> <p><u>You</u> can inherit certain diseases.</p> <p><u>It</u> states in the Declaration of Independence that every one is created equal.</p> <p>-Ambiguous reference E.g. When the fire fighters met with city council members, <u>they</u> outlined the problem.</p>	<p>Inserting the pronoun which agrees with its antecedent in sentences with blanks</p> <p>Making sentences which do not have a gender bias and rewriting those which do</p>	<p>Can students:</p> <p>-Use pronouns so as to cause no offence to either sex?</p>	All Curriculum areas

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	Skill	Knowledge	Understanding	Attitude				
Pronoun Cont'd					<p>Before Titles and Headings E.g. Glaciers (heading) They are rivers of ice, with movements measured in inches per day ...</p> <p><u>Antecedent Agreement</u> Compound plural E.g. <u>The wombat and the bandicoot</u> carry <u>their</u> young in pouches.</p> <p>Compound singular E.g. <u>The judge and executioner</u> eyed <u>his</u> victim impassively.</p> <p>Indefinite pronouns and Sexist language E.g. Anyone who wants a class picture should bring (his) <u>his</u> or <u>her</u> money tomorrow.</p> <p>-The good student never worries about (his) his or her grades. -Good students never worry about <u>their</u> grades</p>	<p>Giving sentences with blanks for students to insert the pronouns that agree with its antecedent in the sentence.</p> <p>Making sentences that do not display a gender bias and rewriting sentences which do so.</p>	<p>Can students: -Use pronouns so as to cause no offence to either sex?</p>	All Curriculum areas

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	Skill	Knowledge	Understanding	Attitude				
Punctuation	Place quotation marks correctly within a sentence	Punctuation marks are signals that help the reader to anticipate, link, separate, stress, de-emphasise and characterize ideas according to the writer's wishes.	Punctuation marks correctly used aid comprehension.	To desire to use punctuation marks according to standard practice	<p>Quotation marks Quoted words within a sentence e.g. –As usual, the newspaper denounced the strikers as “roughnecks,” “hoodlums,” and “traitors.” -These were included under “Necessary Expenses”: theatre tickets, four new novels and a foot-long taxi bill.</p> <p>Direct speech E.g. – “It seems”, said the traveler, “that there is nobody here.”</p> <p>Quote within Direct Speech -Peter replied grimly, “All he said was, ‘No, I won’t.’”</p>	<p>Demonstrating on the chalkboard the use of quotation marks in sentences explaining the placement of each one</p> <p>Collecting examples from the texts and other reading material to illustrate to the class the punctuation of quotations as direct speech or as reference from a source</p>	<p>Can students: -Use quotation marks to separate a word within a sentence? -Correctly place quotation marks in direct speech?</p>	All Curriculum areas

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	Skill	Knowledge	Understanding	Attitude				
Punctuation Cont'd					<p>Quotation in Dialogue</p> <p>Quotation in an Essay E.g. According to George Marshall, “the refusal of the British and Russian peoples ...our civilization.”</p> <p>Quotation within a Quotation -The Shakespearian critic, James Smith, suggests that “Hamlet’s ‘To be or not to be’ speech is the key to the character’s philosophy”.</p> <p>Quotation using Ellipsis marks E.g. The actor says, “Playing the title role in Hamlet ... is very tiring for me.”</p> <p>Titles of magazines, newspaper articles, book chapters, songs etc.</p>	<p>Rewriting given sentences in accordance with the punctuation rules studied</p> <p>Adding any punctuation that is missing from sentences or paragraphs to make the meaning clear</p> <p>Punctuating a conversation between two persons or a short skit for role-play</p> <p>Punctuating a monologue</p>	<p>Can students:</p> <ul style="list-style-type: none"> -Effectively isolate a quote used in a paragraph? -Punctuate a quote within a quote? -Punctuate names of books with sub-titles mentioned in their writing? -Punctuate bits of continuous dialogue? 	All Curriculum areas

