

National School Curriculum

# INSTRUCTIONAL GUIDE FOR ENGLISH CLASSES VII & VIII



School Curriculum Division  
Department of School Education  
Ministry of Education and Skills Development  
Royal Government of Bhutan



“Your parents, relatives, and friends would be very proud of what you have achieved. At your age, to have completed your studies is your personal accomplishment. Your knowledge and capabilities are a great asset for the nation. I congratulate you for your achievements. Finally, your capabilities and predisposition towards hard work will invariably shape the future of Bhutan. You must work with integrity, you must keep learning, keep working hard, and you must have the audacity to dream big.”

- His Majesty Jigme Khesar Namgyel Wangchuck

National School Curriculum

# INSTRUCTIONAL GUIDE

## FOR ENGLISH

CLASSES VII & VIII



School Curriculum Division  
Department of School Education  
Ministry of Education and Skills Development  
Royal Government of Bhutan

**Published by**

School Curriculum Division  
Department of School Education  
Ministry of Education and Skills Development  
Royal Government of Bhutan  
Thimphu, Bhutan.

**Provisional Edition 2021****First Edition 2022****Revised 2023**

[www.education.gov.bt](http://www.education.gov.bt)

© 2022 School Curriculum Division

All rights reserved. This publication is not for sale. No part of this book may be produced in any form without permission from the Ministry of Education.

**ISBN:** 978-99936-0-595-9

## Acknowledgements

The School Curriculum Division (SCD), Department of School Education, Ministry of Education and Skills Development would like to acknowledge the contributions of the following professionals and teachers who participated in the process of the development of the Instructional Guide for the implementation of the English curriculum.

The SCD also sincerely acknowledges the retrieval and use of contents and resources, either in part or whole, from relevant websites and other forms of sources with the assurance that these resources will be used exclusively for educational purposes.

### Research and writing

1. Amber Rai, Curriculum Developer, SCD, DSE, MoESD
2. Sangay Tshering, Curriculum Developer, SCD, DSE, MoESD
3. Phub Dorji, Training Developer, REC
4. Benita Chhetri, Teacher, Lungtenphu MSS, Thimphu Thromde
5. Tshering Om, Teacher, Bajo HSS, Wangdue
6. Sarita Devi Mongar, Teacher, Arekha MSS, Chukha
7. Leki Dorji, Teacher, Nangkor CS, Pema Gatshel
8. Choki Gyeltshen, Teacher, Drukjegang HSS, Dagana
9. Lobzang Nima, Khasadrapchu MSS, Thimphu
10. Bandana Gurung, Sarpang MSS
11. Dorji Yuden, Norbugang CS, Samtse

### Advisers

1. Tashi Namgyal, Director, DCPD, MoE
2. Pem Tshering, Chief Programme Officer, SCD, DSE, MoESD
3. Phuntsho Lhamo, Specialist, Adviser to DSE, MoESD

## Foreword

The erstwhile Royal Education Council (REC) developed an Adapted and Prioritized curricula for schools so that students can continue learning during the disruptions caused by the COVID 19 pandemic since March 2020. With the commencement of the 2021 academic session, the new normal curriculum, later renamed as the National School Curriculum (NSC), was embraced as a paradigm shift of education from the conventional knowledge-based learning to competency based, open source and experiential learning leveraged on digital technologies. In order to facilitate the effective implementation of the curriculum change, Instructional Guides were developed in all subjects, and the teachers were oriented through virtual and short contact modes as per the prevailing pandemic situations. The curricula were aimed at minimizing the learning loss for learners as it was designed for implementation in different situations - during school closure or during regular contact instructional hours.

While these measures served as a solution to problems brought about by the pandemic and the global changing trend in education, a resilient and more dynamic curricula and instructions remain the current priority of the Government. In cognizance of some the shortfalls in the provisional edition of Instructional Guides (IG), the Department of Curriculum and Professional Development reviewed and revised the existing Instructional Guides across all subjects with the aim of enforcing the competency-based learning, and making teaching-learning happen ‘anytime anywhere’ commensurate to an inclusive education, so that all learners are provided the opportunity to learn at their pace and situation.

The revised Instructional Guides have drawn ideas and inspiration from various educational philosophies and principles, particularly the Delors Report, ***Learning: The Treasure Within*** (1996). The report prioritizes the development of the whole person and not just academic knowledge through the four pillars: “learning to know”, “learning to do”, “learning to be”, and “learning to live together”. Therefore, the New Curriculum and the Instructional Guide is an attempt to transform education from the teaching of “what” to learning of “how” and “why” towards empowering learners with the transversal competencies and the 21<sup>st</sup> century skills, and preparing them to be lifelong learners.

It must be noted that the New Curriculum and the Instructional Guide are not just a response to the pandemic, but a culmination of the curriculum reform work for the last four years by the Royal Education Council. The school curricula are to be perceived as integrated, and based on themes and problems that inspire learners to learn and to live in peace with our common humanity and our common planet. This has the potential in the development of a strong base of knowledge about one’s self and about the world, find purpose of learning, and be better able to participate in social and political milieu. Thus, this initiative is envisaged to orient our educational process towards nurturing ‘nationally rooted and globally competent’ citizens.

Wish all our learners and teachers a life-enriching teaching and learning.

Tashi Delek



**Tashi Namgyal**

Director

## Table of Contents

1. Acknowledgements .....	iii
2. Foreword .....	iv
3. Introduction.....	vii
4. Purpose of the Instructional Guide.....	viii

## Class VII

1. Listening and Speaking.....	1
○ Competency	
○ Learning Objectives	
○ Learning Experiences	
○ Assessment	
○ Resources	
2. Reading and Literature.....	13
○ Competency	
○ Learning Objectives	
○ Learning Experiences	
○ Assessment	
○ Resources	
3. Writing.....	23
○ Competency	
○ Learning Objectives	
○ Learning Experiences	
○ Assessment	
○ Resources	
4. Language and Grammar.....	32
○ Competency	
○ Learning Objectives	
○ Learning Experiences	
○ Assessment	
○ Resources	
5. Continuous (CA) and Examination Weighting.....	41
6. List of suggested materials for Class VII Reading and Literature strand.....	43
7. Time allocation .....	43

## Class VIII

1. <b>Listening and Speaking</b> .....	45
○ Competency	
○ Learning Objectives	
○ Learning Experiences	
○ Assessment	
○ Resources	
2. <b>Reading and Literature</b> .....	59
○ Competency	
○ Learning Objectives	
○ Learning Experiences	
○ Assessment	
○ Resources	
3. <b>Writing</b> .....	69
○ Competency	
○ Learning Objectives	
○ Learning Experiences	
○ Assessment	
○ Resources	
4. <b>Language and Grammar</b> .....	76
○ Competency	
○ Learning Objectives	
○ Learning Experiences	
○ Assessment	
○ Resources	
5. <b>Continuous (CA) and Examination Weighting</b> .....	87
6. <b>List of suggested materials for Class VII Reading and Literature strand</b> .....	89
7. <b>Time allocation</b> .....	89
8. <b>Annexures</b> .....	90

## Introduction

This guide has been developed for teachers teaching English in schools across the country for the implementation of the English curriculum. As all the schools follow the same curriculum aimed at equipping the learners with the same set of competencies, it is crucial for all the teachers to have the same understanding about the intent of the curriculum so that they would be able to implement it as desired.

The English curriculum consists of four strands, according to the language competencies to be taught; they are Listening and Speaking, Reading & Literature, Writing and Language and Grammar. The language competencies to be acquired and demonstrated by the learners at each stage of learning are outlined as Standards, Competencies and Objectives. While guiding teachers on what to teach, these standards, competencies and objectives will also inform the stakeholders about the levels of knowledge and skills expected from the learners at various stages of education.

The sample activities given in the guide are suggestive in nature. Teachers can negotiate to adapt and design their own teaching learning activities or experiences that best suit their learners and their environment. What is non-negotiable is the teaching of the competencies that the learners must acquire at each class before they move on to the next class.

The curriculum has a wide range of knowledge, concepts and skills that the learners need to master. There are those which the learners can explore, acquire and practice to master on their own, and there are also more complex ones which need to be taught explicitly and practised consistently to gain a satisfactory level of mastery. Classroom teaching and instructional time should focus on teaching those concepts and skills that the learners cannot learn on their own, while encouraging learners to explore some areas to learn and practice on their own.

A major shift in the curriculum is the teaching and development of skills by the learners. Therefore, the curriculum contents should be used as vehicles to move towards the acquisition of competencies. The competencies for each class are further broken down as objectives that should serve as signposts for teachers to decide what to teach.

Since, competencies are at the heart of curriculum and its implementation, teachers should make conscious choice of the most suitable teaching-learning approaches. And, because the teaching focuses on acquiring skills/competencies, it will also be on the acquisition and demonstration of the skills - skills in terms of literacy and language, social, behavioural and affective domains that are demonstrable and measurable. Various approaches, tools and rubrics have already been disseminated to the teachers through the CFA guidebook. Teachers are asked to be consistent to meaningfully assess learners and report to stakeholders at various levels. Further, the focus should be for learning rather than of learning which would happen periodically.

## Purpose of the Instructional Guide

Among the many definitions of ‘curriculum’ this Instructional Guide underscores the meaning of curriculum as a standard and competency-based sequence of planned learning experiences where learners practise and achieve the proficiency in applying the learning experiences in real life scenarios. These proficiencies, in the curriculum framework, have been stated as “competencies” and ‘objectives’ for each class. In keeping with the principle, ‘less is more’ as stated the National School Curriculum, the contents of the curriculum have been reduced so that learners can be engaged more in activities that can lead to the acquisition of language skills rather than having them ‘cover the syllabus’.

This Instructional Guide believes that the classroom teachers, as professional individuals, can make the most authentic and reliable judgment about each learner’s learning needs and the learning experiences to be provided to propel the learners in the learning continuum.

With these beliefs and principles as the background, the following are the purposes of this document:

- i. Facilitate learners acquire language skills and competencies using literature as a medium.
- ii. Strengthen blended learning, including flipped classroom with multimedia, digital pedagogies and ICT devices and websites as tools to share the responsibility of learning amongst the learners, teachers, the parents and other stakeholders.
- iii. Facilitate the use of Continuous Formative for learning using diverse appropriate techniques and tools commensurate with individual differences in learning, and gather evidence to guide planning of educational programmes and activities for learners.
- iv. Promote inclusive learning through the blended learning which facilitates learning anywhere, anytime with the learner being responsible for the learning.
- v. Provide suggestive means of teaching language skills by building interrelationship among, and through, the integration of the four strands of the curriculum.
- vi. Help teachers assume the roles of facilitator, guide, motivator and evaluator.
- vii. Guide teachers, parents and other stakeholders in helping learners achieve their potential.
- viii. Empower teachers to design their own ‘course of study’ or ‘class curriculum’ for their students inline with the National School Curriculum Framework.
- ix. Enhance sharing the burden of responsibility and accountability for learning amongst the stakeholders, including the learners themselves.

In this age of advanced communication and information technology, contents are widely available from a number of sources, therefore, the contents of the curriculum have been kept flexible enough for teachers to select, structure and sequence them to best suit the learners need while maintaining coherence and consistency. In other words, while the contents of the curriculum are negotiable (except for short stories, novels or plays, where applicable), the competencies and objectives are not. While, teachers may have access to number of materials, it should be kept in mind that the teaching and learning should be focused on achieving the competencies rather than ‘covering of the syllabus’. The teaching learning materials should be used as means to create a learning environment that is competency-based where the learners need to master the skills presented to them. While designing lesson plans and teaching learning activities, teachers need to ensure that the materials are relevant and appropriate for the given task.

The assessment should be competency-based wherein the teachers should assess the learners’ mastery of the skills stated as competencies and objectives for each class. Teachers should use appropriate tools and techniques depending on the nature of the learning activities. The learners should be clearly informed about the success criteria, the areas of and the tools to be used so that they know exactly what tasks are to be performed or expected of them. In the process of the performance, the teacher should continuously provide feedback and, if necessary, modify instructions. Efforts have to be made to ensure that every learner has mastered the skills.

**Class VII**

---

## Listening and Speaking

---

### Topic: Sharing thoughts, ideas and opinions

Sharing information, experiences and opinions effectively is an integral part of human communication. Learners should be provided opportunities and platforms both at school and home to share their experiences, information and opinions to help them become responsible members of the family and community. Learners need to understand that their opinions are valued and that the information and experiences they have in life are important in shaping who they are and who they would grow up to be.

### Competency

- Use speech to share information, experiences and opinions clearly.

**Knowledge:** The use of appropriate words, phrases and sentences leverages expression.

**Skill:** Speech delivery skills.

**Behaviour:** learn to share opinions, and respect others' opinions.

### Learning Objectives

- Organize and participate in meetings and debates on relevant topics including gender stereotypes and gender inequality.
- Deliver speeches on topics of their choice.
- Enhance listening and speaking skills using multimedia tools.

**Note:** The above objectives can have multiple topic specific lesson objectives.

### Learning Experiences

- Ask learners to take turns and share their favourite character from a recent book or story they have read.
- Create opportunities for learners to deliver impromptu speeches in the classroom in pairs, small groups and whole class by using cooperative learning structures on topics related to gender stereotypes and gender inequality.
- Conduct debate on the topics to include gender stereotypes and gender inequality. (Teacher might need to explain the concept of gender stereotypes and gender inequality)
- Classroom conversation – Learners, in pairs, choose topics related to gender stereotypes and gender inequality and explore in depth using search engines (Google, YouTube) and prepare a classroom conversation. The pair should make a presentation on the process of their exploration and what they learnt. Meanwhile, others should listen actively and take notes on the presentation covering the delivery and what new things they learnt. Further, they should also take notes on the 'facts' and 'opinions' from the presentation. Set the time limit and provide an instructional structure for the conversation.

- Explore videos of speeches delivered by famous Bhutanese and non-Bhutanese personalities on topics related to gender stereotypes and gender inequality. Let learners watch the videos and analyse the effectiveness of the speech. For analysing the speech, the learners could be given prompts to pay careful attention to:
  - ✓ The physical posture and the general expression adopted by the speaker.
  - ✓ The gesture used by the speaker
  - ✓ Fluency, intonation and emphasis while speaking.
  - ✓ Use of humour, if any, and its effect on the audience.

### Suggested Lesson Activity

Name of activity	Teacher's role	Learner's activity
1. Approaches to conducting debate	<ul style="list-style-type: none"> <li>✓ Brainstorm on debating skills.</li> <li>✓ Lead discussion on structure of debate through PPT/video lesson (use the suggested link below)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Share the debating skills based on their prior knowledge.</li> <li>✓ Participate in discussion on the structure of debate.</li> </ul>
2. Debate: Gender roles and gender norms influence people's lives <b>Note for teacher:</b> Children will be able to learn the following ideas and skills at the end of the debate: <ul style="list-style-type: none"> <li>➤ identify how gender norms shape identity, desires, practices and behaviour (knowledge);</li> <li>➤ Examine how gender norms can be harmful and can negatively influence people's choices and behaviour (knowledge);</li> <li>➤ recognize that beliefs about gender norms are created by societies (attitudinal);</li> <li>➤ acknowledge that gender roles and expectations can be changed (attitudinal);</li> <li>➤ practice everyday actions to influence more positive gender roles in their homes, schools and communities (skill).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Explain necessary vocabularies like gender, stereotypes and gender inequality.</li> <li>✓ Divide learners into three heterogeneous groups (for, against and Jury)</li> <li>✓ Assign roles for each group.</li> <li>✓ Assign topic</li> <li>✓ Provide time for discussion.</li> <li>✓ Facilitate the conduct of debate</li> <li>✓ Assess student's competency on debating skills and attitudes, use of question tags and conditionals.</li> </ul> <p><b>Note:</b> Maintain formative record of learners in Google/Excel Sheet.</p>	<ul style="list-style-type: none"> <li>✓ Participate in discussion on the assigned topic</li> <li>✓ Explore information.</li> <li>✓ Participate in debate</li> <li>✓ Involve in peer</li> </ul>
<b>Note: The peer rubrics can be either prepared by the teacher or involve learners in the process.</b>		

## Assessment

- Assess debate performance in display of debating skills, feedback skills (jury) and language through peer. The feedback skills of the jury may be assessed by the audience.
- Maintain a formative record of every learner's performance.

## Resources

Use the links provided to make children learn more about public speaking and carry out.

- <https://www.youtube.com/watch?v=YyaThBbzLQg> (extempore speech)
- [https://www.youtube.com/watch?v=bh6xvg\\_rEUI](https://www.youtube.com/watch?v=bh6xvg_rEUI) (extempore speech)
- [iRubric: A Personal Experience Speech rubric - H35B32: RCampus](#) (sample rubrics)
- [https://www.edu.gov.mb.ca/k12/cur/socstud/frame\\_found\\_sr2/tns/tn-13.pdf](https://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/tns/tn-13.pdf) (Debate structure)
- <https://busyteacher.org/7245-conducting-class-debate-essential-tips.html> (debate structure)
- <https://www.youtube.com/watch?v=yqF5C0xU-f4> (gender inequality)
- <https://www.youtube.com/watch?v=12t7PYilNQQ> (gender inequality)
- (Visit the link: [English VII – Content Repository \(rec.gov.bt\)](#))

**Note:** The resources provided are suggestive in nature, so teachers can explore and use information that are relevant to the given concept.

## Topic: Language to suit settings and contexts

Using different types of sentences while delivering speeches enhance the fluidity of expression and cohesion to make it more impactful. Through this, learners will become better speakers.

### Competency

- Show control of common sentence structures to deliver speeches.

**Knowledge:** Use of apt sentence structures augment expression of speech.

**Skill:** Show control of sentences in speeches.

**Behaviour:** Articulation, sharing opinions and showing positive attitude.

### Learning Objectives

- Use the listening and speaking skills developed in earlier classes.
- Use spoken language to develop understanding through speculation and exploration of ideas.
- Deliver speeches on topics such as family, the different roles of each member and their relationship they share within the family.

**Note:** The above objectives can have multiple topic specific lesson objectives.

### Learning Experiences

- Re-examine the components that make up an effective speech through questions and prompts. This will guide learners to deliver speech in the desired manner.
- Present the concept and examples of each type of sentence – simple, compound and complex sentences through PPT or video lesson. (*This can be integrated with the second competency of the language strand*).
- Present examples of different types of sentences (simple, complex and compound) through PPT or Video lesson. Ask learners to observe and compare the sentence types. Facilitate a whole-class discussion, group learners into pairs for further discussion. Note down the responses and use the relevant ones to explain the concepts of the three different types of sentences.
- Use the story, 'Thank You Ma'am' to introduce different types of sentences (simple, compound, complex). Teacher may extract various sentences from the text and facilitate learners on concept of simple, compound, and complex sentences. Ask the groups to pick and write examples of each type of sentences (simple, complex and compound).
- Let learners read the story Thank You Ma'am and discuss to explore themes. Let learners present the discussion to the class focusing on competent use of types of sentences to relay the virtues of empathy, kindness, and the significance of giving second chance where needed, stand out in the story.
- Let learners watch the video on virtues of empathy, kindness, and the significance of giving second chance. (<https://www.youtube.com/watch?v=UMrBMTgIPxc>)
- Make learners role play on the following concepts; (*Role-Play tips link provided in Resources*)
  - A child from single parent and another with both parents.
  - A mother and daughter talking about importance of family.

- A counsellor and student talking about roles and responsibilities of family members.
- A father and child appreciating and celebrating child's achievement.
- Grandchildren's respect for grandparents.

Note: Their dialogue should consist of all three types of sentences.

### Suggestive lesson Activity

Name of activity	Teacher's role	Learner's activity
1. Approaches to Role Play	<ul style="list-style-type: none"> <li>✓ Brainstorm on ideas of role play</li> <li>✓ Explain necessary vocabularies</li> </ul>	<ul style="list-style-type: none"> <li>✓ Share ideas on role play based on their prior knowledge.</li> <li>✓ Demonstrate mindful listening.</li> </ul>
2. Role Play: <ul style="list-style-type: none"> <li>➤ A child from single parent and another with both parents.</li> <li>➤ A mother and daughter talking about importance of family.</li> <li>➤ A counsellor and student talking about roles and responsibilities of family members.</li> <li>➤ A father appreciating his child's achievement and celebrating the success together.</li> <li>➤ Grandchildren's respect for grandparents.</li> </ul> Note: At the end of the lesson;  A child must be able to learn about family and the different roles of each member, love, family support, values and responsibilities	<ul style="list-style-type: none"> <li>✓ Introduce the title, explain necessary concepts and vocabularies related to the topic (where necessary)</li> <li>✓ Select participants</li> <li>✓ Assign topics.</li> <li>✓ Provide time to explore information and involve in discussion.</li> <li>✓ Facilitate role play</li> <li>✓ Assess student's competency on debating skills and attitudes, sentence structure, use of question tags and conditionals.</li> </ul> <p>Note: Maintain formative record of learners.</p>	<ul style="list-style-type: none"> <li>✓ Discussion on the assigned topic</li> <li>✓ Explore information</li> <li>✓ Perform the play</li> <li>✓ Assess self/ peer</li> <li>✓ Write reflective journal (<i>as apart of writing activity</i>)</li> </ul>

*Note: The peer rubrics can be either prepared by the teacher or involve learners in the process.*

- Select an appropriate text – Short story or essay of their choice, and ask learners in group, to pick examples of each type of sentences. (Learners should be able to explain why the sentences are examples of each type in a form of a note demonstrating the use of simple, complex and compound sentences.)

### Assessment

- Assess learner's competency in using the types of sentences through the role play activity.
- Assess their work and give feedback based on the accuracy of the type of sentences used and the concept of each type of sentences. (Integrate with the second competency of the writing strand)
- Assess learners through competent use of sentence structure during the presentation.