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	Skill	Knowledge	Understanding	Attitude				
Punctuation Cont'd					<p><u>For Emphasis</u> E.g.-Don't use the word "and" so frequently. -Giving the "etymology" of a given word is derived.</p> <p><u>With Other Punctuation Marks</u> -Comma, Period -Semi-colon, Colon -Question mark -Exclamation point</p> <p><u>Underlining</u> An unbroken line used instead of italics</p> <p><u>Italics</u> Used for: -Complete Works -Quotation -Parts of Works -Words, numbers, letters -Emphasis E.g. That is definitely <i>not</i> the best way to handle the problem.</p>	<p>Examining different kinds of literature to arrive at a consensus about the use of underlining, quotation marks and italics.</p> <p>Using italics in sentences and explaining the purpose it serves</p>	<p>Can students:</p> <p>-Use underlining and italics appropriately?</p> <p>-Correctly use other punctuation marks along with quotation marks?</p>	All Curriculum areas

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	Skill	Knowledge	Understanding	Attitude				
Punctuation Cont'd					<p>-Foreign words E.g. We eat in the <i>salle a manger</i> (tourist class).</p> <p><u>Parenthesis</u> To enclose supplementary explanations -Part of a sentence -A complete sentence</p> <p><u>Colon</u> -Between act and scene numbers of plays E.g. <i>Hamlet</i>, 111:ii</p> <p>-To begin a list of items E.g. Bring these items: a pen lined paper, a protractor ...</p> <p>-Subtitles E.g. "Changing Aberdeen: The North Sea Oil Boom."</p> <p>Salutation of business letters E.g. Dear Mrs. Benn:</p> <p>Emphasis – before a word, a phrase or a sentence. E.g. Melinda repeated the well-known rule: Each credit applicant must be checked carefully.</p>	<p>Using a few sentences or short paragraph to punctuate the parts that need to be in parenthesis.</p> <p>Checking for the colons used in sentences and paragraphs and identifying them, giving the reason for their use</p>	<p>Can students:</p> <p>-Use and punctuate parenthetical parts of sentences?</p> <p>-Use the colon correctly in sentences?</p> <p>-Discover for themselves the instances in which the colon must be used in their own writing?</p>	All Curriculum areas

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	Skill	Knowledge	Understanding	Attitude				
Punctuation Cont'd					<p>Semicolon Between independent clauses e.g. -Louise did an audition: she didn't hear from the studio again.</p> <p>Before joining words E.g. However, he... Consequently, they....</p> <p>Comma Additional information e.g. My sister, who has red hair, is wearing...</p> <p>Interruption of thought E.g. The teacher, needless to say, did not overlook...</p> <p>Before the coordinate conjunction in compound sentences</p> <p>Hyphen Used to divide a word at the end of the line</p>	<p>Noting how semicolons are used in their class texts and other reading material</p> <p>Forming pairs of embedded sentences by using the relative pronoun.</p> <p>Isolating the clause which is either a noun, adverbial or adjectival phrase with the use of commas</p> <p>Demonstrating to fellow students how to break words at the end of sentences</p>	<p>Can students:</p> <p>-Use the semicolon, dash and exclamation mark correctly in sentences?</p> <p>-Use commas to separate supporting details in complex sentences?</p> <p>-Correctly divide words at the end of sentences?</p>	All Curriculum areas

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	Skill	Knowledge	Understanding	Attitude				
Punctuation Cont'd					<p><u>Dash</u> Used to mark a sudden change in sentence construction or a break in thought e.g. -The NHL uses about 15,000 plucks a year – enough to form a stack 440 m high</p> <p><u>Exclamation mark</u> -Phrase e.g. What! -Statement e.g. You wouldn't dare! -Command e.g. Jump! -Question e.g. The grave was empty!</p> <p><u>Capitalise</u> -First word in direct quotation -Names of historical events and documents -Titles before names</p>	<p>Identify the difference between a dash and a hyphen</p> <p>Proofreading to correct the omission or incorrect use of the end punctuation mark in sentences</p> <p>Including in sentences the necessary capital letters</p>	<p>Can students: -Use the dash when it is needed? -Use the correct end punctuation marks in sentences? -Use capitals correctly in sentences?</p>	All Curriculum areas

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	Skill	Knowledge	Understanding	Attitude				
Sentences	<p>Determine the function of the words, phrases, and clauses used in sentences.</p> <p>Write complete sentences that clearly express thought.</p>	<p>Words and phrases are combined to create sentences that express thought.</p> <p>Sentence types vary according to their structure.</p>	<p>The parts of a sentence relate one to another to convey a message.</p>	<p>Find pleasure in producing various suitable sentence structures.</p> <p>Have a clear plan for sentence construction.</p>	<p>Parts of speech -Noun -Verb -Adjective etc</p> <p>Phrase -Adjectival -Adverbial -Noun -Prepositional</p> <p><u>Verbal Phrases</u> Function -Noun -Adjective -Adverb</p> <p>Type -Participle Phrase -As adjective e.g. The passengers, <u>missing after the ferry capsized</u>, apparently drowned.</p> <p>Infinite Phrase -As adverb e.g. This exercise machine is too difficult <u>to use</u>.</p>	<p>Identifying the parts of speech of each word in a sentence stating its type, kind or tense and its relationship to the word after and before it</p> <p>Underlining the phrases in sentences and stating what kind of sentence it is</p> <p>Writing paragraphs or some sentences; then identifying the verbal phrases, and stating their function</p>	<p>Can students: -State the function of words used in sentences? -Correctly identify the sentence type? -Write a variety of sentence types in compositions?</p>	<p>All Curriculum areas</p>

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Sentences Cont'd					<p>-As adjective e.g. A poison <u>to kill fire ants</u> is now available.</p> <p>-As noun e.g. The delegates argued about <u>how to cast the votes</u>.</p> <p>Gerund Phrase -As noun e.g. <u>Looking too far into the future</u> can be frightening.</p> <p>Clauses -Independent Simple and compound sentences</p> <p>-Subordinate Dependent clause in complex sentences</p> <p>Subordinate Types -Noun -Adjectival -Adverbial -Elliptical</p>	<p>Combining two or more sentences into compound, complex or compound-complex</p> <p>Identifying and examining the main clause in sentences in a paragraph to arrive at the main idea of that paragraph</p> <p>Beginning complex sentences with the subordinate clause followed by the main clause e.g. Although they were late, ... Stating the type of subordinate clause</p>	<p>Can students:</p> <p>-Identify the main and subordinate clauses in compound-complex sentences?</p> <p>-Analyse the sentence types used in a composed paragraph?</p> <p>-Identify the types of subordinate clauses used in complex sentences?</p>	All Curriculum areas

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	Skill	Knowledge	Understanding	Attitude				
Sentences Cont'd					<p><u>Kinds of sentences.</u> -Simple -Compound -Complex</p> <p>-Compound-Complex Two or more independent clauses and one or more dependent clauses E.g.[Campers need fuel for cooking] (but) [they can use a shovel] that requires no wood.</p> <p>Fragment A part of a sentence, punctuated as a complete sentence</p> <p><u>Types</u> Dependent E.g. Registration was a nightmare, <u>although I did get the courses I wanted.</u></p>	<p>Peer editing of written work to improve on the clarity and variety of sentences used</p> <p>Working in small groups to combine the two, three or four simple sentences to create a compound, a complex and/or a compound-complex sentence</p> <p>Doing oral work to correct sentence fragments in a given paragraph</p> <p>Using the appropriate method to correct dependent and phrase fragments in the first draft of written assignments.</p>	<p>Can students:</p> <p>-Use given conjunctions to write complex or compound-complex sentences?</p> <p>-Complete sentence fragments in the correct way?</p>	All Curriculum areas

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	Skill	Knowledge	Understanding	Attitude				
Sentences Cont'd					<p>Phrase E.g. I quit smoking last Christmas <u>because of a chronic cough</u></p> <p>Ways to correct fragments.</p> <p>Run-on Sentences E.g. -The clouds are dark it will rain soon</p> <p>Revised <i>The clouds are dark: it will rain soon.</i></p> <p>-We couldn't agree on how many cards to deal to each player, everyone had a different idea, John finally got out the rule-book.</p>	<p>Proofreading to find instances of run-on sentences and correcting them</p> <p>Dictating paragraphs for students to write in note books Identifying the run-on sentences by underlining them Correcting them in a rewrite of the paragraph</p>	<p>Can students: -Identify and correct run-on sentences?</p>	All Curriculum areas