## Resources

- <https://www.youtube.com/watch?v=lf3VPtQyehI> (the power of relationship)
- [https://www.youtube.com/watch?v=R\\_JX0qRV-w](https://www.youtube.com/watch?v=R_JX0qRV-w) (gender roles)
- <https://www.youtube.com/watch?v=iwiDUAYMpWl> (role-play tips)
- <https://www.youtube.com/watch?v=m9Avsw-kK-s&t=54s> (sentence structure)
- <https://www.sjsu.edu/writingcenter/docs/handouts/Sentence%20Types%20and%20Functions.pdf> (sentence structure)
- <https://www.youtube.com/watch?v=Sv4sWONFtnw&list=PL8WWToQ5Kvkc8Yfk5OygisN1gXe3OTFei&index=15> (sentence structure)
- [English VII – Content Repository \(rec.gov.bt\)](#)
- <https://www.youtube.com/watch?v=UMrBMTglPxc>

## Topic: Listening to collaborate and learn

Responding to information and opinion of peers sensitively is a critical process to enhance positive language aspects. Learners get chance to respond to peers' opinions positively and this reinforces language learning to a great extent.

### Competency

- Respond to information and opinions presented by peers with sensitivity to support each other's language development.

**Knowledge:** language skills develop with interaction.

**Skill:** respond to information and opinion through negotiation skills.

**Behaviour:** learn to respond with sensitivity, respect, support.

### Learning Objectives

- Communicate effectively in practical and social situations.
- Listen to and speak in collaborative discussions using words of appreciation and acknowledgement where necessary.

**Note:** The above objectives can have multiple topic specific lesson objectives.

### Learning Experiences

- Revise the appropriate words and phrases that are commonly used to show acknowledgement, appreciation, encouragement, agreement and asking for clarification during collaborative learning.
    - ✓ Example: 'I liked what you said', 'O that's something I wouldn't have thought about!', 'Wonderful!', 'I agree with you, please go on', 'Excuse me, can you to clarify the part where you said...', 'Do you mean that...'
  - Present or share the notes on suitable words/ phrases of acknowledgment, encouragement and appreciation for collaborative learning, such as: 'I want to thank you for all the support', 'I really appreciate your support in this endeavour', 'you are an inspiration', 'So kind of you'...
  - Use the story, 'One Day a Stranger Came By' to familiarize on how different characters respond to, agree or disagree to the opinions, supports each other's opinions, and resolve the problem. Let learners read the story individually and share their own interpretation in the group focusing on the themes, literal and implied meanings. (Discussion should focus on use of appreciation, agreement, acknowledgement, and encouragement words).
  - Role-Play
    - Roles:** The Principal, the Caretaker and the Health In charge
    - Context:** The school water taps have run dry for two days in row; the health in-charge had asked the caretaker to ensure continuous water in the taps the other day. Finding the water taps dry, the health in-charge has informed the Principal about the problem. Now build a conversation involving the three (their conversation should show respect and appreciation of each other's work and words, and collaboration towards finding a solution).
- (Role-play involving other character in practical scenarios like the above can be carried out)*

- **Extended task:** Ask learners to prepare a role-play on any situation at home using words of acknowledgment, appreciation and encouragement. (Situation at the discretion of the learners/teacher)

## Assessment

- Assess learner's skills, values and attitudes in expressing words of appreciation and acknowledgement. Maintain formative record of learners.
- Assess learner's knowledge on sharing and discussion of the individual interpretation focusing on the use of words to appreciate, acknowledge, encourage, and agree through peer.

## Resources

- <https://www.youtube.com/watch?v=YY2yjEEoB3U> (use of appropriate words)
- [English VII – Content Repository \(rec.gov.bt\)](#)
- <https://youtu.be/VgMKgkUKEvs>

## Topic: Speaking with clarity

It is crucial to understand and use vocabulary appropriately as the situation demands. Acquiring the skill of speaking with adequate vocabulary in formal and informal situations enhances language that prepares learners to communicate effectively in any situations.

### Competency

- Demonstrate the knowledge of adequate vocabulary to speak in formal and informal situations.

**Knowledge:** choice and use of vocabulary differs according to situation.

**Skill:** use vocabulary appropriate to the context or situation.

**Behaviour:** express emotions and opinions in right attitude and situation.

### Learning Objectives

- Speak using correct question tags and correct pronunciation with adequate vocabulary
- Organize and participate in meetings and debates.

**Note:** The above objectives can have multiple topic specific lesson objectives.

### Learning Experiences

- Review the words/phrases of appreciation, encouragement and acknowledgement generally used in formal and informal situations.
- Prompt learners to explain the differences between formal and informal language. Then rectify the errors by providing information on formal and informal language and the words.
- Integrate the use of formal and informal language with question tags.
- Introduce question tags with examples stating its rules and usage. It should include the statement that is:

#### For Teacher's reference:

- A positive statement is followed by a negative question tag. Example: Dorji is from Paro, isn't he?
- A negative statement is followed by a positive question tag. Example: They aren't funny, are they?
- Learners in pairs can be asked to create two situations (formal and informal) and write dialogues using question tags. Those written dialogues can be performed and presented in the classroom through a role-play. This exercise gives your learners' insight into their peers' interests, gets learners to use formal and informal language in different settings. Some of the situations can be:

#### Dialogue for formal situation:

A student has been missing few classes without information. It comes to the notice of the Principal; hence the Principal asks the student for explanation. Create a dialogue between the Principal and the student for this situation.

### **Dialogue for informal situation:**

Two friends sharing about their favourite characters from the latest movie they had watched.  
Create a dialogue between two friends about the movie and the characters.

(Learners may choose different situations for both formal and informal) will be based on the:

- Use of appropriate vocabularies in formal and informal situations.
- Use of question tag as per the statement rule.

### **Assessment**

- Assess learners' use of appropriate vocabularies in formal and informal situations through prepared rubrics.
- Assess learners' use of question tag as per the statement rule.
- Maintain learner's formative

### **Resources**

- [https://www.youtube.com/watch?v=hdKYl8Tg\\_FQ](https://www.youtube.com/watch?v=hdKYl8Tg_FQ) (formal and informal video lesson)
- <https://www.uts.edu.au/current-learners/support/helps/self-helpresources/grammar/formal-and-informal-language> (Formal and Informal language)
- <https://onlymyenglish.com/formal-and-informal-words-list-pdf/> (formal and informal word list)
- [English VII – Content Repository \(rec.gov.bt\)](#)

## Topic: Sharing thoughts, ideas and opinions

### Competency

- Talk about books they have liked and read to demonstrate their ability to review and analyse.

Letting learners to talk about books with friends is a good way of instilling in them a habit of reading. Besides developing listening and speaking skills, book talks is an effective way of sharing information and developing analytical skills.

**Knowledge:** Books are a source of information and ideas and that reading enriches one's life.

**Skill:** Speak books for review and analysis.

**Behaviour:** Cultivate the habit of reading.

### Learning Objectives

- Talk about the texts they have written and the ideas of the books that they have read from various sources.
- Take cues from the listeners who have not understood what was said and restate for clarification.

**Note:** The above objectives can have multiple topic-specific lesson objective.

### Learning Experiences

- Explore the reasons for reading; reading for pleasure, extracting information, etc. Write the ideas shared by the learners on the board.

#### Book Talk

- Let learners discuss in pairs about the types of books they have read and why.
- Provide ideas and information on 'Book Talk' to the learners through a book talk prepared by the teacher or screen a reliable video clip).
- Ask learners to give a book talk about the book they read and liked and restate the ideas that seem vague to the listeners.

#### Book review:

- Provide tips on the steps to review a book.
- Ask learners to write a review of the book they have read and liked. Give them a week to complete the write-up. Inform them that their work would be assessed for the Writing strand.
- Based on their book review done earlier, ask the learners to present a talk. Remind them that their book talks would be assessed for the Listening and Speaking strand. (This may take a month or so depending on the number of learners).
- Share the rubrics (or design the rubrics together) for the book talks and reviews.

## Assessment

- Assess the written book review by developing criteria that should be known to learners as well. Provide constructive feedback after the
- Asses their book talks (class presentation/audiotape) and provide constructive feedback.

**Note:** The success criteria should be made clear to the learners and developed together wherever possible.

## Resources

- <https://www.weareteachers.com/what-is-a-book-talk/> (book talk)
- <https://bookriot.com/how-to-write-a-book-review/> (book review)
- ([English VII – Content Repository \(rec.gov.bt\)](#))

**Suggestion:** Multiple competencies can be assessed in a single class.

---

## Reading and literature

---

### Topic: Interpreting ideas in texts

Reading is a process of interacting with the text to grasp, among other things, the main ideas, events, themes and characters. Learners should be taught the skills on how to read texts so that they can interact with texts independently.

### Competency

- Read texts to interpret significant ideas, events, themes, and characters.

**Knowledge:** Texts carry meanings and ideas.

**Skill:** Reading and Interpreting.

**Behaviour:** Imbibe positive ideas and values contained in the texts.

### Learning Objectives

- Use appropriate reading strategies and skills developed in earlier classes to comprehend the texts.
- Use the dictionary and other sources to find variant meanings of words and gain deeper understanding.
- Apply skimming and scanning techniques where appropriate to gather information.

**Note:** The above objectives can have multiple objectives that are specific to lesson topic.

### Learning Experiences

- Ask learners to read the essay (Suggestive Text: “The Unfortunate Break”). Let them identify difficult words from the essay, and look for their meanings relating to the context. Encourage the learners to use a dictionary to find word meaning and write down the meanings in context of the text for better interpretation.
- Learners will be introduced to reading techniques (skimming and scanning) that will improve the learners to interpret/comprehend the text and look for information as well as specific details.
- Illustrate skimming techniques to read through the essay. Show how to take note of important information quickly. Learners can practice skimming to read the essay and write down the important notes.
- Demonstrate the scanning technique to extract specific details like: significant ideas, events, theme and characters by pointing out precisely.
- Select the same essay used for skimming technique and ask the learners to apply scanning technique to read the text while looking for details such as ideas, events, themes and characters. This reading strategy helps them to answer the questions specifically. Refer the questions in the text on the Unfortunate Break to better understand the text.

## Assessment

- Assess learners' responses based on the ideas presented in the text in connection to the real-life situation.
- Assess learner's text interpretation through self/peer (create rubric).

## Resources

- <https://www.youtube.com/watch?v=F1wPYHa5nUg>
- <https://www.youtube.com/watch?v=XvvQYimPUq0>
- <https://youtu.be/SmnR4AZ-XM8>
- <https://youtu.be/MAu3e5GZo4k>
- <https://youtu.be/v7QuOr1PP7o>
- <https://youtu.be/GGS3NcmAZnw>
- <https://youtu.be/Zr1xLtSMMLo>
- <https://youtu.be/Tevlz2S2Mzk>

## Topic: Reading strategies

Using compare and contrast strategies help learners read multiple texts to organize and analyse information better. Besides helping the learners read and gather information, the concept of comparison and contrast is an analytical skill that will serve the learners in other areas of study and in life.

### Competency

- Use the strategies like comparison and contrast to develop their responses to the literature they read.

**Knowledge:** literature can vary in themes, styles, and language

**Skill:** reading, interpreting, comparing and contrasting skills

**Behaviour:** be motivated through varied literature

### Learning Objectives

- Read various kinds of formal writing – business letters, reports, applications, and invitations and know their different purposes.
- Read and view at least 40 pieces of literature, for pleasure to demonstrate independent reading and learning in content area.

Note: The above objectives can have multiple topics specific lesson objective.

### Learning Experiences

- Provide the following note on various kinds of formal writing and discuss the concept of comparison and contrast with its purpose.

Note: (This lesson can be presented through PPT or any other relevant sources)

**Business letter:** The common purposes of a business letter are to build relationship, for sales effort, resolving an issue and consideration.

**Reports:** A formal document that elaborates on a topic using facts, charts, and graphs to support its arguments and findings. It aims to convey information, analyse an issue or problem, and provide a recommended course of action.

**Application:** it is written for different purposes such as to complain, to request information, to give information, in response to a letter, to confirm detail, to apply for position, etc.

**Invitation:** Written for events like graduation ceremonies, or business events or party. Its purpose is to coordinate the event better and accordingly.

- Group the learners and provide them with different pieces of formal writing samples. Learners will read, discuss and analyse the various forms of formal writing through comparison and contrast. Learners will list down the similarities and differences of the above stated formal writing. This strategy will help them to identify similarities and differences by stating the purpose.
- Conduct an activity to deliberate on the essence of comparison and contrasting between the different types of texts they have read on the areas such as themes, characters.

- Learners will read 40 pieces of various literature forms, and maintain a portfolio as they complete each literature piece they have read across the year. They will need to compare and contrast at least 10 pieces of the materials they have read. This will enable learners to acquire the ideas of similarities and differences between different genres of writing (formal/informal), fiction or non-fiction, author, and themes. In addition, learners will be able to apply the skill in responding to the different texts they read.

## Assessment

- Assess learners' critical analysis based on genre, themes, language and values
- Assess the reading log based on the sample provided below.

Sl. No	Title	Author	Genre	Start Date	End Date	Teacher's Signature

## Resources

- <https://www.youtube.com/watch?v=HtGzwoVCO4E> (compare and contrast)
- <https://youtu.be/UBO-ib-V8LM>
- <https://youtu.be/SmnR4AZ-XM8>
- <https://youtu.be/QVyOeD2xg94>

## Topic: Critical reading strategies

Texts may contain many ideas and information followed by further explanations and details. Learners should be taught how to differentiate the main ideas from the insignificant details so that they can extract those in support of their opinions.

### Competency

- Refer to relevant ideas and information in the texts to support their explanations.

**Knowledge:** Ideas and information can be used to support explanations.

**Skill:** Analyzing, interpreting and evaluating ideas and information

**Behavior:** learn to support claims with evidences.

### Learning Objectives

- Build vocabulary and use pronunciation skills to pronounce new words correctly.
- Apply close and critical reading and viewing skills to enhance their understanding of how lexical and grammatical items are used in context.

**Note:** The above objectives can have multiple topics specific lesson objective.

### Learning Experiences

- Review critical reading strategies learned in the earlier classes. They will discuss in pairs and share some strategies (Previewing, Contextualizing, questioning to understand and remember, Summarizing, Comparing and contrasting related readings) taking turns.
- Use the story “The Girl Who Couldn’t See Herself” or “Thank You Ma’am” to exercise critical reading and broaden understanding of the content.
  - ✓ Select a list of new vocabulary from the story and display on the board/screen. Ask learners to recollect the pronunciation skill to pronounce the words correctly. (Use dictionary/app with voice for pronunciation) or instruct learners to audiotape the words they pronounce and send them for.
- Engage learners in individual reading focusing on critical reading skills. Use the questions just below the text “Thank You Ma’am” to conduct panel discussion.
- Ask learners to select any piece of literature (suggestive text: “Unfolding Bud”) to compare and contrast the theme, characters, values and language in presenting the ideas and information with the current text they read. (Thank You Ma’am). Learners will be asked to work in team for the task and display / present the written work through gallery walk/table tour. The task and presentation of a team should be assessed by another team.

### Assessment

- Assess learners’ pronunciation based on accuracy, clarity and intonation.
- Assess learner’s interpretation of ideas from the text with reference to themes, values, language and characters through peer.

## Resources

- <http://academic.shu.edu/english/1201/Reading/critical-reading-strategies.htm> (critical reading strategies)
- <https://youtu.be/jJPea7Ogy6w>
- <https://youtu.be/SmnR4AZ-XM8>
- <https://youtu.be/MAu3e5GZo4k>
- <https://youtu.be/v7QuOr1PP7o>
- <https://www.youtube.com/watch?v=HtGzwoVCO4E>

## Topic: Layers of meanings of texts

The skill of analyzing and appreciating poetic language helps learners to understand deeper meanings, feelings, or images. It's a way to develop the artistic form of language and acquire aesthetic value. It allows the learners to construct meanings other than the literal.

### Competency

- Read texts to analyse and appreciate the effect of poetic language.

**Knowledge:** Poetic language carries multiple meanings.

**Skill:** Reading and understanding poems, analysing text.

**Behaviour:** Appreciate the beauty of poetic language and develop aesthetic value.

### Learning Objectives

- Recognize denotative and connotative meanings of words in texts.
- Identify the features of the modern lyric and traditional ballad.
- Recognize the music in poetry achieved by rhyme, rhythm, and alliteration.
- Read poetry and discuss the emotions evoked in the reader by the language of poems.
- Read and recognize the difference between literal and figurative language in the texts.

**Note:** The above objectives can have multiple topics specific lesson objective.

### Learning Experiences

- Begin the lesson by asking learners to write one stanza song/poem using poetic devices/figurative languages learned from the earlier classes (simile, metaphor, rhyme...) expressing their feeling in the present moment or ask them to write a song which they feel has poetic devices/figurative languages they know. Ask learners to identify simile, metaphor, rhyme... from their writing in pairs or team. Tell them the features of modern lyric.
- Use the poem "To My Son" by Helen Fogwilll Porter to teach learners more about poetic language/approaches to poetry (alliteration, assonance, personification, rhythm, imagery ...).
- Ask Learners to discuss, Julio Noboa Polanco's 'Identity' as a rejection of conformity, preferring to celebrate individuality.
- Let learners listen (2 to 3 times) to the song lyrics on "Annabel Lee" by Edgar Allan Poe and let them interpret the song in pairs. Provide few words from the poem and ask learners to share the meaning.
- Use the learners' responses to introduce the concept of connotation and denotation. For instance, the denotative meaning of 'Identity' is the distinguishing character or personality of an individual. (Through this activity learner will be able to apply the new concept (connotation and denotation) in response to other texts.
- Let learners rewrite the song/poem they have written earlier incorporating new poetic devices/figurative languages. (Simile, metaphor, personification, rhyme, rhythm, alliteration, onomatopoeia, connotation, denotation). In pairs, let the learners identify the figurative language used in the poem Annabel Lee by Edgar Allan Poe.

- Let the learners look at link to recognize rhyme and rhythm in the poem Annabel Lee by Edgar Allan Poe. <https://youtu.be/Y9ksrQx0TQJQ>
- Introduce the term '**Ballad**' and its features. Ask learners to compare and contrast the two poems: lyrical (Annabel Lee) and ballad (Lochinvar). Ask learners to write a comparative analysis on how the use of language in different poems evoke the emotions. Learners are required to explore the features of ballad to produce critical analysis of the two given poems. The analysis must consist of the comparison and contrast of features, language and theme)

## Assessment

- Assess the first activity by visiting the pair/team and record learner's prior knowledge. Maintain record of children's formative assessment.
- Assess the poem in accordance to the rubrics under the third competency in the writing strand.
- Assess the comparative analysis focusing on clarity and appropriateness.

## Resources:

- <https://www.youtube.com/watch?v=iVJh4KGWGrS> (Lyrical Poem)
- <https://literaryocean.com/lyric-poetry-definition-characteristics-and-examples/> (notes on lyric poem)
- <https://youtu.be/Y9ksrQx0TQJQ>

## Topic: Analyzing and evaluating texts

Reading text to compare and contrast is an essential skill in analysing opinions and ideas not only of the text but also one's own ideas with regard to the author's ideas. It helps to interpret and understand different points of view.

### Competency

- Read texts to compare and contrast themselves and their ideas with and the people and ideas they encounter in the literature.

**Knowledge:** texts contain varied information and ideas

**Skill:** Comparing and contrasting, analysing

**Behaviour:** acknowledge and respect divergent ideas and values

### Learning Objectives

- Employ the features of biography of worthy personalities to make meanings in their reading
- Make text to life connections
- Read critically about issues in the national and international community (Non-fiction text, newspapers, magazines, and technology assisted sources) and discuss how these issues relate to them.
- Evaluate the main ideas/idea of text read and generate their own understanding.

**Note:** The above objectives can have multiple topics specific lesson objectives.

### Learning Experiences

- Organize a gallery walk where learners will be exposed to concept of biography and its features supported by biographies of worthy personalities. Encourage learners to read through and learn about those personalities and their ideas. Ask learners to write the ideas acquired through the various biographies using the following prompts to make text to life connection. Let learners share the written work to the class. Give them the following prompt:
  - i. After the gallery walk, I feel inspired and motivated about...
  - ii. How can I use this inspiration to work towards solving the issues in the national and the international level? (The teacher might have to list some of the pressing issues faced by the Bhutanese and the world at large). This can also be asked to videotape if the facilities are available.

#### Suggested biographies:

- Albert Einstein
- Stephen Hawking
- The Fourth King of Bhutan
- Malala Yousafzai
- Mahatma Gandhi
- Nelson Mandela
- Let learners read the text **Childhood** by Flora Thompson from their text book and write a reflective journal. The same can also be done for the text Anne Frank's Diary.

- Ask learners to write a similar essay about themselves, their experiences of growing up in the neighborhood. Ask the learners to look for examples of alliteration and imagery used in the essay.
- Do you think it is good for adults not to interfere in children's quarrel? Why do you think so?
- Initiate a classroom discussion on the above question. Let the learners discuss on events/incidents mentioned in the text and make them talk about the part they liked. Why or Why not?
- Ask individual learners to write a brief biography on a person they admire. Remind learners to explore information from multiple sources including the internet. Learners may use the following ideas while writing:
  - Key facts and events in the person's life.
  - Provide insight into the person's character – feelings, motivations and opinions.
  - Descriptions of events, details, and examples that reveal character. (The work should be a part of the Writing Portfolio that is assessed)

## Assessment

- Assess learners' understanding of biography through their presentation skills.
- Assess learner's level of analysis through the sharing of text to life connection
- Assess learner's creativity and level of motivation through the journaling as a part of writing strand.
- Assess learner's interpretation of ideas from the text with reference to themes, values, language and characters through peer.
- Assess learner's biography writing based on inclusion of person's facts, insights, vivid description and organized writing style.

## Resources

- <https://www.theschoolrun.com/what-are-biography-and-autobiography> (what is biography)
- <https://www.youtube.com/watch?v=7XFZD5frKJc> (Albert Einstein's biography)
- <https://www.britannica.com/biography/Stephen-Hawking> (Stephen Hawking's biography)
- <https://www.dailybhutan.com/article/remembering-his-majesty-the-fourth-druk-gyalpo-legacies-on-his-64th-birthday> (fourth king biography)
- <https://www.biographyonline.net/women/malala.html> Malala Yousafzai's biography

---

## Writing

---

### Topic: Language to suit purpose and audience

The use of appropriate diction and varying sentence structures to suite the purpose and audience makes a piece of writing better than others. Therefore, learners must be taught when to use what type of words and sentences to achieve their purpose(s). This skill will allow them to grow as writers.

### Competency

- Use apt vocabulary and sentence structures to exhibit writing proficiency.

**Knowledge-** Rich repertoire of vocabulary and sentence structures

**Skills-** Write proficiently

**Behaviour-** Enjoy writing as a way of expressing and learning.

### Learning Objectives

- Use writing strategies developed in earlier classes.
- Use the dictionary and other resources to learn the meaning of words and how to spell and use them correctly.

**Note:** The above objectives can have multiple topic-specific lesson objectives.

### Learning Experiences

- Screen the video on Bhutan using the link (given in the resources list). Let the learners take notes as they watch and listen to the video. Familiarize learners with the BBS news. Every story in the news is a report. Now putting that visual information into writing is a report. After watching the video, let the learners write report following the narrative writing style. (No specific format is recommended for report writing, but the report should contain a title).
- Or ask the learners to write about any celebration or event that they have witnessed and observed. Ask learners to use apt vocabularies and sentence structures.
- Provide remedial help and interventions in the class social group.

### Assessment

- Assess learner's report writing through the suggestive rubric.

### Resources

- <https://www.youtube.com/watch?v=kMjbru15oCI> (about Bhutan)

## Topic: Unity, cohesion and emphasis

In addition to having topic sentences, paragraphs must have a clear and logical organization. There are many ways to organize paragraphs. The most common patterns are the following: classification, chronological sequence, evidence and illustration, contrast and comparison, and cause and effect.

### Competency

- Write coherent paragraphs that have unity and coherence and a clear topic sentence to demonstrate the knowledge of how a paragraph is organised.

**Knowledge**-Understanding how a paragraph is organised and written.

**Skills**-Writing coherent paragraphs.

**Behaviour**-Demonstrating the knowledge in other forms of writing.

### Learning Objective

- Write coherent paragraphs using simple, compound and complex sentences. Note: The above objective can have multiple topic specific lesson objectives.

### Learning Experiences

- Demonstrate how to write a paragraph that has a clear topic sentence and supporting details. (Thinking aloud while demonstrating is a powerful way of teaching)  
Then use the suggestive link given in the resources list.
- Provide samples of paragraph writing which has incorporated linking words.
- This lesson should be integrated with the second competency of Reading and Literature; learners will demonstrate the competency of coherent writing using different types of sentences through the analysis of 10 amongst the 40 pieces of literature they should be reading.
- Extended Task: Write at least two paragraphs about: how you spent your winter break.  
the role of friendship in one's life.  
the person you like the most. (Incorporate the correct use of sentence structure)

### Assessment

- Assess the learner's writing using the suggestive rubric.

### Resources

- <https://www.youtube.com/watch?v=WhG8wuwpCfc&list=PL8WWToQ5Kvkc8Yfk5OygisN1gXe3OTFei&index=16> (paragraph writing)
- [https://www.teaching.berkeley.edu/sites/default/files/general/sociologyrubric\\_writing.pdf](https://www.teaching.berkeley.edu/sites/default/files/general/sociologyrubric_writing.pdf) (paragraph writing rubrics).

## Topic: Language and its dynamism

Figurative language can transform ordinary descriptions into evocative events, enhance the emotional significance of texts, and turn prose into a form of poetry. It can also help the reader to understand the underlying symbolism of a scene or more fully recognize a literary theme. Figurative language in the hands of a talented writer is one of the tools that turn ordinary writing into a beautiful piece of literature.

### Competency

- Write using figurative language and adopt appropriate voice to show an increasing command over language and its dynamism.

**Knowledge-** The use of figurative language enhances language command and its dynamism.

**Skills-** Use figures of speech in their writing

**Behaviour-** Appreciate the beauty that figures of speech adds to language.

### Learning Objectives

- Use figurative language – simile, metaphor, onomatopoeia, and personification – to enhance the effectiveness of their writing.
- Write for a range of purposes and audiences using a variety of forms encountered in their reading including, explanations, summaries, resume, reports, fantasy and narrative essays.

**Note:** The above objectives can have multiple topic specific lesson objectives.

### Learning Experiences

- Revisit figures of speech and hold a classroom discussion on the four figures of speech viz. Simile, metaphor, personification and onomatopoeia. (Use the link suggested in the resource list for this exercise)
- Select a text containing some of the above figurative language and ask learners to read and select those segments that contain figures of speech **OR** let learners explore literary pieces that contain figurative languages and present to the class. The work must consist of varied figurative languages supported by evidences from the relevant sources. Learners accessible to ICT facilities may be asked to produce video lessons similar to the idea given in the link provided in the resource list. Through this activity, learners will demonstrate the competency of responding to different texts and explore ideas and information besides giving them opportunity to digitalize the learning process.
- This lesson should be integrated with the fourth competency under Reading and Literature where learners are asked to rewrite the song or poem incorporating the new poetic devices/figurative languages (simile, metaphor, personification, rhyme, rhythm, alliteration, onomatopoeia, connotation and denotation).

## Assessment

- Assess learner's use of figurative language through the suggestive rubric.
- Maintain record of learners' formative assessment.

## Resources

- <https://www.youtube.com/watch?v=766LkhtC27c&list=PL8WWToQ5Kvkdb2cYz3S7AqRf0evE7DwNk&index=23>(figures of speech)
- <https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=RXB9BW6&> (rubrics)
- <https://www.englishgrammar.org/figures-speech-exercise/> (figure of speech)
- <https://www.youtube.com/watch?v=nkRC4DZF-U> (sample video lesson)

## Topic: Diction, syntax and sentence structure

Writers use a variety of sentence structures and paragraph organisation depending, among others, on what kind of effect and moods (s)he wants to create on the readers. Learners must be taught the use of appropriate sentence structures and paragraph organization so that they can achieve the desired effect.

### Competency

- Use a range of sentence structures and paragraph organization to create different effects and moods.

**Knowledge**-Knowledge of sentences and paragraph organization

**Skills**-Write paragraphs using a variety of sentence structures.

**Behaviour**- Enjoy writing as a way of expression and learning.

### Learning Objectives

- Exhibit appropriate use and control of grammar, sentence and paragraph structures, diction and syntax in their writing.

**Note:** The above objectives can have multiple topic specific lesson objectives.

### Learning Experiences

- Use 'Stir the Class' to recapitulate on the types of sentence structure discussed in the second competency under Listening and Speaking strand.
- Organize an activity to write a story. The teacher may follow 'Story Writing Marathon' or 'Story Chain' where the concept of intended story is provided to guide the learners in the process of writing. (Provide a title for each team, ask a learner to write few lines of story, and have the rest of the team members write in continuation to the earlier lines. Continue the activity until all members of the team get the opportunity to write). Learners should focus on using correct diction, syntax, and paragraphing structure. Follow-up the activity by asking learners to identify each feature of narrative essay as spelt out by the teacher (character, theme, plot, conflict, setting, point of view). Conclude the lesson by introducing the features of narrative essay.
- The activity 'Circle the Sage' may be organized as a supplementary activity to help those learners in need of additional support to understand the concept of writing the narrative essay.
- Learners should be made to write a reflective journal on the understanding of the features of narrative essay.

### Assessment

- Assess learner's journal writing based on their control of grammar, sentence, paragraph structures, diction and syntax in their writing.
- Maintain formative record of learners.

## Resources

- <https://www.youtube.com/watch?v=WhG8wuwpCfc&list=PL8WWToQ5Kvkc8Yfk5OygisN1gXe3OTFei&index=16> (paragraph writing)
- <https://www.youtube.com/watch?v=Sv4sWONFtnw&list=PL8WWToQ5Kvkc8Yfk5OygisN1gXe3OTFei&index=15> (sentence structures)
- <https://studylib.net/doc/8243640/cooperative-learning-strategies-circle-the-sage> (circle the sage activity instruction)

## Topic: Writing as a way of thinking and learning

Writing in seventh grade defines the knowledge and skills needed for writing proficiency at this grade level. This competency encourages the use of Writing Process over and over again to refine their writing.

### Competency

- Use writing as a way of learning and thinking to continue to grow as writers.

**Knowledge**-Writing enables continuity of thinking to grow as writers.

**Skills** –Write using correct grammatical conventions

**Behaviour**- Enjoy writing as a way of learning and thinking.

### Learning Objectives

- Apply the Writing Process to refine their writing and progress towards becoming independent writers.
- Use writing as a way of thinking and learning.

**Note:** The competency and objectives specified herein can be integrated with the above lesson on narrative writing.

### Learning Experiences

- Revise the Writing Process through a jigsaw puzzle activity in teams followed by an explanation of each step. (Teacher should prepare the jigsaw puzzle before the class begins). Show the link suggested in the resource list for a quick review on the Writing Process.
- Provide a topic to the learners and ask them to write a narrative essay in three to five different paragraphs with a title. Ask learners to use correct words, sentence structure, provide accurate information through intense thinking and learning. (Provide topics related to current affairs/scenario/experiences). Give learners time to work on in the class rather than assigning it for homework.

### Assessment

- Assess learner's essay writing using the suggestive rubric provided in the resource list.
- Maintain record of learners' formative assessment.

### Resources

- <https://www.youtube.com/watch?v=I9wyglVAXqg> (writing process)
- <https://www.bing.com/search?q=rubrics+to+assess+narrative+essay&cvid=a5831e2e389643b0a4876f3e2e033276&aqs=edge..69i57j69i64.13437j0j4&FORM=ANAB01&PC=EDGEDB> (rubric)

## Topic: Multimedia to learn and write

Use of ICT is an effective means of communication and a medium of sharing ideas. Integrating the use of ICT in the lessons is a powerful tool to help learners build their competency to face the technological world. This will also foster learners to do presentation in appropriate ways.

### Competency

- Use handwriting and IT effectively, making appropriate choices of presentation to share and publish the best pieces.

**Knowledge**-ICT can be effective means of sharing ideas

**Skills**-Use appropriate means of publishing.

**Behaviour**-Share works and appreciate others' works.

### Learning Objectives

- Take notes to prepare reports and summaries, and complete information transfer correctly.
- Add at least 5 pieces to their portfolio making choices based on the elements of good writing.

**Note:** The above objectives can have multiple topic specific lesson objectives.

### Learning Experiences

The following lesson is on summary writing

- Let learners watch the video suggested in the resource list, and take down notes as they watch the video. Ask learners to write a summary of the video lesson using the notes.
- Group the learners in threes and ask them to read the speech 'Tell the world- A young Environmentalist Speaks Out' by Severn Cullis/Suzuki and prepare a video focusing on the issues presented in the speech linking them to the issues (climate change) faced by the present world, use of language and presentation of ideas. After the necessary corrections and editions, the teacher may choose to present the video in the class. Ask the learners to send it in the private social forum of the teacher for corrections and feedback. Learners may even publish the video online. (Online publishing works should be done citing the references and sources)
- Provide learners with a non-continuous text (graph, chart, diagram, table, grid, and picture) and let them write whatever information they find and notice on that text within a paragraph. Then, introduce them about the concept of information transfer and the types (non-verbal to verbal and vice-versa). Use the link. Show them a sample information transfer. Let them redo and rewrite the earlier exercise with correct use of words, sentence structure, and complete and coherent information.

## Assessment

- Assess learner's summary writing using the suggestive rubric link
- Assess learner's presentation skills using the suggestive rubric link
- Assess the information transfer based on the use of words, sentence structure, and complete and coherent information.
- Explain the success criteria to the learners.
- Share the success criteria with the learners, parents etc...

## Resources

- <https://www.youtube.com/watch?v=g9ru6QZ2rF4&list=PL8WWToQ5Kvkc8Yfk5OygisN1gXe3OTFei&index=19> (summary writing)
- <https://www.omtclasses.com/2014/02/information-transfer-one.html> (information transfer)
- [https://www.researchgate.net/figure/Rubric-for-Assessing-Summary-Writing\\_tbl1\\_228608809](https://www.researchgate.net/figure/Rubric-for-Assessing-Summary-Writing_tbl1_228608809) (summary rubric)
- [https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fsarahosmond.weebly.com%2Fuploads%2F4%2F6%2F3%2F5%2F4635141%2Ffinal\\_exam\\_review\\_project\\_rubric.docx&wdOrigin=BROWSELINK](https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fsarahosmond.weebly.com%2Fuploads%2F4%2F6%2F3%2F5%2F4635141%2Ffinal_exam_review_project_rubric.docx&wdOrigin=BROWSELINK) (presentation rubrics)

Note: The writing strand should be implemented consistently throughout the year integrating it with other strands.

---

## Language and Grammar

---

### Topic: Using affixes

The skill of affixation is important as it provides clues in learning the meanings of new words. Knowledge of affixes increases vocabulary and the ability to understand the word meaning.

### Competency

- Use affixes with root words in speeches and writings to illustrate how meanings change.

**Knowledge:** Affixes can be added to root words to form new words.

**Skill:** Use affixes correctly.

**Behaviour:** Guess the meanings of words using the knowledge of affixes.

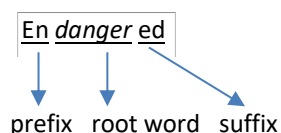
### Learning Objectives

- Use the knowledge of grammar learned in earlier classes.
- Show how the meanings of words are changed by adding prefixes and suffixes to root words.
- Use the dictionary and other resources to enhance vocabulary and spelling.

**Note:** The above objectives can have multiple topics specific lesson objective.

### Learning Experiences

- Introduce the lesson by giving an example on the board.
  - Example: endangered
- Ask the learners to find the smaller words within the word. Circle the root word, 'danger', and explain that, this word can stand alone. So, it is the root word.
- Explain: Root word is the basic part of the word. It has no prefix or suffix. It holds the most basic meaning of any word.
- Explain:  
"An affix is one or more than one syllable or letter added at the beginning or at the end of the root word, to change its meaning."
- Provide example for root word, prefix and suffix:



- Let learners compare the meanings of root words and affixed words to show the change in meanings from root word to an affixed word.
- Give more such examples and instruct learners to find affixes from any text material (The Cherry Tree). They should first guess and write down the meaning of those words and cross check the meaning of those words using a dictionary. Ask learners to label the parts of the words as root word, prefix and suffix.

- Create a Word Tree Bulletin Board with Prefixes and Suffixes: create a prefix/root/suffix word tree – basically a tree made from chart paper with a large trunk and branches to the left and the right. This will provide a visual of the position that prefixes and suffixes have around a root word. First, place the root word on the tree trunk to show that is the main part of the word. Then, place either the prefix on the left or suffix on the right of the root word to demonstrate the fact that they appear before and after root word respectively. This activity may be continued for a month where learners take turn to place the root words and the affixes on the board and explain to the class.

Visit <https://www.youtube.com/watch?v=oSTrSxTiDf8> for further reference.

- Provide a video link on use of affixes for better understanding and interpreting the concept.

## Assessment

- Assess learners' understanding of root word and affixes as individual learner displays and present the words besides continuing the in their written works.
- Maintain formative record of learners.

The success criteria should be made clear to the learners and develop together wherever possible.

## Resources

- <https://englishstudyonline.org/suffix/> (notes on affixes)
- <https://literarydevices.net/affix/> (affixes)
- <https://www.youtube.com/watch?v=oSTrSxTiDf8>

## Topic: Voices and speeches

Writers or speakers deliberately choose to use one voice over the other usually to convey what is being emphasised. Learners should be taught the 'voices' in grammar so that they can pick the appropriate voice to communicate effectively.

### Competency

- Use appropriate voice to suit the context and emphasis.

**Knowledge:** the 'voices' in English grammar.

**Skill:** Use appropriate voice while writing or speaking.

**Behaviour:** Value the usage of appropriate voices to suit context

### Learning Objectives

- Tell and use the parts of commonly used regular and irregular verbs.
- Use the perfect form of tenses correctly. (Present, past & future).
- Use active and passive voice.
- Change from direct to indirect speech and vice-versa correctly.

**Note:** The above objectives can have multiple topics specific lesson objective.

### Learning Experiences

- Display a list of sentences (mix of active and passive) on the screen/flip chart/board, and ask learners to identify the type of voice using their prior knowledge on active and passive voice. (The teacher may provide the list of sentences.)
- Provide the following notes on active and passive voice and discuss with the learners.
  - Active Voice: When the subject of a sentence performs the verb's action, we say that the sentence is in the *active voice*.  
Subject + Verb + Object
  - Passive Voice: when the object of the sentence performs the verb's action, we say that the sentence is in the *passive voice*.  
Object + Verb + Subject

**Example:**

Active Voice	Passive Voice
Pema performed a dance. Subject = Pema Verb = performed Object = dance He emphasises on the 'who'	A dance was performed by Pema. Object = dance Verb = was Subject = Pema The emphasis is on 'what'

(Integrate this lesson with tense by providing the following notes)

- Provide a worksheet on active passive voice to understand learner's knowledge on the concept taught
- Demonstrate how the change in voice changes what is emphasised along with the change in tense with the examples.

For instance:

<b>Tense</b>	<b>Active</b>	<b>Passive</b>
<b>Simple Present Tense</b> (Auxiliary verbs used in Passive Voice: is/are/am)	They sell books.	The books are sold by them.
<b>Simple Present Continuous Tense</b> (Auxiliary verbs used in Passive Voice: being/are being/am being)	She is not singing a song.	A song is not being sung by her.
<b>Simple Perfect Tense</b> (Auxiliary verbs used in Passive Voice: has been/ have been)	I have made some cakes.	Some cakes have been made by me.
<b>Simple Past Tense</b> (Auxiliary verbs used in Passive Voice: was/were)	She decorated the wall.	The walls were decorated by her.
<b>Simple Past Present Continuous Tense</b> (Auxiliary verbs used in Passive Voice: was being/ were being)	He was not washing a shirt.	A shirt was not being washed by him.
<b>Simple Past Perfect Tense</b> (Auxiliary verbs used in Passive Voice: had been)	They had collected the coins.	Coins had been collected by them.
<b>Simple Future Tense</b> (Auxiliary verbs used in Passive Voice: will be)	She will not write a poem.	A poem will not be written by her.
<b>Simple Future Perfect Tense</b> (Auxiliary verbs used in Passive Voice: will have been)	He will have received the letter.	The letter will have been received by him.

- Note: the sentences of the following tenses can't be changed to Passive voices.
  - Simple Present Perfect Continuous Tense
  - Simple Past Perfect Continuous Tense
  - Simple Future Perfect Continuous Tense
  - Simple Future Continuous Tense
  - Sentences having intransitive verb
- Provide worksheet to help learners analyse their understanding of how change in tenses change the voice. Continue the analysis by asking them to write a reflective journal where they write down areas of the topic, they are clear with and the areas which are not clear. Provide remedial measures to those learners in need of support.
- Use the story (The Cherry Tree Thank You Ma'am) to have learners draw the differences between direct and indirect speeches. Allow learners to identify the direct speeches and convert into indirect speech. (Learners should have acquired the idea of direct and indirect speech in their earlier classes). Hence, the teacher may display the rules of conversion on the screen for reference while learners work in pairs.

**Note: The first two objectives should be integrated with the activities of third and fourth objectives.**

## Assessment

- Assess the conversion of direct into indirect sentences through peer monitoring and maintain of formative record.
- Assess the worksheet to measure learner's comprehension of active and passive voice.
- Assess the reflective journal to measure learner's comprehension of active and passive voice (change in tenses).
- Design appropriate for remedial measures taken for the needy learners.

## Resources

- <https://www.studyandexam.com/passive-voice-for-tense.html> (passive voice)
- <https://www.youtube.com/watch?v=ZEB4IFWWQG4> (active and passive voice)

## Topic: Types of sentences based on structure

Understanding different types of sentences will help in getting ideas across more clearly while writing and speaking effectively. To be able to communicate clearly one needs to understand the function of each type of sentence in order to choose right sentence that serves the purpose.

### Competency

- Write different types of sentences correctly to show the relations between words and their functions.

**Knowledge:** Words carry varied functions.

**Skill:** identifying and writing sentences correctly

**Behaviour:** learn to use correct words in relation to their functions

### Learning Objectives

- Use prepositions, determiners, and connectors correctly.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

**Note:** The above objectives can have multiple topics specific lesson objective.

### Learning Experiences

- Remind learners about the parts of the sentences (phrase and clause) through questioning techniques: provide a list of phrases and clauses and let learners respond to the questions posed.
- Questioning tips:
  1. Identify the sentence as a phrase or clause
  2. Define
  3. Differentiate: presence of subject, verb and object.

Use the given list of phrases and clauses to explain to the learners how inappropriate use of these as the part of sentences leads to misplaced and dangling modifiers. Provide sentences having misplaced and dangling modifiers to introduce them.

- Use sentences from the learners written works - essays or stories they have written – alternatively, any essay or story from the Reading & Literature strand can be used to demonstrate examples of simple, compound and complex sentences. Explain why or how each is an example of the type of sentence.
- Divide learners into groups to carry out the 'Sorting game'. Provide the following items to each team;
  - copy of information on prepositions, determiners, connectors.
  - list of examples of prepositions, determiners and connectors in the form of flash cards.
  - Ask learners to read through the notes, discuss and comprehend the given topics in team. Following the activity, learners should also tally/match the examples with the

correct parts of speech, and discuss the appropriateness with reasons. Close the activity with learners presenting their reasons for the choice (a presenter from each team).

- Use the story, “The girl who couldn’t see herself”, for instance (Reading & Literature) and ask learners in pairs to list ten sentences from the story, identify and label the above parts of speech. Have learners present their work to the whole class.