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	Skill	Knowledge	Understanding	Attitude				
Sentences Cont'd					<p>Revised <i>We couldn't agree on how many cards to deal to each player, Everyone had a different idea, so John got out the rule-book.</i></p> <p>Awkward sentences The information does not follow a logical sequence E.g. -The party in power, after several scandals, called an election, bitterly cirtised by the opposition.</p> <p>Revised <u>After several scandals</u> the party in power, <u>bitterly cirtised by the opposition</u>, called an election</p>	<p>Working in buzz groups to revise identified awkward sentences in given paragraphs</p> <p>Examining awkward sentences and then correcting them</p> <p>Underlining on the chalkboard the phrases that need to be repositioned in awkward sentences Rewriting the sentences correctly.</p>	<p>Can students: -Identify and effectively correct awkward sentences?</p>	All Curriculum areas

GRAMMAR								
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	Skill	Knowledge	Understanding	Attitude				
Sentences Cont'd					<p>-John scrambled out of bed, rushed off to school, <u>then took a bath.</u></p> <p>Revised <i>John scrambled out of bed, <u>took a bath</u>, and rushed off to school.</i></p>	Peer editing of written work to identify and correct awkward sentences	Can students: -Write sentence parts in a logical sequence?	All Curriculum areas
Parallelism	Express parallel ideas in similar grammatical structures	Parallelism is the clearest way of listing items or events in a series, so as to make them match one another in form.	Items in a series must have the same grammatical structure.	Appreciate that there are various rules for writing sentences.	<p><u>Parallelism in List, Series, and Outlines</u> Structure -Noun with nouns -Verb with verbs -Prepositional phrases with prepositional phrases etc.</p> <p>-Series E.g. The student go to the clinic to get vitamins for anemia, for aspirins for headaches, or just counselling</p>	Using incorrect parallelism from students' written work as examples to illustrate incorrect parallelism Giving examples of a series, a list and an outline with correct parallelism	-When writing a list, a series or an outline of items, use the technique of parallelism?	

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	Skill	Knowledge	Understanding	Attitude				
Parallelism Cont'd					<p><i>Sentence structure</i> -<i>Infinitive phrase</i> -<i>Prepositional phrase</i> -<i>Noun phrase</i></p> <p>The student go to the clinic to get vitamins for anemia, aspirins for headaches, or <u>counseling for their emotional problems</u></p> <p><i>Sentence structure</i> -<i>Three noun phrases</i></p> <p>-Outlines E.g. Fulfill these responsibilities 1) Meet with parents 2) Meet with citizens 3) Answers to questions from the new media 4) A record of responses to telephone calls</p>	<p>Identifying the kinds of phrases that are underlined in sentences with incorrect parallelism before correcting</p> <p>Identifying the phrases used to correct the parallelism</p> <p>Orally contributing outlines or sentences containing series or list with correct parallelism suited to the situation given</p>	<p>Can students:</p> <p>-Make sentences that employ similar grammatical structures to express parallel ideas?</p>	All Curriculum areas

GRAMMAR

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	Skill	Knowledge	Understanding	Attitude				
Modifier	<p>Identify dangling and misplaced modifiers.</p> <p>Place modifiers in their correct positions in sentences</p>	<p>A modifier is a word or phrase which modifies another word or phrase in a sentence</p>	<p>Modifiers, which are placed incorrectly, obscure meaning.</p>	<p>Try to be precise in written and oral expression.</p>	<p><u>Modifiers</u> -Word or phrase placed near to the word they modify.</p> <p><u>Misplaced modifiers</u> E.g. My sister laughed so hard that she cried <u>almost</u>. -she <u>almost</u> cried</p> <p>A policeman clocked the car racing down the street <u>in plain clothes</u>.</p> <p><u>Dangling modifiers</u> -A descriptive word or phrase that does not refer to anything in the sentence</p> <p>E.g. Instead of studying, the television was turned on. -instead of studying, I <u>turned on</u> the television.</p>	<p>Examining sentences in a paragraph to ensure that the modifiers occupy the best place to make the meaning of the sentence clear</p> <p>Rewriting sentences and paragraphs which contain misplaced and/or dangling participial phrases</p>	<p>Can students:</p> <p>-Identify incorrectly placed modifiers?</p> <p>-Rewrite sentences to remove ambiguity?</p>	<p>All Curriculum areas</p>