## Assessment

- Assess learner’s comprehension of prepositions, determiners and connectors through monitoring during the ‘sorting game’
- Assess learner’s comprehension of the concept through presentation.
- Maintain a formative track of learner’s progress through writing work assigned under the writing strand.
- Incorporate peer with set rubrics (where applicable)

## Resources

- [https://www.youtube.com/watch?v=luDSRs\\_lZBk](https://www.youtube.com/watch?v=luDSRs_lZBk) (sentence types)
- <https://www.masterclass.com/articles/types-of-sentences>
- <https://youtu.be/WYnpf44ojFU>
- <https://youtu.be/Z0bZ8wNfuYA>
- <https://youtu.be/urr55rAreWc>
- <https://www.khanacademy.org/humanities/grammar/syntax-conventions-of-standard-english/dangling-modifiers-and-parallel-structure/v/dangling-modifiers-syntax-khan-academy>

## Topic: Transferring grammar knowledge

The rules and convention of grammar decide how a language is used. Therefore, learners have to possess a sound knowledge of English grammar before they can communicate effectively.

### Competency

- Employ the knowledge of English grammar and its usage while writing or speaking.

**Knowledge:** effective use of grammar

**Skill:** Application of grammar

**Behaviour:** learn to appreciate the effectiveness of the grammar

### Learning Objectives

- Use Possessive pronouns correctly.
- Use question tags correctly.
- Use phrasal verbs that they come across in Reading & Literature.
- Use additional punctuation marks (ellipses and parenthesis).
- Use adverbs of time and place where necessary.
- Use simple, compound, and complex sentences.

**Note:** The above objectives can have multiple topics specific lesson objective.

### Learning Experiences

- Revise the lesson on types of sentences by asking learners to state four types of sentences and call out few volunteers to answer.
- Write the following phrases on the board for the class: 'turn in', 'drop off', and 'brought up'.
- Ask learners: - What do these phrases have in common?  
- Are they nouns, verbs, adjectives, adverbs or preposition?
- Learners will try to answer based on their understanding.
- Provide a hand out each with definition and examples of phrasal verbs.
- Have the learners read the information and ask whether the phrases on the board qualify as 'phrasal verb?' why or why not?
- Provide a worksheet for learners to practise phrasal verb:

#### Sample worksheet

Use the correct form of the phrasal verbs given below to complete the following sentences:

*Give away call back take over sort out fall over*

1. I have all the information that you need but I am busy. Can I \_\_\_\_\_ you \_\_\_\_\_ in half an hour?
  2. Large companies sometimes \_\_\_\_\_ smaller ones.
  3. The pavement is very icy, so be careful you don't \_\_\_\_\_
  4. I had no use for the books so I \_\_\_\_\_ them \_\_\_\_\_ to the library.
  5. Don't worry, we will try to \_\_\_\_\_ the problems and find a solution for everyone.
- Create a context where learners get opportunity to use phrasal verb in everyday conversation.

- Introduce and assign activities for the following topics in similar way suggested for the phrasal verb.
  - Adverbs of time and place where necessary.
  - Possessive pronouns
  - Use additional punctuation marks (ellipses and parenthesis)
- Use different strategies to integrate these conventions in the lesson.
- Use the 'Musical chair' as a closing activity for the lesson. Arrange the chairs in circle (numbers of chairs should be lesser than the learners). Play the music and ask the learners to move around. They must be reminded to sit on a chair when the music stops. The ones who don't get the chair will be posed with the questions. (The teacher should have questions based on the grammatical topics covered in above lesson). After the responses the learners will be acknowledged and made to sit and watch others. Continue the game until all learners get opportunity to respond to the questions. (The teacher may arrange and inform them about the token of appreciation for the last three to five learners who would be termed as winners to encourage the learners to participate in the game). The activity can be modified as per the convenience of the time, place and topics.

## Assessment

- Assess learners' comprehension of the concepts taught through use of worksheet.
- Maintain formative record for provision of remedial measures.

The success criteria should be made clear to the learners and develop together wherever possible.

## Resources

- <https://www.youtube.com/watch?v=RG0wE80UbjI> (phrasal verb)
- <https://www.youtube.com/watch?v=Ha6FmVr5T3A&list=RDCMUCzuOCMm4bYELiv-DZAgfm4g&index=1> (phrasal verbs)

## Continuous (CA) and Examination Weighting for Class VII

Term One				Term Two				Grand Total (Total A + Total B)
CA		Exam	Total A	CA		Exam	Total B	
Listening and Speaking	10%	30%	50%	Listening and Speaking	10%	30%	50%	100%
Reading Portfolio	5%			Reading Portfolio	5%			
Writing Portfolio	5%			Writing Portfolio	5%			

### Note:

1. The Term One examination should be conducted out of 80 marks and converted to 30%. The 10% CA marks from the Listening and Speaking, 5% from the Reading Portfolio, and 5% from the Writing Portfolio should be added to the examination marks to make it 50%.
2. Similarly, the Term Two examination should be also conducted out of 80 marks and converted to 30%. The 10% CA marks from the Listening and Speaking, 5% from the Reading Portfolio, and 5% from the Writing Portfolio should be added to the examination marks to make it 50%.
3. Finally, the total marks of term one and term two should be added to make it 100%.
4. Listening and Speaking activities such as debates, extempore speeches, presentations, book talks, reports, and discussions should be conducted consistently throughout the year ideally by integrating in other strands so that the students get maximum time to practice the skills. Teachers need to develop their own additional listening and speaking exercises wherever necessary. Use Continuous Formative (CFA) to help students achieve the desired goals.
5. At the end of each Term, a formal test should be administered to assess each learners' competencies in listening and speaking through oral test items and other listening and speaking exercises. The final score or mark should be converted to 10%.
6. The Reading and the Writing Portfolios of each learner should be monitored regularly and consistently to check their progress on reading and writing skills. Teachers should provide timely feedback, support and take necessary remedial measures so that the learners achieve the expected objectives and competencies. At the end of each term, both the portfolios should be assessed and award marks accordingly, as shown in the table above.

## English Paper (Writing, Reading and Literature, and Grammar) - Written Examination Marks Break-up

Sl No	Genre	Weighting	Remarks
1	Essay/story writing	15 marks	Realistic fiction/narrative writing
2	Personal letter/leave application/invitation/summary.	8 marks	Any ONE can be asked
3	Grammar	15 marks	Items to be derived from the competencies and objectives. Questions can be asked from the lower classes as well.
4	Short Story	16 marks	From the prescribed short stories. Questions on more than ONE story can be asked.
5	Essay	16 marks	From outside the prescribed textbook
6	Poetry	10 marks	From the prescribed textbook or outside
<b>Total</b>		<b>80</b>	

**Note:** The above matrix is a sample of question items that can be tested in the examinations. The question types and patterns for written examinations shall remain dynamic. Questions can be asked to assess any of the competencies/learning objectives, which includes a combination of different types of writing items including short story and report writing.

### Listening and Speaking CA (20%)

Listening and Speaking activities	Remarks
<ul style="list-style-type: none"> <li>Listening and Speaking skills</li> <li>Reports</li> <li>Debates</li> <li>Extempore speeches</li> <li>Presentation of their written pieces</li> <li>Book talk</li> </ul>	<ul style="list-style-type: none"> <li>Teachers can design additional activities as per the lesson plans.</li> <li>Conduct oral test/listening and speaking tests and marks converted to 10% at the end of each term.</li> </ul>

### Writing Portfolio and Reading Portfolio CA (20%)

Reading Portfolio (10%)	Writing Portfolio (10%)	Remarks
<ul style="list-style-type: none"> <li>Record of reading</li> <li>Critical response to books read</li> <li>Text talk or book talk</li> </ul>	<ul style="list-style-type: none"> <li>Best pieces of writing selected by students</li> <li>Best pieces selected by teacher</li> <li>Journal writing for book review</li> <li>Resumes</li> <li>Reports</li> <li>Fantasy</li> <li>Summary writing</li> <li>Simple poems</li> </ul>	<ul style="list-style-type: none"> <li>Use notebooks for maintaining portfolios.</li> <li>Consider process while assessing the quality of work.</li> <li>The writing portfolio should show the records of the Writing Process</li> <li>Plagiarism to be prohibited.</li> <li>Both Reading and writing portfolios should be assessed at the end of each term and marks awarded accordingly.</li> </ul>

## List of suggested materials for Class VII Reading and Literature strand

The following is the list of recommended texts the learners of class VII should study for the Reading and Literature strand.

Genre	Texts	Author(s)
<b>Short Story</b>	The Girl Who Couldn't See Herself	Leena Dhingra
	Thank You, Ma'am	Langston Hughes
	One Day a Stranger Came By	Naomi Wakan
	The Cherry Tree	Ruskin Bond
<b>Supplementary Texts</b>	Charles	Shirley Jackson
	The Blanket	Floyd Dell
<b>Essay/Non-fiction</b>	Starfish	Anonymous
	Tell the World-A Young Environmentalist Speaks Out	Severn Cullis-Suzuki
	The Unfortunate Break	Jeremiah I. Reyes
	Childhood	Flora Thompson
<b>Supplementary Texts</b>	Anger	Donna Douglas
	A Writer's Education	Jean Little
<b>Poem</b>	Lochinvar	Sir Walter Scott
	Unfolding Bud	Nasoshi Koriyama
	To My Son	Helen Fogwil Porter
	Annabel Lee	Edgar Allan Poe
	Identity	Julio Noboa Polanco
<b>Supplementary Texts</b>	The Rose that Grew from Concrete	Tupac Shakur
	TeeVee	Eve Merriam

## Time Allocation for class VII

The maximum number of instructional days available for curriculum delivery excluding examination is 150 days in a year. The school year divided into two terms of fifteen weeks each, and that each week will have 6 periods of 40 minutes for teaching English. The total time allocated for English in a week is 240 minutes. Therefore, class VII will have 120 hours in a year which is 180 periods.

The following is the suggestive period and time allocation per week for all strands.

Strand	Period	Time (minutes)
Reading and Literature	2	80
Writing	2	80
Listening and Speaking	1	40
Language and Grammar	1	40
<b>Total</b>	<b>6</b>	<b>240</b>

# Class VIII

## Listening and Speaking

Aspect	Speaking and Listening is...
<i>Use of Texts:</i> what learners do with texts to convey and interpret meaning	Composing and interpreting meaning from a wide range of every day, literary, technical or mass media texts.
<b>Contextual Understanding:</b> <ul style="list-style-type: none"> <li>How the context affects the choice of language and the mode, medium and format used.</li> <li>How the context affects the interpretation of text.</li> </ul>	<ul style="list-style-type: none"> <li>A social practice used to accomplish a wide range of purposes across a wide range of cultural and situational contexts.</li> <li>The awareness of a person's purposes, interests and biases when interpreting, responding to or composing spoken texts.</li> </ul>
<b>Conventions:</b> structures and features of texts.	<ul style="list-style-type: none"> <li>The language patterns, vocabulary and behaviours that are chosen with understanding and critical awareness to compose and interpret spoken language.</li> </ul>
<b>Process and Strategies:</b> how learners read, write, speak and listen and view.	<ul style="list-style-type: none"> <li>The thinking, planning and reflecting used to compose and interpret spoken texts.</li> </ul>

*The four aspects of speaking and listening (Department of Education WA, 2013)*

### Topic: Speaking appropriately in different situations

Communication is a basic human urge, and it is perhaps the most important of all life skills. It is what enables us to pass information to people, and to understand what is said. Communication skills are needed to speak appropriately with a wide variety of people whilst maintaining good eye contact, demonstrate a varied vocabulary and tailor one's language to an audience, listen effectively, present ideas appropriately, write clearly and concisely, and work well in a group.

### Competency

- Adopt appropriate skills and strategies to talk in different circumstances.

**Knowledge:** knowledge of speaking skills

**Skills:** appropriate speaking skills and strategies

**Behaviours:** talk in different circumstances

### Learning Objectives

- Use the listening and speaking skills developed in earlier classes.
- Speak using correct question tags and correct pronunciation
- Asks relevant questions for clarification or to find out others' ideas.
- Use rhetorical devices correctly.

**Note:** The above objectives can have multiple objectives specific to lesson-topics. *The Learning Experience 1 corresponds to Materials 1. 1 and the Resources.*

## Learning Experiences

1. Learn the use of question tags, rhetorical devices and questioning skills effectively by exploring texts and audio-visuals to support the contextual understanding of conventions governing their use. Explore their functions by discussing how they enhance or reduce the effectiveness of oral communication in both formal and informal situations. Learn how to ask effective Essential Questions and use it as a basis for interdisciplinary inquiry. Seek the help of both content and language teachers to conduct an oral inquiry based on one of the big Essential Questions. Learn the knowledge and skills of an oral inquiry and practice it in the context of both formal (e.g., with the principal in his office after seeking an appointment through an oral request) and informal situations (e.g., with a friend near the soccer field). The inquiry ends with an oral presentation online or in the school's Multi-Purpose Hall (MPH). The learners practice using question tags, rhetorical devices and questioning skills through pre-planned actionable steps in both formal and informal situations in the process of inquiry.
2. Follow the link <https://mcl.as.uky.edu/glossary-rhetorical-terms#2> to learn about the types of rhetorical devices used in speech and writing. In the absence of ICT and internet facility, reiterate on the knowledge of rhetorical devices already familiar with and find out more through the library, teacher and friends. Create a speech, short story, poem, notes, pictures, illustrations, songs, videos, or any other product of learning to showcase your knowledge and skills in effective use of rhetorical devices and share them with your friends, family or the teacher for feedback. After incorporating the feedback improve on the quality and create a final version for teacher and documentation in the e- Portfolio.
3. After learning the rules of question tag construction from the video links <https://www.youtube.com/watch?v=6CSdK651k9Y> and <https://www.youtube.com/watch?v=09-t-giMcNk>, take several opportunities to practice dialogue writing with question tags and preferred rhetorical devices. After writing an error-free dialogue, practice it with a partner. During the practice, video-tape or audio-tape the pair work and use it for self or peer based on a set of agreed criteria. Note the feedback from the self and peer and practice until the performance is satisfying to both partners by taking cue from the video performances.
4. Practice appropriate skills and strategies in interviewing community members in the class and apply them during an interview. After acquiring the skills and strategies through research and practice, prepare for an interview with a member of the community. Divide learners into pairs or teams, and arrange a brief field trip into the school community to interview and audio-record people who speak English, on their use of skills and strategies to communicate in various situations. Prepare a checklist of questions to be asked. Use some question tags in the interview. If a field trip is inconvenient, interview and audio-record parents or neighbours. Transcribe the interview and write a one-page descriptive paper or audio-record a 3-minute oral report of the interview with a focus on 'skills and strategies of how different people talk in different situations' to be shared with the class, teacher or a wider audience online.
5. Interview parents or other people at home in English on how they talk in different situations. Video-tape the interview on phone, transcribe and present an oral reflective summary of the responses through google meet/zoom or in the class in teams/individually. Focus on the meaning of words,

phrases and the sentences and what they mean. Practice self-, peer, and by parents and use the feedback received to improve the quality of the oral reflective summary. Upload the video-taped interview and the final draft of the oral reflective summary in your google drive/Portfolio/e-portfolio.

6. Watch the video about formal and informal English in the link <https://www.youtube.com/watch?v=CMelnUQIjMQ> and find out additional commonly used formal and informal English expressions and include it in the Learning Journal/Learning Portfolio/e-Portfolio and share it with peers and the teacher. Practice the use of those expressions through role-play at home (with peers/online) or in the class. Audio or video-record the roleplay for reflective feedback and critical thinking, and upload or include the final version in the Writing Portfolio/Learning Journal/e-Portfolio.

## Assessment

1. Learners are always provided with a set of criteria and the fundamental knowledge of intellectual property rights whenever they are asked to gather additional information on different topics. Also provide optional extended learning activities and suggest ways in which learners could self-assess and ask their close friends to collaborate in their learning.
2. Group work: When working in a group, time can be spent on each learner reflecting on and sharing about their contributions to the group and in discussing how each of them can be a better group participant. This reflection and discussion can be facilitated by an initial discussion that the whole class participates in, considering the collaboration skills and how each one can lead the group, i.e., distributed leadership, by promoting the group's success in whichever way they can.
3. Self-: Learners need to not only decide on their learning goals, but they also need to know where they are at in relation to those self-selected goals. In other words, they should know how to monitor their own strengths and weaknesses. To do this and encourage learner autonomy, self-should complement by teachers and peers as a key part of how learner progress is monitored.
4. Checklists: Before learners are handed in any assignment, they review their work using a checklist of desired characteristics. This checklist can be developed jointly by teachers and students prior to learner beginning the assignment although a learner-designed checklist would be best as it can tell the teacher what aspects of learning the student thinks important.
5. Language learners may want to take part in choosing the media in which they present their idea, e.g., doing presentations that involve songs, simulations, video, or animation. In this way, learners are exposed to a broader range of possibilities when they hear about or see what their classmates are doing or have done.
6. Role-play serves as a basis for practicing speaking and listening. Get learners to cross-check the pronunciation of words before they role-play. Allow learners to choose texts (including audio) of their choice for the role-play.

## Resources

- Farrell, T. S., & Jacobs, G. M. (2020). *Essentials for successful English language teaching*. Bloomsbury Publishing.
- <https://www.youtube.com/watch?v=CMelnUQIjMQ>
- <https://youtu.be/6CSdK651k9Y> ([https://youtu.be/6CSdK651k9Y%22%20%5Ct%20%22\\_blank](https://youtu.be/6CSdK651k9Y%22%20%5Ct%20%22_blank))- audio-visual material on Question Tags.
- Rhetorical Devices: List and Examples of Uses - Video & Lesson Transcript | Study.com (<https://study.com/academy/lesson/evaluating-rhetorical-devices-in-writing.html?wvideo=qgt1v10vpq>)

## Topic: Using appropriate vocabulary

A robust vocabulary improves all areas of communication — listening, speaking, reading, and writing. Vocabulary is critical to a child's success for these reasons. Vocabulary helps children to think and learn about the world. Expanding a child's knowledge of words provides unlimited access to new information.

### Competency

- Use vocabulary precisely and organize talk to communicate clearly.

**Knowledge-** A repertoire of Vocabulary

**Skills** – Diction and communication skills

**Behaviour-** Use of appropriate vocabulary in different contexts

### Learning Objectives

- Use the listening and speaking skills developed in earlier classes.
- Use dictionary and other resources to learn the syllabic construction of new words to help pronounce words correctly.

**Note:** The above objectives can have multiple objectives specific to lesson-topics.

### Learning Experiences

1. Watch the video-link on the 'precise use of words' in the link:  
<https://www.youtube.com/watch?v=0QIPxzO7EGQ> and synthesise how it adds to the clarity and effectiveness of your talk. Prepare a written summary of the video content and discuss it with peers using Rally Robin or Round Robin for further clarification and consensual understanding. Discuss how important it is to have a rich vocabulary and how learners can build vocabulary over time from not only the English classes, but also from the different disciplines and cross-curricular subjects. Discuss the merits of learning new words not in isolation but in collocations, idioms, phrases and subject-specific jargons and how they help speakers and writers make language more precise. Organise a vocabulary notebook or an e-Portfolio Vocabulary Notes (on smart phones/tablets/padlets) to collect new words, collocations, idioms, and phrases and other interesting elements of language and thought to continually use them effectively in different contexts of speech and writing. Provide opportunities for learners to orally present (with correct pronunciation) their favourite words/collocations/idioms/phrases on a daily basis through various synchronous and asynchronous media.
2. Prepare a one-minute explanation on the importance of using the dictionary and other resources for vocabulary acquisition. Discuss about the pros and cons of using a dictionary (paper-bound/hardcover) and other vocabulary development resources including online search engines. Map out all the strategies/techniques/resources a learner can use to build their vocabulary. Draw out all the differences and focus on the advantages of conveniently using each of them for enriching one's vocabulary as life-long learners – including syllabic construction and accurate pronunciation of words based on phonetic transcriptions.
3. View the video on 'word syllable' structure in the link

<https://www.youtube.com/watch?v=JPPhYnqhjxc> , and find other additional multimedia resources to deepen learner's understanding of word syllabification. Practice the skill of word syllabification by drawing examples from familiar text materials. Assess the knowledge and skill of word syllabification through checklists.

4. Introduce students to the suprasegmental feature of language, starting from the smallest component of spoken language or segment to the larger suprasegmental units to help them achieve better listening and speaking skills. Teach suprasegmental features such as word stress, sentence stress and rhythm by highlighting how they enhance comprehension for the listener. Provide adequate examples to help learners understand their impact. Start off by watching the 15 minutes e-lecture in the link: [https://www.youtube.com/watch?v=Kpdgi6\\_qeU4](https://www.youtube.com/watch?v=Kpdgi6_qeU4). Design several competency-based questions on the video and provide sufficient time for pairs, table groups and the whole class to practice the suprasegmental features of the English language.

## Assessment

- A rubric focusing on the *content coverage, accuracy of the information, and precise use of vocabulary for the summary* to assess the 'written summary'.
- A checklist to keep track of Vocabulary Notes, learner presentation of favourite words.
- Checklist to assess learner's ability to syllabify words.
- Competency-based questions to assess learners' understanding of the video.

## Resources

- <https://files.eric.ed.gov/fulltext/EJ1081435.pdf> (check this link to use dictogloss. It is a research paper on Dictogloss.
- <https://www.youtube.com/watch?v=0QIPxzO7EGQ>

## Topic: Critical listening and speaking

To listen, it is crucial to make a conscious effort not to just hear what people are saying but to take it in, digest it and understand. Not only does listening enhance the ability to understand better and make a better communicator, but it also makes the experience of speaking more enjoyable to other people. Critical listening is a process for understanding what is said and evaluating, judging, and forming an opinion on what is heard.

### Competency

- Listen to and evaluate the ideas and opinions of others to enhance critical thinking skills.

**Knowledge-** the importance of listening.

**Skills-** listen critically to evaluate and make informed decisions.

**Behaviour-** respect and appreciate others' ideas and opinions.

### Learning Objectives

- Use the listening and speaking skills developed in earlier classes.
- Demonstrate positive behaviour and attitude while listening and speaking.
- Respond to books and materials from other sources that they have read and listened to and talk about them.

**Note:** The above objectives can have multiple objectives specific to lesson topics.

### Learning Experiences

1. Present the sample chart

A Good Speaker	A Good Listener
Maintains eye contact	Maintains eye contact
Uses gestures and facial expressions to emphasize points	Nods head and uses facial expressions to support speaker
Varies voice tones and volume to emphasize points	Responds with conversation continuers, such as <i>wow</i> or <i>interesting</i>
Pauses to let the listener process information	Waits for appropriate pauses to talk
Pauses to let the listener respond	Asks probing questions to clarify and have speaker elaborate, give examples, and provide evidence
Checks to see if the listener understands (You see? Understand?)	Paraphrases what speaker is saying to show understanding and to clarify
Stays on topic	

2. Decipher the ways in which people express ideas and opinions such as generalising, acknowledging a contrasting opinion and disagreeing, etc. through audio materials such as podcasts, recorded CDs, or any other audio materials online. To ensure that materials match the required proficiency level of the students in the beginning use a checklist for text selection. Use a set of carefully selected questions to critically assess listening comprehension based on different social situations, people, and cultural

backgrounds. Encourage listening to varieties of Englishes based on preferences. Let learners review the audio thoroughly and note their felt response critically in the form of a review. Provide opportunities to share the best reviews to a wider audience online or face to face/in the class.

3. YouTube for videos on a subject that is current and interesting. Write down the titles of the videos, copy and send their URL link to a peer. Initiate a synchronous chat on the video with a peer using an App both the parties are at ease with. Record the chat, including the audio. Reflectively examine (by using a self- and peer- checklist or rubric) the chat to evaluate the quality of behaviour and attitude demonstrated in the audio conversation. Encourage learners to review and reflect on the performance and set goals for improvement in their Writing Portfolio/e-Portfolio.

## Assessment

1. Develop self and peer rubrics to help learners practise their speaking and listening skills and improve accordingly. For a suggested peer rubric, visit the link below-  
<https://www.twinkl.fr/resource/speaking-and-listening-peer--and-feedback-au-l-2550132>
2. Develop a text-selection checklist to help learners select an appropriate text. Competency-based questions on listening and speaking on varieties of situations and backgrounds. Create a rubric or checklist to assess the oral or written review of the learner's audio-listening activity.

## Resource

- <https://www.youtube.com/watch?v=kp3rANE8z6s> Since there is a lot of self and peer rubrics involved, watch this video to learn the how part.
- <https://youtu.be/MbCx1EDBNhU> Listening speaking practice video
- <https://youtu.be/6vTsyJZbkug> Importance of listening

## Topic: Arguing and debating

Arguing and debating are important skills that learners should be taught in the classroom. Healthy arguments and debates focus on the issue or problem and not the other person holding contradicting views.

### Competency

- Exhibit positive tone, behaviour, and attitude while arguing and debating to acknowledge and respect diverse views.

**Knowledge-** how to speak and behave in debates.

**Skills-** Engage in healthy debates.

**Behaviour-** acknowledge and respect diverse views.

### Learning Objectives

- Use the listening and speaking skills developed in earlier classes.
- Argue and debate with vigour, but maintain respect for and sensitivity to the feelings and opinions of others.
- Participate in a panel discussion to talk on familiar topics such as their roles in the family and how it is different from or similar to what their siblings do.

**Note:** The above objectives can have multiple objectives specific to lesson topics.

### Learning Experiences

1. Explore language associated with sensitivity and feelings at the word, phrase and sentence level. Engage learners in a discussion of what is linguistically and non-linguistically appropriate and inappropriate while talking with the audience from diverse background (age, occupation, religion, culture, etc.). Encourage learners to explore the dynamics of how linguistic background affects interpersonal communication. Ask learners to present their findings through multimedia and record them in the e-Portfolio.
2. Learn the difference between interpretive and expressive arguments. Teach the two skills outlined in the following table:

Interpretive argument is identified by:	Expressive argument is identified by
Identifying and summarizing central idea distinct from prior knowledge or opinions.	Introduce and develop claim(s) and acknowledge counterclaim(s)
Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints.	Support claims with reasons and evidence that are clear, relevant, and credible
Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)	Establish and maintain formal style
	Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

In order to acquire the interpretive and expressive skills of argument, provide learners with the knowledge of what an argument is and the various levels in which the two types of skills are formally and informally used.

Discuss the following Language Functions and Sample Language Features:

### **Introduce and develop claim(s) and acknowledge counterclaim(s) through...**

- Declarative statements to frame topic, provide background information, state claim, and acknowledge counterclaim (*Graphic novels provide a unique way to read that appeals to many teenagers*).
- Noun groups to provide details.
- Connectors to introduce alternative points of view (*although, on the other hand, unlike, contrary to common belief*).
- Pronouns, synonyms, collocations, renaming subjects to maintain cohesion.

### **Support claims with reasons and evidence that are clear, relevant, and credible through...**

- A variety of clauses (adverbial, embedded) to support the opinion and/or claim(s) (quotes, references, detailed descriptions, examples, or other sources, and data) (*according to X, the author's claim*).
- Connectors to elaborate an idea/interpretation (*so, this means, therefore, leading one to believe, away to think about this*).
- Connectors to link claim(s) with evidence and reasoning (*because, as a result, when, if, although, but*).
- Literary devices to support evidence and interpretation (similes and metaphors, alliteration, idioms, figurative and sensory words/phrases, collocation, multilingual words/phrases).
- Modality to express obligation or certainty (*might, could, must, need to*) or to open up to other possibilities (*possibly, apparently, perhaps, definitely, absolutely*).

### **Establish and maintain formal style through...**

- First, second, third person use to connect with a reader, build an alliance, or maintain neutrality (*unjust power, a theme throughout the text, reminds us to be aware of our individual resourcefulness as sources of hope in desperate situations*).
- Authoritative declarative sentences to evaluate and interpret events (*X's clever use of imagery and graphic layout presents a unique way of using the graphic novel format*).
- Nouns, adjectives, verbs, and adverbs to adjust intensity and strength of message (*somewhat powerful versus incredibly powerful; ugly versus grotesque*).

### **Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion through...**

- Connectors to support inferential conclusions (*Students' preference for graphic novels is evident because/due to the rate these novels are checked out of the library and bookstores*).
  - Comparing/contrasting connectors to differentiate between claims and counterclaims (*unlike, as opposed to, contrasted with, conversely, similarly, in spite of that*).
  - Verb structures to present information in a variety of ways (*past, timeless present, passive voice*).
  - Connectors to sequence the points in the argument and maintain logical progression (*one way, another point, as mentioned previously, in addition*).
3. Summary statement to reiterate claim(s), call to action or encourage a response (*While author X relies on images to get the point across, the message of how we dehumanize others is loud and*

*clear*). Find out audio, visual and textual samples of interpretive and expressive argument, allow students to further explore for samples at their leisure by providing a time-frame, and a cooperative learning structure to make the task collaborative and interesting. Allow various synchronous and asynchronous platforms to share their discoveries in the form of written notes (create a checklist to benchmark the quality of the written notes).

4. Ask learners to individually brainstorm topical issues that demand a debate. Think-Pair-Share an issue and justify why it is a matter of concern. Think-Pair and share your concern to as many friends as possible and find out someone who disagrees with your concern. Carry out a 5-minutes debate with the friend. Practise both the interpretive and expressive skills of making your argument during the debate and employ other relevant rhetorical devices (learnt previously) during the debate. Democratically choose a topic for a class debate by listing all the brainstormed topics on a chart or on an asynchronous online platform (by acknowledging the contributors). After choosing a class-debate topic through the decision of the majority divide the class into teams and provide time to research further on the topic to gather support claims and evidence to make their arguments hold more water. Organize a class debate online or face to face and involve all the learners in evaluating the success of the debate (develop and decide on an effective rubric to assess the debate and train learners to use the performance descriptors in the rubric for both oral debate and written argument). As a follow-up, gather the support claims and evidences of both the views on a common platform for every learner to refer to. Encourage learners to transfer the support claims and evidences posted on the common platform in the form of a five-paragraph essay. Provide learner autonomy on the choice of topics to learners who have already exceeded the standards by this time. Encourage learners to argue consciously, objectively, and respectfully by using the language features of argument both at home and with friends. Learners may be encouraged to debate on their roles as family members and how they are different or similar to their siblings.
5. Initiate a panel discussion on their roles and responsibilities and how they are similar or different from what their siblings do.

## Assessment

- Develop a rubric to assess the quality of the content of the presentation along with the students. While presenting allow students the freedom to audio/video-record their presentation at home or present to the whole class in the classroom.
- Assess the learner's discovery both quality and quantity-wise and provide descriptive feedback. Assess the written notes on both content and grammar and provide descriptive feedback based on the qualities included in the checklist.
- Provide a checklist and ask learners to peer-assess the notes for the argumentation before they are used for the debate. Involve learners as assessors by training them on how to critically assess debates using effective rubrics co-created by the teacher and learner.
- Develop a rubric, similar to the sample from the link provided, to assess the panel discussion- <http://www.users.on.net/~katef/detention/panel.htm>

## Resources

- <https://games4esl.com/classroom-debate-tips/>
- <https://learn.g2.com/panel-discussion>
- <http://www.users.on.net/~katef/detention/panel.htm>
- <https://youtu.be/1TSkx8on0> Debating skills

## Topic: Speaking appropriately in different contexts and situations

Public Speaking allows the speaker to form connections, influence decisions, and motivate change. Without communication skills, the ability to progress in the working world and in life, itself, would be nearly impossible. Public speaking is an important life skill that learners need to develop. One of the important skills is to use some conventional patterns and forms of public speaking to suit different audiences and contexts.

### Competency

- Use conventional patterns and forms of address while speaking in public to develop cultural awareness and sensitivity.

**Knowledge-** cultural sensitivity and knowledge on the conventions of public speaking

**Skills-Public-** speaking Skills

**Behaviour-** cultural sensitivity while speaking

### Learning Objectives

- Use the listening and speaking skills developed in earlier classes.
- Deliver extempore speeches effectively on familiar topics including friendship and its influence on one's positive/negative growth.
- Use elements of good speeches when preparing and delivering speeches.

**Note:** The above objectives can have multiple objectives specific to lesson topics.

### Learning Experiences

1. Initiate a program where a learner or two (ensure all learners get the opportunity) deliver a prepared speech on a student-selected topic at the beginning of English class every week online or in the class. In one of the classes, after the learner has delivered a prepared speech, teacher provides a familiar topic and asks a volunteer to deliver a speech on the topic without preparation. As a follow-up, using Round Robin, let learners discuss the value of planning a speech that is to be delivered in front of an audience. Carry out a whole-class discussion on discussions generated by the teams. In order to guide learners in understanding the role of speaking and listening, discuss the following difference between unplanned and planned speaking:

Unplanned Speaking	Planned Speaking
- may be spontaneous and rapid as the speaker is thinking on the spot.	- is measured. Deliberate planning is done prior to speaking.
- can involve spontaneously using voice, pitch, rhythm, stress and body to assist communication as needed.	- uses previously chosen and rehearsed devices.
- can be repetitive.	- uses repetition deliberately to illustrate a point.
- is often disjointed and may contain false starts and incomplete sentences.	- aims for fluent speech using full sentences.
- contains the use of short, simple clauses often connected by the conjunctions <i>and</i> and <i>but</i> .	- is delivered using longer sentences with more complex and descriptive language.

- can be to an immediate audience who may interrupt, question, comment and overlap.	- can be presented with some distance between speaker and audience. Turn-taking is clear and questions are called for.
- is often interactive. The speaker judges an audience's reaction spontaneously and makes adjustments or decides whether to continue. Meaning is often jointly constructed.	- is restricted or negotiated to determine what the audience needs to know prior to planning. The onus is on the speaker to clearly construct meaning.

**Note-** This is information for teachers on the distinction between *planned and unplanned speeches* to help learners come up with good speeches.

2. Make learners realize what it takes to become great speakers and get them to explore great speakers and speeches delivered by them. In pairs or teams, let learners research historical figures or contemporary popular leaders of the world and view the quality of speeches delivered by them. Let learners conduct a textual analysis (word-phrase-sentence level) of one of the famous speeches delivered by a leader of their choice and present a summary of their views on 'the elements of a good speech' either through oral presentation (audio-visual recording) or a written summary and share it with friends in the class or online.
3. Create opportunities for learners to occasionally deliver extempore speeches in the class and online, using the elements of a good speech both in preparation and delivery. Provide sufficient opportunities to practice extempore speeches in small groups, whole class, and on the stage to a larger audience. Train learners to self-assess (record self-talks for self-evaluation), and peer-assess based on objective checklists and rubrics.
4. Encourage learners to deliver speeches extemporaneously and discuss how this skill is an important aspect in higher education, career, life, and leadership. Learners should be encouraged to talk about friendship and its positive and negative influence. Learners should be encouraged to talk about the distinction between emotions associated with love, friendship, infatuation, and sexual attraction. Also, recognize that inequality and differences in power within relationships can be harmful. Learners also must focus on managing emotions due to friendship and other relationships.

## Assessment

- While conducting the prepared speech delivery by learners in the first class of every week, ensure that a couple of learners are already identified as peer-assessors of the performance. Encourage these peers to provide feedback effectively and with a degree of seriousness to help both themselves and the speakers to become life-long learners.
- Make anecdotal notes to record individual learners' interest in great speakers and contemporary popular leaders. Ask them why they like these people to get a glimpse of their personalities and use these gleanings to plan personalised learning tasks. Encourage self and peer of the oral/written summary of the elements of a good speech.
- To build learners' confidence to speak in public, provide numerous opportunities to all the learners in the class to either speak to an audience online or in the class. Organize intra-class extempore speech competitions often based on teacher-selected topics (select topics that are related to themes and topics that were taught or will be taught in the future). Through professional learning communities,

collaborate with other teachers of the same school or neighbouring schools to organize inter-class/inter-school extempore speech competitions often led by the learners themselves but thoroughly guided by the teachers and schools.

## Resources

- Farrell, T. S., & Jacobs, G. M. (2020). *Essentials for successful English language teaching*. Bloomsbury Publishing.
- [https://youtu.be/YE0\\_uNfXYTg](https://youtu.be/YE0_uNfXYTg) Delivering impromptu tips
- <https://www.americanrhetoric.com/top100speechesall.html> Great speeches delivered by great speakers
- <https://www.rcampus.com/rubricshowc.cfm?code=H3C467&sp=true> Impromptu speech suggestive rubrics

### **Important reminder to the teacher:**

The learning experiences and pedagogy suggested above should be taken as examples only. The teacher is respected as a career-long learner and is expected to create and co-create learning experiences that best address the needs and wants of proficient speakers and listeners. The following are the major teaching emphases teachers can make to help learners fulfil objectives and acquire the required competencies in speaking and listening: (Source Courtesy: Department of Education, WA, 2013)

#### **Environment and Attitude**

- Provide opportunities for relevant, challenging and purposeful communication.
- Create a supportive environment which values the diversity of learners' speaking and listening development.
- Encourage learners to see the value of effective listening and speaking for community, school and family life. Use of Texts
- Discuss and compare a range of functional spoken texts.
- Provide opportunities for learners to participate in authentic unplanned and planned speaking and listening.
- Provide opportunities for learners to participate in extended talk for a range of purposes.
- Teach learners to use effective text structures and features to suit a range of purposes.
- Teach learners to extract and analyse complex and challenging information from spoken texts.
- Encourage learners to use the metalanguage associated with speaking and listening independently, e.g., interaction, inter-textuality, alternative, style shifts, adjust, position, pace, convention, evaluate, reflection, rephrasing.

#### **Contextual Understanding**

- Provide opportunities that challenge learners to carefully consider their choices when speaking and listening.
- Teach learners to reflect upon the way in which they interact with particular audiences.
- Teach learners to consider the needs and background knowledge of their audience when selecting suitable content for spoken texts.
- Provide support for learners to contribute to matters of social interest or concern.
- Teach learners to extend their critical analysis to include complex themes and issues.
- Teach learners to reflect upon the way in which they interact with their audience.
- Teach learners to select and manipulate devices to suit a particular context. Conventions
- Support learners to take responsibility for expanding, refining and using new vocabulary.
- Provide opportunities for learners to compose complex spoken texts for known and unknown audiences.
- Teach skills needed to sustain and facilitate communication in unplanned and planned situations, e.g., to interrupt, intervene, recap or redirect.
- Teach skills needed to respond appropriately to the intellectual and emotional demands of different situations. Processes and Strategies
- Teach learners to select appropriate thinking strategies to explore complex concepts and ideas.
- Provide opportunities for learners to engage in sustained conversations and discussions.
- Provide opportunities for learners to adapt a range of processes and strategies to compose complex and challenging texts.
- Provide opportunities for learners to interact responsively in contexts where they are required to facilitate discussion.
- Provide opportunities for learners to identify and use prompts that anticipate and manage likely disagreements.

## Reading and Literature

Aspect	Reading is...
<b>Use of Texts:</b> what learners do with text	<ul style="list-style-type: none"> <li>making meaning from texts</li> </ul>
<b>Contextual Understanding:</b> how the context affects the interpretation and choice of language	<ul style="list-style-type: none"> <li>a social practice that is used to accomplish a widerange of purposes</li> <li>questioning and critiquing texts</li> </ul>
<b>Conventions:</b> structures and features of texts.	<ul style="list-style-type: none"> <li>cracking the code that is letters, words, sentencesand texts</li> </ul>
<b>Process and Strategies:</b> how learners read, view, speak and listen	<ul style="list-style-type: none"> <li>the active, integrated problem-solving process ofmaking sense of texts</li> </ul>

*The four aspects of speaking and listening (Department of Education WA, 2013)*

### Topic: Critical Reading

Reading is the key to unlocking the vault of wisdom of the human race. Reading various texts from various writers/authors helps to build meanings in life. Various forms of texts comprise different features- stories, poems, and essays. A mixture of genres shall equip learners to build a repository of knowledge about different key features of various forms.

### Competency

- Read a range of texts using a variety of strategies to make meaning including an understanding of the key features of various forms.

**Knowledge-** knowledge about the features of various forms of literature.

**Skills-** use appropriate reading strategies while reading different genres.

**Behaviours-** Emulate values and attitudes from texts.

### Learning Objectives

- Use appropriate reading strategies and skills developed in earlier classes to comprehend the texts.
- Identify features of a variety of texts and use them to support their reading.
- Recognize the emotive effect of words in the texts they read.

**Note:** The above objectives can have multiple lesson objectives based on the topic.

### Learning Experiences

- Brainstorm on the texts and genres studied in previous classes and previous lessons. Based on the number of text varieties and genres brainstormed, form pairs and small groups based on common interest to further find out examples of such texts. Each member of a group searches for a text that fits perfectly into the variety of genres they have chosen (The Fun They Had by Isaac Asimov and Weathering the storm at Ersama by Harsh Mandar). Each member of a group reads a text of their selection and makes notes about the features of such a text type. While reading and taking

notes, pay attention to salient features such as the use and choice of vocabulary, tense and aspect, form and meaning, sentence length and paragraph, use of punctuation marks, formal and informal words, and figurative language. This activity should be preceded by a teacher demonstration of how to go about the task. Develop checklist and rubrics for self and peer to be used in different stages of the task.

The teacher chooses a text, reads the text out loud, pauses to highlight and explain the features of the text at the word, sentence, and form level. Learners and the teacher spend sufficient time on clarifying, questioning, critiquing both the content and the process of the task. Learners illustrate, write or provide an oral explanation of the features of the text they read. This is shared with other learners in the subsequent classes or through an online platform. Educational research has shown that the best way to retain the knowledge and skills of what has been learnt is to teach it to as many people as possible. Encourage learners to always share their knowledge and skills with classmates, friends, and family members.

2. Before learners start reading after selecting their text, review the critical reading strategies and ensure that learners apply them while reading. Before setting learners on the task of reading on their own, the teacher reads together with the learners and demonstrates guided, choral, buddy, and other ways of reading. Create a checklist on the critical reading strategies for self-reflection as learners read.
3. Initiate a discussion on the emotive effect of the words used in the texts while and after reading different texts- poems, stories, and essays. The teacher asks learners to identify the emotive words used in the texts and point out the emotions triggered/elicited/prompted by them. Ask learners to look for the words to be replaced, and whether or not they will elicit/trigger/prompt the same emotions in the sentences. Use the knowledge of synonyms.

Examples of emotive words;

#### *Emotive Words*

- Adjectives - Appalling, Wonderful, Heavenly, Magical, and Tragic.
- Abstract Nouns - Freedom, Pride, Justice, Love, and Terror.
- Verbs - Destroyed, Vindicated, Saved, Betrayed, and Adored.

Or follow the link <https://www.thesaurus.com/browse/emotive> for more lists of emotive words.

For this task, encourage learners to explore online materials – newspapers, magazines, stories, blogs, simple research papers, etc. or use the school library to explore different varieties of texts. Checklists and rubrics for self and peer.

## Assessment

- Develop a checklist to guide learners in choosing a quality text of their level and choice. Develop a checklist to guide learners in making comprehensive notes with all the required features. Develop rubrics for self- of the oral and written explanation of the features of the text they read. Learners self- assess their material for presentation before they are shared with classmates. Peer and teacher are used to provide feedback on the material presented to the whole class. Provide time to improve and re-create the final product.

- Create a checklist for learner self- of their reading to enable them to become critical readers. Provide the checklist in advance and help learners understand the purpose and significance of using them in the process of reading.