VOCABULARY								
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	Skill	Knowledge	Understanding	Attitude				
Gathering Information	Choose relevant books to gather data for making notes that would be used for an assignment or a speech.	Date is obtained from a number of sources via various means.	Researched data is used for a specific purpose or for general knowledge	Take pleasure in finding new facts	<u>Resources</u> -Almanacs and Yearbooks -Atlases and Gazetteers -Journals -Periodicals -Government agencies and N.G.O's -Public service organizations -History References -Philosophy and Mythology References -Library – An information file, A Vertical File, Audio – Visual material Questionnaires Oral Questioning -Specific -Direct -Persistent Using the SQ3R method Skimming and Scanning	Surveying the titles, table of contents, preface and introduction of reference books to determine the subject matter, specific subject and the purpose for writing the book Examining the appendices, index and copyright to ascertain whether the book meets the reader's needs Skimming and scanning written material to collect data for general knowledge or assignments Preparing questionnaires to interview and collect data	Can students: -Research information from a wide variety of sources? -Choose the material that would give them the appropriate data needed for the research? -Include questions on a questionnaire that would help them receive quality information to be analysed?	All Curriculum areas Environmental Education

VOCABULARY								
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	Skill	Knowledge	Understanding	Attitude				
Gathering Information Cont'd					Preliminary Bibliography -Preparing it -Using it Taking notes on cards Outlining Plagiarism Footnotes Bibliography -Author's name -Title -Place of publication -Publisher -Date of publication Abbreviations used in footnotes and bibliography -anon = anonymous -ed = editor or edition -n. = no date -pp. = pages etc.	Organising collected data in a form which makes it accessible for delivering a speech, writing a research paper or a summary. Writing a research paper with footnotes and bibliography included	Can students: -Write orderly noted? -Orally present coherent information from note cards? -Present information using their own words; use quotes and acknowledge their sources?	
Word Study	Use of ways and means to study words for their origin,	Some English words have their origins in other languages	Many words are derived from Greek and Latin	Be aware of the significance of names.	Origins Names of the month -Named after Roman rulers or gods -Are months of the Roman calendar	Writing heroic stories with the day and month of the incident being symbolic	-Use the name of a day and month to give more reason for the events in a story?	All Curriculum areas

VOCABULARY								
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Word Study Cont'd	<p>meaning, and structure.</p> <p>Use context and other clues to understand the written or spoken word.</p>	<p>The context in which a word is used can give external and/or internal clues to determine its meaning.</p>	<p>The meaning of a sentence is derived from the meaning of each word in the sentence.</p>	<p>Be aware that the same word or phrase can have different meanings.</p>	<p>Origin</p> <p>Months and Days</p> <p>March – Mars, the god of war</p> <p>July – Julius Caesar</p> <p>Sunday – the day of the sun</p> <p>Thursday – day of Thor (Norse god)</p> <p>Derived names from Greek and Latin</p> <p>-Volcano</p> <p>-Helium</p> <p>-Fatal</p> <p>-Cereal</p> <p>-Museum</p> <p>Word Meanings</p> <p>Context Clues</p> <p>External</p> <p>Definition by:</p> <p>-Example</p> <p>-Description</p> <p>-Comparison and Contrast</p> <p>-Synonyms and antonyms</p> <p>-Apposition</p> <p>-Formal</p>	<p>Researching and compiling a list of names and words derived from Greek and Latin and stating the origin</p> <p>Reading passages and paragraphs and finding the meaning in context of identified words in the passage through internal and external clues</p>	<p>Can students:</p> <p>-Find the meanings of words in context using external and internal clues?</p>	<p>All Curriculum areas</p>

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Word Study Cont'd					<p>Internal clues -Root -Suffix -Prefix</p> <p>Latin Roots <i>ject</i> – throw -<i>Reject</i> -<i>Eject</i></p> <p>mit – look -<i>Emit</i> -<i>Remit</i></p> <p>vis – look -<i>Vision</i> -<i>Envision</i> <i>volv</i> – roll -<i>Revolve</i> -<i>Revolver</i></p> <p>Meaning of prepositions and conjunctions E.g. -<u>For</u> – In honour of / in place of - <u>Since</u> – from then until now / because</p>	<p>Identifying the affix of a word to isolate the root. Finding the meaning of the root and combining it with the meaning of the prefix to determine its full meaning and using the suffix to determine the word class</p> <p>Writing two to three sentences, each containing the same proposition or conjunction, and writing the meaning of the proposition or conjunction in keeping with the context in which it was used</p> <p>Creating sentences and indicating the meaning of the conjunction or preposition used</p>	<p>Can students:</p> <p>-Isolate Latin roots to find the meaning of words?</p> <p>-Place words into word families based on the Latin root?</p>	