## Resources

- <https://www.readinga-z.com/commoncore/> -access this website to explore a rich repository of diverse reading materials
- [https://www.nationalgeographic.org/education/resource-library/?q=&page=1&per\\_page=25](https://www.nationalgeographic.org/education/resource-library/?q=&page=1&per_page=25) - access this link to explore reading resources and materials appropriate to your grade level.
- <https://rtlgames.org> -access this game-based learning platform to help learners develop literacy, life, and career skills.

## Topic: Inferences and deductions from textual features

Inferences are important when reading a story or text. Learning to make inferences is a good reading comprehension skill. When inferencing while reading, evidence provided by the author is used to draw logical conclusions. Deducing is the act of drawing logical conclusions based on the information given in a text, using the reader's personal experiences and knowledge of the world. The deduction is often taught alongside inference, which is defined as an interpretation of the text that goes beyond the literal information given.

### Competencies

- Select and use essential points using inference and deduction, where appropriate, to respond to the text by identifying themes and characters and selecting sentences and relevant information from the text to support their views.
- Locate information from other sources- similar texts that they have studied, newspaper reports, reference texts- to support their views.

**Knowledge-** inference and deduction

**Skills-** reading between the lines

**Behaviour-** interpretation of what has been read

### Learning Objectives

- Use the dictionary and other resources to understand phonetic transcriptions and the syllabic structure of words to help with reading and pronunciation.
- Build their vocabulary in context, and use pronunciation skills to pronounce new words correctly.
- Appreciate the beauty of language by identifying the uses of symbolism, imagery, allusion, and cadence.
- Identify and discuss the use of free verse in different kinds of modern poetry.
- Read texts and make personal connections.
- Appreciate 'big' ideas expressed in literature – for example, forgiveness, loyalty, and love.

**Note:** The above objectives can have multiple lesson objectives based on the topic.

### Learning Experiences

1. Read "The Grumble Family" from Reading and Literature text, Class VIII. Use the dictionary and other online sources to deduce the meaning and pronunciation of new words.
  - Learners can write a summary of the poem to support analysis of what the text says explicitly as well as inferences that are drawn from the poem.
  - With the help of the teacher, use the poem to figure out the poetic devices, figures of speech like alliteration, imageries, synonyms and antonyms etc...
2. After reading the poem in pairs and small groups, discuss the big idea in the poem by having learners critically identify one word that sums up everything in the poem. Use Think-Pair-Share to justify why they think that word sums up the central idea of the poem. (Suggestive theme: Positive outlook towards life, negativism, the habit of complaining etc.)

3. <https://www.youtube.com/watch?v=vfrlYx0-B7E> Click on the link to learn how a poem is recited. Ask learners to choose another poem for recitation. Conduct an intra-class/inter-class poetry recitation competition to inspire learners to recite poems and find out the significance and value of poetry in life and literature. Encourage learners to look up words for their meaning and pronunciation and analyse the meaning of the poem before the recitation. Provide sufficient time for peer group practice and peer feedback to enable learners to give life and form to the words and lines in the poem.

## Assessment

- Learners write a one-page analysis of the poem with several pieces of textual evidence (words, phrases, lines, stanzas). Use peer and teacher rubrics to provide feedback on the quality of the analysis – the rubrics should have components stated in the three bullet points in Learning experiences 1 and 2. Lookup for samples of poetry analysis in the link <https://academichelp.net/samples/academics/reviews/poetry-analysis/>
- Let learners share (to classmates and others) the ‘analysis of the poem’ to encourage others to read the poem too. Ask them to copy the poem and the analysis of the poem in the Writing Portfolio/ePortfolio.

## Resources

- <https://www.poetryfoundation.org> -share this website to learners to inspire them to access resources related to poetry and to help them compose and recite poems.
- <https://www.youtube.com/watch?v=OZZkOOjlcgc>
- <https://www.youtube.com/watch?v=DNTuJApvpJA>
- <https://academichelp.net/samples/academics/reviews/poetry-analysis/>

## Topic: Figures of speech in different genres

Figurative language uses non-literal meanings to add layers of meanings. A reader has to use higher levels of reasoning to access the meanings of such language. Learners must be taught those higher levels of reasoning so that they can correctly interpret and analyse the different levels of meanings carried by the figurative language in the texts they read

### Competency

- Discuss how figurative language adds layers of meaning to a text to enhance their interpretive and analytical skills.

**Knowledge-** knowledge of the figurative language

**Skills-** interpretation, and analysis

**Behaviour-** interpretive and analytical

### Learning Objectives

- Recognize the denotative and connotative effects of words in the texts they read.
- Employ the features of fantasy stories to help them make meaning in their reading.

**Note:** The above objectives can have multiple lesson objectives based on the topic.

### Learning Experiences

1. Learners talk about a fantasy comic book/graphic novel or a short story or any fantasy texts that they have read or viewed and share their features through Think-Pair-Share.
  - Discuss the features of fantasy with the whole class by drawing on what learners already know about them. Write it on the board/chart and discuss each feature. The teacher can narrate a fantasy story and show examples of how the features are employed in it by showing the book to the learners and reading it out loud to them. Recommend learners or let learners recommend fantasy stories they have read to their classmates.
  - Group learners and allow them to come up with a fantasy story. Ensure each member of the group contributes to the group task meaningfully. Appoint a discussion director who has already read fantasy stories in each group. Expect the group to present their fantasy story in creative forms – digital, comic, graphic, text, etc. Allow groups to provide feedback to one another. Organise an intra-class fantasy story exhibition or an online exhibition using a social platform they are familiar with. Let learners take turns to present orally their work to other groups.
2. Ask learners to review the word-use in one of the fantasy stories they read to determine the meaning of words and phrases as used in the story, including figurative and connotative meanings. Teach about denotative and connotative effects of words. Let learners identify words and phrases that bring about these effects in the books or stories they have read.

### Assessment

- Use a literature circle for the group discussion by giving every member a role. For instance, one learner can direct the discussion; another can become the group writer, a wordsmith, a sentence

framer, an idea contributor, etc. Assess learners in each group by making anecdotal notes of their participation in the group. Provide feedback and guidance during the process of discussion and when groups create their fantasy story for the class exhibition. Create checklists and rubrics on the features of fantasy and allow learners to assess each other's exhibits. Allow learners to practice both oral and written language during the feedback sessions – e.g. “I like your ... because...”, “The one thing I like about your work is... because....” Provide feedback to the presenters on both content and language-use as they present their works to other groups through anecdotal notes/records.

- Provide oral and written exercises to help learners understand how to use words for denotative and connotative effects. Conduct diagnostic to check their understanding.

## Resources

- [https://www.youtube.com/watch?v=n\\_cqszvdTqk](https://www.youtube.com/watch?v=n_cqszvdTqk)
- <https://www.youtube.com/watch?v=bx0nra6R-eE>
- Fantasy stories from the library.
- <https://www.rcampus.com/rubricshowc.cfm?code=H3C467&sp=true> Figures of speech reference

## Topic: Exploring meanings beyond the obvious

Texts can carry meanings at different levels of interpretation, and it calls for the readers' skill to read and interpret the meanings of the texts at those levels. Some texts mean what is stated while others carry meanings beyond what is stated. So, the learners should be taught the skills to analyse, evaluate texts so that they can explore and arrive at the implied meanings.

### Competency

- Analyse, evaluate and appreciate appropriate texts by focusing on implied meaning to develop higher-order thinking and critical judgment.

**Knowledge-** knowledge of various texts

**Skills** – analysing, evaluating, and appreciating various literature

**Behaviour-** higher order thinking skills and critical judgment

### Learning Objectives

- Evaluate the main idea(s) of texts read and generate their own understanding.
- Apply close and critical reading and viewing skills to enhance their understanding of how lexical and grammatical items are used in context.
- Appreciate 'big' ideas expressed in literature – for example, courage, positive outlook etc....
- Read and view widely, at least 40 pieces of literature, for pleasure to demonstrate independent reading and learning in the content area

**Note:** The above objectives can have multiple lesson objectives based on the topic.

### Learning Experiences

1. Teach about critical reading and viewing skills (refer appendix)
  - Learners select an online text (Suggestive: The Night train at Deoli by Ruskin Bond) and read it at home/bring a text to the class and read. Provide some criteria on the quality of the text to be selected.
  - Encourage learners to apply the eight critical reading strategies to decode the text. Remind learners that reading critically doesn't mean criticizing the writer's message but rather assessing the validity and reliability of the writer's material.
  - Learners identify new lexical and grammatical items in the text and note them down for further investigation later. Use dictionary or online dictionary to learn pronunciation and deduce the meanings of words and phrases as used in the text and note them down in the writing Portfolio/ePortfolio for everyday use and reference.
  - Write a critical review or record a critical oral review of the text by using the eight critical reading strategies, based on the criteria developed collaboratively by the teacher and learners.
  - Share the critical review of the text (encourage learners to use the synonyms of the words used in the text and not reuse the words used by the author) to classmates for peer and teacher feedback and improve the quality of the review.
  - After teacher endorsement of the final draft, post the critical review on the class wall or share it on a common social learning platform for a wider audience.
2. Encourage all learners to maintain a Rolling Knowledge Journal (as explained in the following

bullet points) of at least 40 pieces of literature they are going to either read or view for the year based on the following format.

- After each text is read or viewed, stop and think about its “big learning.” What did you learn that was new and important about the topic from this resource? Write, draw, or list what you learned from the text about the topic.
- Write, draw, or list how this new resource added to what you learned from the last resource(s).

A similar kind of table format can be used for the Rolling Knowledge Journal.

Title	New/Important learning about topic	How does this resource add to what I learned already?	New words and phrases I learnt from the text

3. Encourage learners to analyse, talk or write on love, loyalty, friendship and forgiveness after reading the texts- identify different kinds of relationships (e.g., love between friends, love between parents, and love between friends or partners). Encourage students to distinguish between emotions associated with love, friendship, and learn to manage emotions associated with different kinds of relationships. Learners must be asked to identify the above values while reading every text. (*Read the following link on how to analyse a text for various purposes- <https://www.matrix.edu.au/beginners-guide-to-acing-hsc-english/how-to-analyse-english-texts/>*)

## Assessment

- To help learners acquire the skill of reviewing critically, create a rubric, and demonstrate and allow practice on how to use it accurately. Use the rubric for peer/teacher of the critical review.
- Allow learners time to select and draw an action plan for reading and viewing at least 40 pieces of literature or visual text. Ask learners to write their Reading Routine in the initial pages of their Rolling Knowledge Journal with actionable time frames. Create a checklist for self- and peer and encourage learners to read each other’s Rolling Knowledge Journal and provide descriptive written feedback regularly to keep them inspired to read and use the Rolling Knowledge Journal for academic success. Assess the Rolling Knowledge Journal frequently to diagnose areas that need teacher attention and learner improvement.

## Resources:

- <https://www.youtube.com/watch?v=L6jFea6OT94>
- <https://youtu.be/jJPea7Ogy6w> Critical reading strategies.
- <https://youtu.be/7zmV2fQ9tP4> introduction to higher order thinking skills

### **Important reminder to the teacher:**

The learning experiences and pedagogy suggested above should be taken as examples only. The teacher is respected as a career-long learner and is expected to create and co-create learning experiences that best address the needs and wants of proficient readers. The following are the major teaching emphases teachers can make to help learners fulfil objectives and acquire the required competencies in reading and literature for class VIII: (Source Courtesy: Department of Education, WA, 2013)

#### Environment and Attitude

- Create a supportive classroom environment that nurtures a community of readers.
- Jointly construct, and frequently refer to, meaningful environmental print.
- Foster learners' enjoyment of reading.
- Encourage learners to take risks with confidence.
- Encourage learners to select their own reading material according to interest or purpose.

#### Use of Texts

- Provide opportunities for learners to read a wide range of texts.
- Continue to teach learners to analyse texts utilising information to suit different purposes and audiences.

#### Contextual Understanding

- Provide opportunities for learners to discuss how the ideologies of the reader and the author combine to create an interpretation of the text.
- Provide opportunities for learners to identify devices used to influence readers to take a particular view.

#### Conventions

- Continue to build learners' sight vocabulary, e.g., technical terms, figurative language.
- Teach learners to analyse how authors combine language features to achieve a purpose.
- Teach learners to analyse how authors manipulate texts to achieve a purpose, e.g., structure, organisation.

#### Processes and Strategies

- Continue to build learners' knowledge within the cues.
- Consolidate comprehension strategies.
- Consolidate word-identification strategies.
- Consolidate how to locate, select and evaluate texts.
- Model self-reflection of strategies used in reading, and encourage learners to do the same.

## Writing

### Strand: Writing

Aspect	Writing is...
<b>Use of Texts:</b> what learners do with texts to convey meaning	<ul style="list-style-type: none"> <li>translating inner speech into symbols to communicate with an audience over time and/or distance</li> <li>composing meaning in a wide range of printed and electronic texts</li> </ul>
<b>Contextual Understanding:</b> <ul style="list-style-type: none"> <li>how the context affects the choice of language and the mode, medium and format used</li> <li>how the context affects the interpretation of text</li> </ul>	<ul style="list-style-type: none"> <li>a social practice used to accomplish a wide range of purposes across a range of cultural and situational contexts</li> <li>used to influence and manipulate others, often to maintain or challenge existing power</li> </ul>
<b>Conventions:</b> structures and features of texts	<ul style="list-style-type: none"> <li>encoding written language using letters, words, sentences, grammar, and knowledge of the social context</li> </ul>
<b>Processes and Strategies:</b> how learners read, write, view, speak and listen	<ul style="list-style-type: none"> <li>the application of knowledge and understanding to compose printed and electronic texts using cyclic processes</li> </ul>

*The four aspects of writing (Department of Education WA, 2013)*

(Note: Some competencies in this Strand have been clubbed under the same Learning Experience and assessment as these competencies are complementary to each other, and easier to be taught together)

### Topic: Variety of sentence structures

This is clearly a progression from the earlier class where learners are taught different sentence structures. They should be continuously taught how to vary sentence structures, among other elements of language, to achieve the desired effect and mood.

### Competencies

- Employ a range of sentence structures accurately to achieve the desired effect and mood.

**Knowledge**-knowledge of various sentence structures **Skills**- explore and arrive at one's own writing style **Behaviour**-make desired effect and mood in writing

- Use more complex structures and vocabulary to make writing succinct and emphatic.

**Knowledge** – a repertoire of vocabulary and grammar

**Skills** – various writing skills and strategies

**Behaviour**- writing effectively with empathy

## Topic: Writing skills and strategies

The knowledge of what constitutes effective writing equips the writers not only to evaluate one's own and others' writing but also to grow as writers. Different forms of writing employ different features or elements, so learners must be taught the common forms of writing, particularly those encountered in the Reading & Literature strand and their respective features.

### Competency

- Apply the knowledge of effective writing to evaluate one's own writing and the writing of others.

**Knowledge** – looking for specific information and details in a piece of literature

**Skills** – effective writing skills

**Behaviour**– evaluate one's own writing and writing of others

### Learning Objectives

- Use the writing skills developed in earlier classes.
- Use a range of sentence structures in their writing to achieve the desired effect.
- Use the thesaurus, dictionary, and other resources for vocabulary development.
- Spell correctly the words they use.
- Use punctuation and paragraphing to organize ideas.

**Note:** The above objectives can have multiple lesson objectives based on the topic.

### Learning Experiences

1. (This activity is a follow up to Reading and Literature, Learning Experience 1) Learners create their own texts (after learning about the features of different texts) within the framework of the text type they have been working with. Encourage learners to create a text whose features and purpose appeal to them the most using the steps in the Writing Process.
  - Teach and provide reading and audio-visual resources on the types of sentences – simple, compound, and complex sentences. The learners must be taught to use a range of sentence structures in their writing to be able to convey the messages/ideas intended in their writings. Encourage the learners to use correct paragraphing to organise different ideas.
  - Discuss punctuations and spelling rules with sufficient examples. The teacher should provide sample writings on the use of different punctuations and correct spellings. The teacher can practice this as a follow-up activity for the Language and Grammar on comma, dash and ellipsis.
  - Guide learners to research into the details of the text types using different media to produce a creative original text. Focus more on producing a variety of sentence types in the text.
  - The teacher explains the writing process before learners begin the process of writing their text. Naturally, learners will often want to know the new vocabulary. Supply the words they ask for or provide access to a dictionary online or offline and guide learners to access more vocabulary.
  - Learners find it easier to be creative in writing. Writing also allows greater focus on accuracy since learners have the time to reflect, correct, discard and add following the writing process.
  - Allowing learners to create texts in pairs or small groups to provide opportunities for task-focused speaking. If learners want to create texts orally (after writing the text), follow the following

procedure: form pairs or small groups, allow pairs/groups to use recorder (phone), create text orally (one says the text out loud the other records), listen clearly to the text recording, in case an error is spotted, make a new recording, peers and teacher listen to the audio text and provides feedback, make a new recording incorporating the suggestions from the feedback, all pairs/groups present their recording to the class through an online platform or in the class. Find ways to publish the written text or the audio text to a larger audience. Discuss this aspect of publishing with the learners at the very beginning.

## Assessment

- Encourage the use of self and peer through clearly defined success criteria developed collaboratively by the teacher and learner. Make learners understand and know what the success criteria stand for, and how to meaningfully incorporate that in their writing.
- Encourage self and peer of the written text and audio-video recording of the oral text through qualitative feedback until the writer(s) is satisfied.
- If learners are to be awarded grades on the quality of their written work, consider both the process and the product for grading with prior information to learners.
- Follow the criteria to assess the /Learning Journal/Writing Portfolio/e-Portfolio of the learners.
- Notes/steps in the Writing Process.

## Resources

- <https://youtu.be/ln1MubdSQ9o> introduction to blogging
- <https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=E6436W&> Suggestive writing skills rating rubrics
- <https://youtu.be/bhNg6Fc4Btg> Effective writing tips

## Topic: Writing portfolio

A writing portfolio is a repository of the learners' best pieces of their progressive writing over a period of time. It includes different forms of literature- stories, poems, essays, journals, reflections, etc. It should exhibit the progressive chapters of their writings, following the Writing Processes, as writers.

### Competencies

- Maintain writing portfolios containing their best pieces of writing to continue to grow as writers.

**Knowledge-** forms of literature & writing processes

**Skills-** writing skill

**Behaviours-** to become a lifelong writer

- Write using figurative language and adopt appropriate voice to show an increasing command over language and its dynamism.

Figurative language can affect mood. The term mood refers to the atmosphere that envelopes the reader and evokes certain feelings. Writers are able to expound for pages to create the mood in writing. Figurative language is used to draw the reader into the literature quickly. Learners should practice using figurative language, especially hyperbole and alliteration in their writing to explore language and its dynamism.

**Knowledge-** the use of figurative language in various pieces of literature

**Skills –** various writing styles

**Behaviour-** write for various purposes using figurative language

- Write in a wide range of forms – fiction and non-fiction to enrich the repertoire of writing skills.

Writings must include a wide range of forms of fiction and non-fiction. Writing a variety of forms- stories, essays, poems, journals, reflections, etc will enhance the writing skills in different genres.

**Knowledge-** different forms of fiction and non-fiction

**Skills-** writing skill

**Behaviours-** come up with a repertoire of writing skills

- Use handwriting and ICT effectively, making appropriate choices of presentation to share and publish.

Writing with legible handwriting adds to the quality of writing pieces. A writing piece is best read when presented with good handwriting. The use of IT knowledge effectively will help in sharing/presenting the pieces of writings to an audience.

**Knowledge-** handwriting and ICT skills **Skill-** handwriting skill & ICT skills **Behaviour-** publishing online and offline

## Learning Objectives

- Use figurative language including hyperbole and alliteration effectively.
- Write for a variety of purposes and audiences using a wider variety of forms encountered in their reading to include narrative essays.
- Take notes to prepare reports and summaries.
- Enjoy writing by participating in a community of writers.
- Distinguish the best pieces of their writing and add at least 5 pieces to their portfolio.

**Note:** The above objectives can have multiple lesson objectives based on the topic.

## Learning Experiences

1. Prepare to produce and publish (This is a follow-up activity to Reading and Literature Activity 2). Write an essay (narrative), a poem, a narrative story, an audio report, or a video documentary on how women's knowledge and skills both at home and in society influence the culture and economy of a community. In your writing, show how this can be further enhanced with the use of figurative language like alliteration, hyperbole, and others. The best pieces with the progressive phases of the Writing Processes added to the Writing Portfolio.
  - Based on the learner's choice of genre for the targeted written product. Teach and learn about all the performance knowledge and skills required to successfully produce the product – at the word, sentence, and grammar level including contextual understanding and conventions and the steps in the process of producing a text. For instance, the process of making a video documentary on women singers may first entail knowledge and skills required to produce a video documentary, learners should collaborate with IT teachers or other experts and acquire the skill first, assuming all the required resources are in place.
  - Encourage learners to gather data from a variety of sources -google, YouTube, newspaper articles, different genres of texts, videos about Bhutanese women, etc... and go out into the community and interview people to find out more. Take several notes -write important words, sentences and extracts for reference. The teachers can teach how to summarise the information noted/collected to be reported to the audiences/class. Also, the teacher should teach how to report the collected information.
  - Interview an elderly female member (preferably someone who speaks English) at home or in the neighbourhood and audio-record the interview as a report writing activity. Prepare questions in advance and have them objectively refined in consultation with peers and the teacher. As far as possible, interview in English to avoid having to transcribe other languages into English later (in the interest of time), although transcribing is a good language skill to learn.
  - Produce the text using information from all the sources you have referred to – including the transcribed interview. Follow the writing process (if you are writing) to complete the task. Seek feedback from as many peers as possible in a community of writers (classmates and teachers), incorporate the feedback, rewrite or remake and share the zero draft to a teacher for feedback. Incorporate the teacher's feedback and produce the final draft. Read out your text and audio- record it. Share your text with your friends on a social learning platform. Upload it on your Writing Portfolio/e-Portfolio.

**Note:** Several competencies have been clubbed together as they are interrelated, and one competency builds upon the other. So, while providing the Learning Experiences, the teacher should be careful not to miss out on any competency.

## Assessment

1. This project involves learners in comprehending, manipulating, producing, or interacting in the English language while their attention is principally focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. , therefore, should focus on this.
2. In performance-based language learning the learner and the teacher collaboratively construct 'for' learning and use all the relevant tools such as checklists, rubrics, and descriptive oral feedback wherever appropriate.
3. The teacher uses anecdotal records of learner progress to gauge learner interest and learning styles to plan future learning experiences based on these learner attributes.
4. On the completion of the task, the teacher develops a range of competency-based questions to ensure that learners have acquired the competencies and fulfilled all the objectives. Personalized remedial teaching is recommended whenever a gap is observed.

## Resources

- <https://www.quill.org>
- <https://826digital.com>
- <https://www.teenink.com>

### Note to the teacher:

The learning experiences suggested above are to be taken as modest examples of how the teacher could initiate teaching and learning to fulfil objectives and develop learner competencies. The following five phases are recommended for a text-based integrated approach to language learning:

- *Phase 1:* Build the context, i.e., learners build their knowledge of the topic they are going to be exploring through language.
- *Phase 2:* Model and deconstruct the text, i.e., learners examine one or more samples of texts (spoken or written) in the content area and the text type, and seek to understand the purpose, organization, and language features (e.g., tenses, connectors, specific vocabulary).
- *Phase 3:* Joint construction of the text, i.e., learners cooperate with the teacher and/or partners to create texts in the same text type and content area.

- *Phase 4:* Independent construction of the text, i.e., learners work alone to create their own texts with feedback from peers and teachers.
- *Phase 5:* Linking to related texts.

**Important reminder to the teacher:**

The learning experiences and pedagogy suggested above should be taken as examples only. The teacher is respected as a career-long learner and is expected to create and co-create learning experiences that best address the needs and wants of proficient writers. The following are the major teaching emphases teachers can make to help learners fulfil objectives and acquire the required competencies in writing for class VIII: (Source Courtesy: Department of Education, WA, 2013)

Environment and Attitude

- Create a supportive classroom environment that nurtures a community of writers.
- Foster learner's enjoyment of writing.
- Encourage learners to experiment with different facets of writing, e.g., creating hybrid texts, refining texts.
- Encourage learners to value writing as a social practice.

Use of Texts

- Encourage learners to explore and discuss a wide range of literary and informational texts.
- Encourage learners to craft a range of literary and informational texts for authentic purposes and audiences.
- Encourage learners to manipulate elements to craft a range of texts, e.g., hybrid texts, multimodal texts.

---

## Language and Grammar

---

### Topic: Modal auxiliaries and moods in grammar

Grammatical conventions include the use of modal auxiliaries to indicate a shift from indicative to the subjunctive mood. Statements of fact require the indicative mood. The indicative verb form follows the usual grammar rules: singular noun, singular verb; plural noun, plural verb. The subjunctive mood is used to express any hypothetical wish, suggestion, situation, or condition instead of stating a fact. Learners must be taught auxiliaries to make them know how to shift from indicative to the subjunctive mood

### Competencies

- Use grammatical conventions to include the use of modal auxiliaries to indicate a shift from indicative to subjunctive mood.
- Use the conditional forms correctly to express possibilities.

**Knowledge-** the use of verbs and other grammatical conventions

**Skills** - writing, and listening proficiently

**Behaviour-** use language correctly in various situations

### Learning Objectives

- Use the knowledge of grammar learned in earlier classes.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

### Learning Experiences

The teachers should teach different moods of the verbs and plan activities speaking and writing. Also, the learners must be asked to identify and locate the different mood verbs in the suggested Reading and Literature texts.

#### Note-5 verb moods

- **Indicative:** expresses an assertion, facts, or opinions; the “normal” verb form.
- **Imperative:** expresses command, prohibition, entreaty, or advice. This mood is used to give orders or make requests. Often the subject is implied rather than stated.
- **Interrogative:** expresses a state of questioning. You will often notice inversion in the order of subject and verb.
- **Conditional:** indicates a conditional state that will cause something else to happen. Often uses the words might, could, or would.
- **Subjunctive:** expresses doubt or something contrary to fact. Something is not factual, but probable, unlikely, hoped for, or feared. These are the clauses that often start with “If,” “I wish

that,” “I hope that,” or “I desire that.” In the indicative, we would say “I was,” but in the hypothetical subjective, we would use the verb form “were.” Keep in mind that not all clauses that begin with “If” are contrary to fact.

## Assessment

- The teacher should administer frequent ongoing assessment of learners’ grammatical knowledge and provide whole-class clarifications of misconceptions and common errors evident in learners’ oral and written speech in all the English classes.
- Teaching and of grammatical concepts and skills should be integrated with the teaching of Speaking and Listening, Reading and Literature, and Writing.

## Resources

- <https://www.troup.org/userfiles/929/My%20Files/ELA/MS%20ELA/8th%20ELA/Unit%202/Mood%20of%20the%20Verb.pdf?id=13842>
- <https://www.englisch-hilfen.de/en/grammar/hilfsverben1.htm> Modal auxiliaries

## Topic: Types of sentences based on structure

A complex sentence is formed by adding one or more subordinate (dependent) clauses to the main (independent) clause using conjunctions or relative pronouns. A clause is a simple sentence. Simple sentences contain only one clause. Complex sentences contain more than one clause. This convention of clauses must be taught to the learners.

### Competency

- Show how clauses are written to form complex sentences.

**Knowledge-** use of verbs/verb groups in different clauses

**Skills-** differentiating dependent and independent clauses in a sentence

**Behaviour-** use the conventions of grammar (clauses and sentences) to write and speak effectively

### Learning Objectives

- Use the knowledge of grammar learned in earlier classes.
- Use relative pronouns correctly.
- Use some conjunction coordinators and correlatives like either-or; neither-nor; not only-but also.

### Learning Experiences

1. Coordinating conjunctions are **conjunctions that join, or coordinate, two or more items** (such as words, main clauses, or sentences) of equal syntactic importance. Also known as coordinators, coordinating conjunctions are used to give equal emphasis to a pair of main clauses. In English, the mnemonic acronym FANBOYS can be used to remember the coordinators for, and, nor, but, or, yet, and so. Follow the link for additional information and rules for the same <https://www.gingersoftware.com/content/grammar-rules/conjunctions/coordinating-conjunctions/>
2. Correlative **conjunctions** correlate, working in pairs to join phrases or words that carry equal importance within a sentence.
  - When using correlative conjunctions, ensure **verbs** agree so your sentences make sense. For example- *Every night, **either** loud music **or** fighting neighbours wake John from his sleep.*
  - When you use correlative conjunction, you must be sure that **pronouns** agree. For example: ***Neither** Debra **nor** Sally expressed her annoyance when the cat broke the antique lamp.*
  - When using correlative conjunctions, be sure to keep the parallel structure intact. Equal grammatical units need to be incorporated into the entire sentence. For example: ***Not only** did Mary grill burgers for Michael, **but** she **also** fixed a steak for her dog, Vinny.*

Let learners practise the use of correlatives in spoken and written English. Teachers can design practice activities or follow the link for exercises on correlatives-

<https://www.gingersoftware.com/content/grammar-rules/conjunctions/correlative-conjunctions/>

Recall and revisit the grammar and language topics learnt in the previous classes. May choose to have recall activities planned on the different topics. Learners must be encouraged to use a dictionary and other resources to enhance their vocabulary and spelling.

Give brief information on different types of pronouns- personal, possessive, relative, indefinite, and others.

- A relative pronoun is used to connect a clause or phrase to a noun or pronoun. The clause modifies or describes the noun. The most common relative pronouns are 'who', 'whom', 'whose', 'which', and 'that'. Sometimes, 'when' and 'where' can be used as relative pronouns as well.

Relative pronouns	connect a clause or phrase to a noun or pronoun. We often see them when we need to add more information. They also include <b>indefinite relative pronouns</b> , which are relative pronouns with "ever" at the end.
-------------------	--

<b>Relative Pronouns</b>	who, whom, which, whose, that	Find the man <b>who</b> stole the money. The dog, <b>which</b> barked all night, is asleep. I sold the watch <b>that</b> my sister gave me.
<b><u>Indefinite Relative Pronouns</u></b>	whoever, whomever, whichever, whatever	Thank <b>whoever</b> sent a gift. <b>Whichever</b> you choose will be great. We should take <b>whatever</b> train comes next.

Source- <https://grammar.yourdictionary.com/parts-of-speech/pronouns/types-of-pronouns.html>

## Assessment

- Plan some speaking and writing activities that cater to the use of relative pronouns and make learners practise the correct use of them.
- Administer frequent ongoing assessment learners' grammatical knowledge and provide whole-class clarifications of misconceptions and common errors evident in learners' oral and written speech in all the English classes.
- Teaching and of grammatical concepts and skills should be integrated with the teaching of Speaking and Listening, Reading and Literature, and Writing.

## Resources

- <https://grammar.yourdictionary.com/parts-of-speech/pronouns/types-of-pronouns.html>
- <https://www.gingersoftware.com/content/grammar-rules/conjunctions/coordinating-conjunctions/>
- <https://www.gingersoftware.com/content/grammar-rules/conjunctions/correlative-conjunctions/>

## Topic: Vocabulary

Knowledge about and the distinction between synonyms, antonyms, and homophones will help learners understand each of the words and use them in their everyday language. The ability to use synonyms and antonyms will avoid the monotony of the word use and beautify language. The knowledge of the homophones will help learners in the appropriate choice and use of vocabulary in their spoken and written language.

## Competency

- Use the relationship between particular words (synonyms, antonyms, and homophones) to better understand each of the words.

**Knowledge-** knowledge on synonyms, antonyms, and homophones **Skill-** using synonyms, antonyms, and homophones correctly **Behaviour-** distinct use of synonyms, antonyms, and homophones

## Learning Objectives

- Use the knowledge of grammar learned in earlier classes.
- Use antonyms, synonyms, and homophones correctly.

## Learning Experiences

Make and display a list, in sets of pairs, of homophones and homographs and ask learners the similarities or the differences between each pair. Depending on the response from the learners, provide prompts to arrive at the definition of homophones and homographs. Then build up on their knowledge to define homonyms.

Teachers can use the suggested synonyms and antonyms video link given for the learners to teach- [https://www.youtube.com/watch?v=F\\_kvS4KYrqM](https://www.youtube.com/watch?v=F_kvS4KYrqM)

Additional notes and activities can be provided to learners to practise the correct use in spoken and written English.

During the Reading & Literature class, let students use the dictionary or other reference materials frequently to find synonyms and antonyms of new or unfamiliar words.

## Assessment

Make a chart of homophones and homographs and let learners pronounce them and find the meanings of each.

Use the learners' writing portfolio to assess their use of diction. Suggest using alternative words/phrases.

## Resources

- [https://www.youtube.com/watch?v=F\\_kvS4KYrqM](https://www.youtube.com/watch?v=F_kvS4KYrqM)
- [https://youtu.be/f\\_7FR59AKmQ](https://youtu.be/f_7FR59AKmQ) Homophone, Homonym and Homographs

## Topic: Emphatic language

Idiomatic expression is a type of informal language that has a meaning different from the meaning of the words in the expression. The phrasal verb is an idiomatic phrase whose meaning is different from the combined meanings of the individual words. Employing them correctly will help learners speak or write English emphatically- emphasising on what is to be conveyed which the normal words/language cannot do.

### Competency

- Employ idiomatic expressions and phrasal verbs correctly to make language emphatic.

**Knowledge-** idioms and phrasal verbs

**Skill-** using idioms and phrasal verbs correct

**Behaviour-** speaking or writing an emphatic language

### Objectives

- Use the knowledge of grammar learned in earlier classes.
- Use phrasal verbs that they come across in their reading.
- Use idiomatic expressions in appropriate contexts.

### Learning Experiences

Idioms don't mean what they say. That's right, the actual meaning of the words doesn't necessarily indicate the meaning of the idiom. For instance-

- *Remember my son, the early bird catches the worm.*

This idiom means that it's important to get up early and get to work in order to succeed in life. Of course, early birds probably catch worms as well! However, the meaning has nothing to do with the words.

For a list of commonly used idioms in English visit the link: <https://www.dk.com/uk/article/15-common-idioms-english-phrases-for-everyday-use/>

Following this introduction to the idioms in context, the learners can practice the use of the idioms in several ways. Here are a few ideas:

- Ask learners to write their own short stories using the idioms in context.
- Have learners write dialogues using the idioms to act out in class.
- In groups, the learners create quizzes in paper stripes and have the other groups solve them.
- Write questions using the idioms presented and discuss as a class or in groups.

Test the learners' prior knowledge on phrasal verbs. Write down some examples of common phrasal verbs and ask what each mean. Let learners write down a sentence each using those phrasal verbs. Encourage learners to identify phrasal verbs when they read stories, essays or any other texts.

### Assessment

Provide a list of common idioms and phrasal verbs and let the learners find their meanings either individually or in pairs. Use random diagnostic tests, either written or quizzes to assess knowledge on idioms and phrasal verbs. The questions, however, must be prepared in advance.

### Resources:

- <https://www.dk.com/uk/article/15-common-idioms-english-phrases-for-everyday-use/>
- <https://youtu.be/e7tZSwasR0> Phrasal Verbs

## Topic: Grammatical conventions

The knowledge and skills of grammatical conventions is crucial to achieve accuracy and fluency in writing and speaking.

### Competency

- Use grammatical conventions correctly to grow as writers and speakers.

### Learning Objectives

- Use the knowledge of grammar learned in earlier classes.
- Use some conjunction coordinators and correlatives like either-or; neither-nor; not only-but also
- Use adverbs of manner and frequency.
- Use adverbs and adjective modifiers for providing more details.
- Use quantifiers wherever appropriate. (Another, both, each, every, other, either, neither).
- Use the dictionary and other resources to enhance vocabulary and spelling.
- Form and use verbs in the active and passive voice.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate the omission.

**Note:** The above objectives can have multiple lesson objectives based on the topic.

### Learning Experiences

- Instruct the learners to locate and identify 10 phrasal verbs from any text (Reading and Literature and other texts) of their choice to revise the topic. Teachers may choose to re-teach the concept with examples before the activity.
- Provide adequate learning tasks or activity for the learners to review the tenses topic with a focus on perfect continuous tense.
- Adverbs of frequency always describe how often something occurs, either indefinite or definite terms. An adverb that describes definite frequency is one such as weekly, daily, or yearly. An adverb describing indefinite frequency doesn't specify an exact time frame; examples are sometimes, often, and rarely.
- Class presentation: Let the learners choose a piece of literature. Guide learners to infer and understand the selected literature. After the class has thoroughly read the above literature, the teacher must use the link below to conduct exercises on adverbs of manners and frequency.  
[https://elt.oup.com/student/solutions/elementary/grammar/grammar\\_02\\_012e?cc=jp&selLanguage=ja](https://elt.oup.com/student/solutions/elementary/grammar/grammar_02_012e?cc=jp&selLanguage=ja) Further reading for teachers on the topic:  
<https://courses.lumenlearning.com/boundless-writing/chapter/modifiers-adjectives-and-adverbs/> <https://walton.uark.edu/business-communication-lab/Resources/downloads/Modifiers.pdf>

Follow the link- Ginger software (<https://www.gingersoftware.com/content/grammar-rules/adverb/adverbs-frequency/>) for Adverbs of Frequency- List of Examples & Exercises.

- An adverb of manner **modifies or changes a sentence to tell us how something happens**, such as whether it was quickly or slowly. They're usually placed after the main verb or after the object. Just like other adverbs, they can provide more detail to sentences, giving the reader a clearer picture.

**Adverbs of Manner:** Example Sentence

**Slowly:** She stood up slowly

**Quickly:** The dog quickly ran after the ball

**Happily:** They happily ate the food

Follow the link for more information and rules of adverbs of manner-

<https://eslgrammar.org/adverbs-of-manner/>

The teachers should plan various speaking and writing activities on the correct use of adverbs of manner.

- A modifier is a word or phrase that describes another word or phrase. Two common types of modifiers are the adverb (a word that describes an adjective, a verb, etc.)

Let the learners read the following link or the teacher may choose to print out the link and hand it over to the students to read.

<https://www.gingersoftware.com/content/grammar-rules/adverb/adverbs-frequency/>

- A quantifier is a word or phrase which is used before a noun to indicate the amount or quantity: 'Some', 'many', 'a lot of' and 'a few' are examples of quantifiers. Quantifiers can be used with both countable and uncountable nouns. This activity can be used for any other strand. Let the learners look at the following link to make them better understand what quantifiers are.  
<https://www.english-practice.at/b1/grammar/quantifiers/b1-quantifiers-index.htm>

Further exercises on quantifiers:

[https://elt.oup.com/student/solutions/preint/grammar/grammar\\_03\\_012e?cc=jp&selLanguage=ja](https://elt.oup.com/student/solutions/preint/grammar/grammar_03_012e?cc=jp&selLanguage=ja) and <https://www.english-practice.at/b1/grammar/quantifiers/b1-quantifiers-index.htm>

(Quantifiers (B1) - PDF Worksheets (Tenses - Printable PDF Worksheets for English Language Learners -Intermediate Level (B1)

- Sentences can be active or passive. Therefore, verb tenses also have "active forms" and "passive forms." The learners must be taught to recognise and differentiate the different verb forms. Click on the following given links for information about different verb forms in active and passive voices-s
- <https://www.englishpage.com/verbpage/activepassive.html>
- <https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/active-and-passive-voice>
- <https://www.studyandexam.com/passive-voice-for-tense.html>

- <https://stlcc.edu/student-support/academic-success-and-tutoring/writing-center/writing-resources/active-passive-voice.aspx>

- A misplaced modifier is too far away from the thing it's supposed to modify, while a dangling modifier's intended subject is missing from the sentence altogether.

A misplaced modifier is a modifier that is positioned too far away from the **word, phrase, or clause** it is intended to modify and, as a result, appears to be modifying something else.

A misplaced modifier can be fixed by moving it so that it is connected to the right subject.

Misplaced	Corrected
The waiter presented a steak to <b>the guest</b> that was medium rare.	<ul style="list-style-type: none"> <li>• The waiter presented a <b>medium-rare steak</b> to the guest.</li> <li>• The waiter presented <b>a steak that was medium rare</b> to the guest.</li> </ul>

In the above example, the misplaced modifier implies that *the guest* was medium rare. Moving the modifier correctly indicates that it was *the steak* that was medium rare.

- A dangling modifier occurs when the subject of a modifier is missing from the sentence.

Dangling modifiers often take the form of an introductory phrase followed by a clause that doesn't state the intended subject.

Dangling	Corrected
<ul style="list-style-type: none"> <li>• Fumbling in her purse, <b>the keys</b> could not be found.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fumbling in her purse, she</b> could not find the keys.</li> <li>• <b>As she fumbled in her purse, the keys</b> could not be found.</li> </ul>

In the above example, the subject who was *fumbling in her purse* is not stated, so it seems like *the keys* were doing the fumbling. A dangling modifier like this can be fixed either by rewriting the main clause in the active voice or by revising the introductory phrase.

The teacher must explicitly teach the following: <https://www.grammarly.com/blog/modifiers/>

Provide the learners with the following link or the teacher must dictate the exercises after referring to the link below. <https://grammar.yourdictionary.com/games-puzzles-and-worksheets/misplaced-and-dangling-modifiers-worksheet.html>

- How to Use Punctuation Marks Properly- comma, dash & ellipsis

Knowing which punctuation to apply within sentences can be confusing. But rules are important and made to be followed, especially in academic writing.

Putting a comma between two independent clauses will confuse the readers and make the work frustrating to read.

The dash (or, more specifically, the “em dash”) is perhaps the most versatile of the punctuation marks. However, like the semicolon, it is underutilized in most kinds of writing. It can function as a comma, parentheses, or colon, but creating subtly different effects in each case.

Follow the link on how to use a comma and a dash correctly in the writing-  
<https://blog.wordvice.com/when-to-use-commas-colons-semicolons-and-dashes/>

The **ellipsis** ... , also known informally as **dot dot dot**, is a series of dots that indicates an intentional omission of a word, sentence, or whole section from a text without altering its original meaning.

a set of three dots indicating an omission in a text:

For example- *A foolish . . . is the hobgoblin of little minds.*

(a part of the sentence is replaced by an ellipsis (...), but the meaning is unaltered.)

The teacher must frame activities in making students use ellipsis in their writings. Also, the learners can identify the use of these punctuations in the texts they read.

Teachers can follow the links to get more information on the use of these punctuations-

- <https://writingessentialsbyellen.com/when-to-use-the-ellipsis-or-the-dash-in-writing/>
- <https://blog.wordvice.com/when-to-use-commas-colons-semicolons-and-dashes/>
- <https://www.eriesd.org/site/handlers/filedownload.ashx?moduleinstanceid=14987&dataid=14122&FileName=Lesson%203%20-%20Use%20punctuation%20to%20indicate%20a%20pause%20or%20break.pdf>

## Assessment

- The teacher should administer a frequent ongoing assessment of learners’ grammatical knowledge and provide whole-class clarifications of misconceptions and common errors evident in learners’ oral and written speech in all the English classes.
- Teaching and of grammatical concepts and skills should be integrated with the teaching of Speaking and Listening, Reading and Literature, and Writing.
- Include a grammatical component in checklists and rubrics while assessing speaking and writing. Guide learners in using both intensive and extensive reading and consciously apply noticing strategies to learn the use of grammar in any text that they read.
- Follow the PPP (Presentation, Production and Practice) model of grammar teaching wherever possible. Here is an example: <https://www.youtube.com/watch?v=5Re-FWcA03I>
- A lesson on tenses: <https://www.youtube.com/watch?v=d0wV9EC3t14>

## Resources

- [http://www.uel.br/projetos/ppcat/pages/arquivos/RECURSOS/2004\\_HALLIDAY\\_MATTHIESSEN\\_An Introduction to Functional Grammar.pdf](http://www.uel.br/projetos/ppcat/pages/arquivos/RECURSOS/2004_HALLIDAY_MATTHIESSEN_An%20Introduction%20to%20Functional%20Grammar.pdf)
- [http://www.uel.br/projetos/ppcat/pages/arquivos/RECURSOS/2004\\_HALLIDAY\\_MATTHIESSEN\\_An](http://www.uel.br/projetos/ppcat/pages/arquivos/RECURSOS/2004_HALLIDAY_MATTHIESSEN_An) this open access functional grammar book covers most of the topics covered in the objectives.