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Word Study Cont'd					<p>Semantic change -Process: Specialisation – becomes a limited class E.g Hound – <i>any dog to a hunting breed of dog</i> Maid – <i>any girl to domestic servants</i> Typewriter – <i>the machine and typist to the machine only</i></p> <p>Generalisation – becomes a general classes e.g. Lady – <i>wife of a lord to almost all women</i> Coke – <i>the short for coca-cola to cola based drinks</i> Manuscript – <i>handwriting to typed material</i></p> <p>Amelioration – becomes more favourable e.g.</p>	Forming buzz groups and assigning a process of semantic change to each group to research words that have changed in meaning in that category and compiling information to share with the remainder of the class.	Can students: -List the words in its correct category of change?	All Curriculum areas

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Word Study Cont'd					<p>-Queen – <i>a woman to a king's wife.</i></p> <p>-Chiffon – <i>a rag to a silky fabric</i></p> <p>-Angel – <i>a messenger to a godly being</i></p> <p>Pejoration – becomes lowered in esteem e.g.</p> <p>-Knaves – <i>a boy to a rogue</i></p> <p>-Problem – <i>a proposal to a troublesome question</i></p> <p>-Villain – <i>a farmyard to a wicked person</i></p> <p>Meaning of Literacy Terms</p> <p>Ballad – <i>a song</i></p> <p>Diary – <i>a person's own account of activities</i></p> <p>Allegory – <i>an extended metaphor.</i></p>	<p>Creating four columns and headings then – WORDS / MEANINGS THEN / MEANINGS NOW / PROCESS</p> <p>Writing words with semantic changes, with their meanings then and now and the process of change</p> <p>Making a list of literary terms with their definitions for the purpose of general knowledge</p>	<p>Can Students:</p> <p>-Place words correctly in the columns?</p>	<p>All Curriculum areas</p>

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Word Study Cont'd					<p><u>Hyphenated Word Numbers</u></p> <ul style="list-style-type: none"> -Twenty-one -Two-metre wall -One-thirty -Thirty-odd persons <p><u>Prefixes</u></p> <ul style="list-style-type: none"> -Pre-Christian -All-seeing -Half-baked <p><u>Family Relations</u></p> <ul style="list-style-type: none"> -Sister-in-law <p><u>Compound Modifiers</u></p> <ul style="list-style-type: none"> -Well-known region -Thirst-quenching drink <p><u>Clarifying hyphens</u></p> <p>E.g. I re-created the garden for recreation.</p>	<p>Proofing written work to identify instances of unhyphenated words that need hyphens.</p>	<p>Can students:</p> <ul style="list-style-type: none"> -Effect the necessary change in words to be hyphenated or unhyphenated? 	<p>All Curriculum areas</p>

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Word Study Cont'd	Use terms in short stories to highlight their symbolism.				<u>Mythological names</u> -Apollo -Achilles -Bacchus -Hercules -Nemesis -Pegasus	Giving background on mythological characters, then naming others to be researched Using these characters in stories	Can students: -Use mythological references in the narrative writing?	
Figures of Speech	Identify and effectively use figures of speech in written compositions.	A rhetorical device that gives an allusion to convey an intense meaning	Figures of speech when used intensify description.	Take pleasure in using literary devices to colour written compositions	<u>Pun</u> -A word which has the connotation of its homophone e.g. The sign on the boat says <i>For Sail</i> <u>Irony</u> -Deliberately saying the opposite of what is meant e.g. One boy calls another ' <i>Mummy's little darling</i> ' <u>Oxymoron</u> -The use of contradictory words together. E.g. <i>Parting is such sweet sorrow</i>	Identifying figures of speech used in comprehension passages, literary text, passages or sentences and stating the effectiveness of their use Writing narratives and social commentary, enhancing the use of language with appropriate figures of speech	-Use Figures of Speech effectively in writing? -Easily identify figures of speech used in literary material?	All Curriculum areas

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					<p><u>Synecdoche</u> -A part is used to represent the whole E.g. <i>India has too many mouths to feed.</i> (Human beings, Indians)</p> <p><u>Litotes</u> The opposite of hyperbole -It makes an assertion about something by denying its opposite E.g. <i>Mary is not unhappy with her job</i></p>			All Curriculum areas