### **Note to the teacher:**

The learning experiences listed above are only suggestions. Teachers should exercise their professional judgment to creatively select the best pedagogy/learning experience to help learners master the topics in the objectives and ensure they achieve the language and grammar competencies specified for class VIII.

## Continuous (CA) and Examination Weighting for Class VIII

Term I				Term II			Grand Total (Total A + B+ C)
CA (Total A)		Mid Term Exam	Total	CA (Total B)		Common Examination (Total C)	
Listening and Speaking	10%	30%	50%	Listening and Speaking	10%	60%	100%
Reading Portfolio	5%			Reading Portfolio	5%		
Writing Portfolio	5%			Writing Portfolio	5%		

### Note:

1. The term one examination should be conducted out of 80 marks and converted to 30%. The 10% CA marks from the Listening and Speaking, 5% from the Reading Portfolio, and 5% from the Writing Portfolio should be added to the examination marks to make it 50%.
2. The common examination should be conducted out of 80 marks and converted to 60%. The 40% CA marks from the Listening and Speaking, Reading Portfolio and Writing Portfolio for both the terms should be added to the written examination marks to make it 100%.
3. Listening and Speaking activities such as debates, extempore speeches, presentations, book talks, reports, and discussions should be conducted consistently throughout the year ideally by integrating in other strands so that the students get maximum time to practice the skills. Teachers need to develop their own additional listening and speaking exercises wherever necessary. Use Continuous Formative (CFA) to help students achieve the desired goals.
4. At the end of each term, a formal test should be administered to assess each learners' competencies in listening and speaking through oral test items and other listening and speaking exercises. The final score or mark should be converted to 10%.
5. The Reading and the Writing Portfolios of each learner should be monitored regularly and consistently to check their progress on reading and writing skills. Teachers should provide timely feedback, support and take necessary remedial measures so that the learners achieve the expected objectives and competencies. At the end of each term, both the portfolios should be assessed and award marks accordingly, as shown in the table above.

### English Paper (Writing, Reading and Literature, and Grammar) - Written Examination Marks Break-up

Sl#	Genre	Weighting	Remarks
1	Essay/story writing	15 marks	Realistic fiction/narrative writing
2	Personal letter/leave application/invitation/summary	8 marks	Any ONE can be asked
3	Grammar	15 marks	Items to be derived from the competencies and objectives. Questions can be asked from the lower classes as well.
4	Short Story	16 marks	From the prescribed short stories. Questions on more than ONE story can be asked.
5	Essay	16 marks	From outside the prescribed textbook
6	Poetry	10 marks	From the prescribed textbook or outside
<b>Total</b>		<b>80</b>	

**Note:** The above matrix is a sample of question items that can be tested in the examinations. The question types and patterns for written examinations shall remain dynamic. Questions can be asked to assess any of the competencies/learning objectives, which includes a combination of different types of writing items including short story and report writing.

### Listening and Speaking CA (20%)

Listening and Speaking activities	Remarks
<ul style="list-style-type: none"> <li>Listening and Speaking skills</li> <li>Reports</li> <li>Debates</li> <li>Extempore speeches</li> <li>Presentation of their written pieces</li> <li>Book talk</li> </ul>	<ul style="list-style-type: none"> <li>Teachers can design additional activities as per the lesson plans.</li> <li>Conduct oral test/listening and speaking tests and marks converted to 10% at the end of each term.</li> </ul>

### Writing Portfolio and Reading Portfolio CA (20%)

Reading Portfolio (10%)	Writing Portfolio (10%)	Remarks
<ul style="list-style-type: none"> <li>Record of reading</li> <li>Critical response to books read</li> <li>Text talk or book talk</li> </ul>	<ul style="list-style-type: none"> <li>Best pieces of writing selected by students</li> <li>Best pieces selected by teacher</li> <li>Journal writing for book review</li> <li>Resumes</li> <li>Reports</li> <li>Fantasy</li> <li>Summary writing</li> <li>Simple poems</li> </ul>	<ul style="list-style-type: none"> <li>Use notebooks for maintaining portfolios.</li> <li>Consider process while assessing the quality of work.</li> <li>The writing portfolio should show the records of the Writing Process</li> <li>Plagiarism to be prohibited.</li> <li>Both Reading and writing portfolios should be assessed at the end of each term and marks awarded accordingly.</li> </ul>

## List of suggested materials for Class VIII Reading and Literature strand

The following is the recommended texts the learners of class VIII should study for the Reading and Literature strand

Genre	Texts	Author(s)
Short Story	The Fun They Had	Isaac Asimov
	The Nest	Robert Zacks
	The Red Sweater	Mark Hager
	The Night Train at Deoli	Ruskin Bond
Supplementary Texts	The Cat and the Confession	Co-authored by Nagaraj
Essay/ Non-fiction	Anne Frank's Diary	Anne Frank
	Gandhi and the Salt March	Gerald Gold
	Weathering the storm in Ersama	Harsh Mander
	Prayer flags blowing in the wind	Gustasp Irani
Supplementary Texts	Fast Food Nation	Eric Schlosser
	Death of a Giant	Bruce Hutchinson
Poem	Stopping by Woods on a Snowy Evening	Robert Frost
	My Land is Fair for Any Eyes to See	Jesse Stuart
	Drop a Pebble in the Water	James W Foley
	The Grumble Family	Lucy Maud Montgomery
	We Have Forgotten Who We Are	U. N. Environmental Sabbath Program
Supplementary Texts	Desiderata	Max Ehrmann
	The Puritan's Ballad	Elinor Wylie

## Time Allocation for class VIII

The maximum number of instructional days available for curriculum delivery excluding examination is 150 days in a year. The school year divided into two terms of fifteen weeks each, and that each week will have 6 periods of 40 minutes for teaching English. The total time allocated for English in a week is 240 minutes. Therefore, class VIII will have 120 hours in a year which is 180 periods.

The following is the suggestive period and time allocation per week for all strands.

Strand	Period	Time (minutes)
Reading and Literature	2	80
Writing	2	80
Listening and Speaking	1	40
Language and Grammar	1	40
<b>Total</b>	<b>6</b>	<b>240</b>

## **Annexure 1: Essential Components of:**

### **1. A Balanced Literacy Classroom**

- Balance of quiet and talk activities
- Interactive conversations concerning reading and writing
- Expectations are clear to learners, and they can self-regulate
- Learners engaged in meaningful literacy work
- Higher level questions are asked by the teachers and learners
- Independent literacy work may be open-ended, encouraging higher level skills
- Learners encouraged to take risks
- Transitions between activities smooth and efficient
- Evidence of on-going of student progress
- Community and cooperation
- Student independence, ownership, and responsibility.

### **2. Read Aloud Session**

- Selection is appropriate for age and interests of learners
- Uses a variety of types of text for read aloud
- Teacher models reading strategies through “think aloud’s”
- Occurs every day
- Learners invited to respond to read aloud selections
- Specific teaching points are evident.

### **3. Shared Reading**

- All learners have access to text
- Specific teaching points are evident
- Parts of text are highlighted to reinforce teaching point
- Text read repeatedly.

### **4. Guided Reading**

- Teacher working with small, flexible group (5-6 learners)
- Group has similar needs, determined through
- Text used presents challenges and supports to learners
- Teacher provides support through introduction to selection, highlighting key ideas, vocabulary, etc.
- Learners read text independently with teacher available to provide support
- Teacher and learners return to text for a teaching point after reading
- Teaching points are evident and clear to learners
- Teacher making anecdotal notes about individuals and group
- Teacher listening to individuals read.

## **5. Independent Reading**

- Learners know how to select appropriate books for themselves
- Learners reading independently
- Learners self-select reading material
- Teacher conferencing with individuals
- Learners may be responding to text through writing or some other form

## **6. Modelled/Shared Writing**

- Teacher thinks aloud about all aspects of writing process
- Focused on specific skill(s)
- Skill focus determined from assessing student work
- Writing done so all learners can view it
- Teacher models rereading and revising
- Teacher discusses writing with learners
- Teacher clearly states expectations to help learners in their own writing—may develop a rubric together.

## **7. Guided Writing (Writing Workshop)**

- May begin with mini-lesson (this may also be part of the modelled/shared/interactive writing components)
- Learners writing, practicing skills learned through mini-lessons
- Writing may be student choice or teacher assigned
- Teacher meeting with individuals or small groups of learners to teach specific skills
- Learners aware of and following routines established
- Learners may be participating in peer conferences.

## **8. Independent Writing**

- Learners self-select topics
- Teacher conferencing with learners
- Learners have opportunity to publish writing if they want

## Annexure 2: Reading Strategies

Reading is the process of constructing meaning through the dynamic interaction among:

- the reader's existing knowledge,
- the information suggested by the written language, and
- the context of the reading situation.

Four general purposes of reading are:

- to gain information
- to perform a task
- to experience and enjoy literature
- to form opinions

### Critical Reading

Critical reading means **learning to look through texts rather than at them**; it means **reading beyond and beneath** surface meanings to the assumptions, arguments, and strategies behind them. Critical reading means learning about **how texts work**: how they make their meaning, how they appeal to your emotions and intellect, how they present arguments that are explicit and implicit; how they reason with readers and manipulate them.

To be a critical reader, you need to learn how to “slow down” your reading. Slowing down your reading doesn't mean you ought to read more slowly; it means that you need to **read in such a way that you learn to be aware of a text's various parts and processes**. Running your eye over the words on the page it is easy to think of any piece of writing as a smooth and solid object. But all writing — whether a short story by a famous writer or a paper by one of your classmates — is the result of a process and the product of a context. Both the process and context that produce a piece of writing are reflected in various ways in a text's parts and layers. When you learn to slow down your reading you will be able to see that all writing is made up of parts and layers that come together in the writing process to make something that seems whole.

### Critical Reading Classroom Environment

For active, critical reading to occur, teachers must create an atmosphere which fosters inquiry. Students must be encouraged to question, to make predictions, and to organize ideas which support value judgments. Two techniques for developing these kinds of critical reading skills include **problem solving** and **learning to reason through reading**. Flynn (1989) describes an instructional model for problem solving which promotes analysis, synthesis, and evaluation of ideas. She states that, “When we ask students to analyze we expect them to clarify information by examining the component parts. Synthesis involves combining relevant parts into a coherent whole, and evaluation includes setting up standards and then judging against them to verify the reasonableness of ideas.”

Beck (1989) adopts a similar perspective, using the term “reasoning” to imply higher order thinking skills. Comprehension requires inferencing, which plays a central role in reasoning and problem solving. For Beck, children's literature has the potential to engage students in reasoning activities.

When literature is approached from a problem-solving perspective, students are asked to evaluate evidence, draw conclusions, make inferences, and develop a line of thinking (Riecken and Miller, 1990). According to Flynn (1989), children are capable of solving problems at all ages and need to be encouraged to do so at every grade level. (See, for example, "Using Fairy Tales" 1991 for young children; Anton 1990 for elementary children; Johannessen 1989 for middle school children.) Teachers may want to experiment with a particular children's book and plan a lesson which places reasoning at the centre of instruction.

Wilson (1988) suggests that teachers re-think the way they teach reading and look critically at their own teaching/thinking processes. She cautions against skills lessons that are repackaged in the name of critical thinking but which are only renamed worksheets. She points out that teaching students to read, write, and think critically is a dramatic shift from what has generally taken place in most classrooms.

According to Wilson, critical literacy advocates the use of strategies and techniques like formulating questions prior to, during, and after reading; responding to the text in terms of the student's own values; anticipating texts, and acknowledging when and how reader expectations are aroused and fulfilled; and responding to texts through a variety of writing activities which ask readers to go beyond what they have read to experience the text in personal ways.

### **Critical Reading Strategies**

Mastering these strategies will not make the critical reading process an easy one, it can make reading much more satisfying and productive and thus help students handle difficult material well and with confidence.

Fundamental to each of these strategies is annotating directly on the page: underlining key words, phrases, or sentences; writing comments or questions in the margins; bracketing important sections of the text; constructing ideas with lines or arrows; numbering related points in sequence; and making note of anything that strikes you as interesting, important, or questionable.

- **Previewing:** Learning about a text before really reading it. Previewing enables readers to get a sense of what the text is about and how it is organized before reading it closely. This simple strategy includes seeing what you can learn from the head notes or other introductory material, skimming to get an overview of the content and organization, and identifying the rhetorical situation.
- **Contextualizing:** Placing a text in its historical, biographical, and cultural contexts. When you read a text, you read it through the lens of your own experience. Your understanding of the words on the page and their significance is informed by what you have come to know and value from living in a particular time and place. But the texts you read were all written in the past, sometimes in a radically different time and place. To read critically, you need to contextualize, to recognize the differences between your contemporary values and attitudes and those represented in the text.
- **Questioning to understand and remember:** Asking questions about the content. As students, you are accustomed to teachers asking you questions about your reading. These questions are designed to help you understand a reading and respond to it more fully, and often this technique works. When you need to understand and use new information though it is most beneficial if you write the questions, as you read the text for the first time. With this strategy, you can write questions any time,

but in difficult academic readings, you will understand the material better and remember it longer if you write a question for every paragraph or brief section. Each question should focus on a main idea, not on illustrations or details, and each should be expressed in your own words, not just copied from parts of the paragraph.

- **Reflecting on challenges to your beliefs and values:** Examining your personal responses. The reading that you do for this class might challenge your attitudes, your unconsciously held beliefs, or your positions on current issues. As you read a text for the first time, mark an X in the margin at each point where you feel a personal challenge to your attitudes, beliefs, or status. Make a brief note in the margin about what you feel or about what in the text created the challenge. Now look again at the places you marked in the text where you felt personally challenged. What patterns do you see?
- **Outlining and summarizing:** Identifying the main ideas and restating them in your own words. Outlining and summarizing are especially helpful strategies for understanding the content and structure of a reading selection. Whereas outlining reveals the basic structure of the text, summarizing synthesizes a selection's main argument in brief. Outlining may be part of the annotating process, or it may be done separately (as it is in this class). The key to both outlining and summarizing is being able to distinguish between the main ideas and the supporting ideas and examples. The main ideas form the backbone, the strand that holds the various parts and pieces of the text together. Outlining the main ideas helps you to discover this structure. When you make an outline, don't use the text's exact words.

Summarizing begins with outlining, but instead of merely listing the main ideas, a summary recomposes them to form a new text. Whereas outlining depends on a close analysis of each paragraph, summarizing also requires creative synthesis. Putting ideas together again — in your own words and in a condensed form — shows how reading critically can lead to deeper understanding of any text.

- **Evaluating an argument:** Testing the logic of a text as well as its credibility and emotional impact. All writers make assertions that want you to accept as true. As a critical reader, you should not accept anything on face value but to recognize every assertion as an argument that must be carefully evaluated. An argument has two essential parts: a claim and support. The claim asserts a conclusion — an idea, an opinion, a judgment, or a point of view — that the writer wants you to accept. The support includes reasons (shared beliefs, assumptions, and values) and evidence (facts, examples, statistics, and authorities) that give readers the basis for accepting the conclusion. When you assess an argument, you are concerned with the process of reasoning as well as its truthfulness (these are not the same thing). At the most basic level, in order for an argument to be acceptable, the support must be appropriate to the claim and the statements must be consistent with one another.
- **Comparing and contrasting related readings:** Exploring likenesses and differences between texts to understand them better. Many of the authors we read are concerned with the same issues or questions, but approach how to discuss them in different ways. Fitting a text into an ongoing dialectic helps increase understanding of why an author approached a particular issue or question in the way he or she did.

## The student's role

Critical thinking implies that a reader is actively and constructively engaged in the process of reading. The reader is continually negotiating what s/he knows with what s/he is trying to make sense of. The role of background knowledge and the student's ability to draw upon it are essential to critical thinking/learning.

It is not an easy task to incorporate higher level thinking skills into the classroom, but it is a necessary one. For students to participate in the society in which they live, they must have experiences which prepare them for life. In order to become critical thinkers, it is essential that students learn to value their own thinking, to compare their thinking and their interpretations with others, and to revise or reject parts of that process when it is appropriate.

A classroom environment which is student-centred fosters student participation in the learning process. Learning that is both personal and collaborative encourages critical thinking. Students who are reading, writing, discussing, and interacting with a variety of learning materials in a variety of ways are more likely to become critical thinkers.

## The teacher's role

Teachers who encourage **pre-reading discussions** to help readers activate prior knowledge or fill in gaps in background knowledge set the stage for critical reading. They help students identify purposes for reading, formulate hypotheses, and test the accuracy of their hypotheses throughout the reading process. In addition, asking students to examine their own reading and learning processes creates the awareness necessary for critical reading.

**Post-reading activities that extend texts** provide an opportunity for teachers to check for learning. Transforming ideas from reading into artwork, poetry, etc. is an evaluative, interpretive act that reveals the student's level of understanding. Critical readers are active readers. They **question, confirm, and judge** what they read throughout the reading process. Students engaged in such activities are likely to become critical thinkers and learners.

## How Do I Sharpen My Critical Reading Strategies?

Reading critically does not mean that you are criticizing the writer's message but rather that you are **assessing the validity and reliability of the writer's material**. Critical readers are also aware that they bring their beliefs, values, experiences, and prior knowledge to the reading process. Critical readers ask questions about themselves, the writer, and the writing. Below is a set of questions to sharpen your critical reading strategies.

### Menu of Critical Reading Questions

1. Reader's Background and Value Assumptions
  - What do I know about the topic?
  - What are my beliefs and values regarding the topic?
3. What is my purpose for reading this material?
2. Writer's Background and Value Assumptions

- What is the writer's background?
- How might it affect the writer's approach to the topic and the selection and interpretation of the evidence presented?
- What are the writer's value assumptions regarding this topic?

### 3. Writer's Argument, Conclusion, and Evidence

- What is the topic of the writer's argument?
- What is the writer's conclusion?
- How has the writer limited the scope of the argument through definitions of key terms and the use of qualifying words and phrases?

### 4. Writer's Use of Evidence to Support the Conclusion

- Are there any logical fallacies?
- What sort of evidence does the writer use to support the conclusion(s)?
- Does the evidence offer adequate support for the writer's conclusion?
- Are the sources creditable?
- If the writer uses research studies as evidence, does the research satisfy these conditions:
- Is it timely?
- Is the sample group representative of the target population?
- Who conducted the research? What was the purpose of the research?
- Has the research been replicated?
- Are the statistical findings and writer's conclusion focused on the same topic?
- Do the graphic illustrations represent the data in a truthful manner?
- Do the various physical dimensions of the graphic accurately portray the numerical relationships?
- What is the source of the data in the illustration?
- Are the statistical findings and the writer's conclusion focused on the same topic?

### 5. Reader's Reaction to the Reading

- Do I accept the writer's evidence as reliable and valid support of the conclusion?
- To what degree do I accept the conclusion?
- How does the conclusion relate to what I already know and believe about the topic?
- How has the writer's argument changed my views on this topic?

**Here are some strategies that may be used:**

- **Take inventory of what you will be reading.**

Think about what you already know about the subject. Write down some notes on these thoughts. Look over the material you are reading - look for key words and phrases that may be in italics or boldface. Look for any graphs, captions, pictures or other graphics. See if there is a summary at the end or a set of comprehension questions. Most textbooks have summaries and questions. These can be very helpful to guide your reading. You should always read the summary and the questions before you read the text. These will give you a good idea of what to look for when you read. Remember: not everything in the text is equally important: read for the main ideas.

- **See the forest, not the trees!**

There is an English idiom that says, “You can’t see the forest for the trees.” This means that a person cannot see the overall picture or idea because she/he is concentrating on the details too much. When you are reading, don’t try to understand every word - get the overall idea.

- **Don’t just read —WRITE!**

Take notes while you are reading. Sometimes notes can be words and phrases that help you remember main ideas. However, you can also draw pictures or diagrams of key ideas. It’s like drawing a map with roads connecting different cities or locations. If each location is an idea, connect them together in your notes.

- **If at first you don’t succeed, try, try again.**

If possible, read the text more than once.

- **Don’t be afraid to make guesses.**

Try to guess at meaning by looking at the context. The sentences and words immediately before and after the point you are reading can give you good ideas.

- **Try to analyze the text.**

Look for the introduction and conclusion. Look for the topic sentences in each paragraph.

- **Make connections.**

Try to make connections between main ideas and supporting details. Well-written texts will attempt to make connections of their ideas in a logical way.

- **Summarize & Paraphrase.**

When you have finished reading a paragraph or a portion of the text, stop and try to summarize in your own words what you have read. You can do this in your notes or you can explain it orally to someone else.

- **Talk with your friends.**

Discuss what you have read with others who have also read the same text.

### **SQ3R.... for students & teachers**

When you read, it is important to have a strategy or a plan for reading effectively. If you do not have a plan, you may be easily distracted or may not focus on the right things in the text. As a result, when you

are finished reading, you may not understand very much of what you have read. Also, you may not have developed your English very much, either.

When you read, you must be actively involved in the reading process in order to understand most effectively. The SQ3R method is one way to help you do this.

How does the SQ3R method work?

### **Survey**

Survey means to scan the main parts of the text you are going to read. This includes looking at the title, headings of paragraphs, introduction and conclusion, first lines of each paragraph, and any extra information that may be presented in boxes on the page. Doing this gives you some basic understanding of what the text is about and helps you know what to expect when you read in more detail.

Questions are very helpful when you read a text. Most of the time, people read first, and then look at questions at the end of the text. However, this is not the best way to read. If possible, read the questions provided for you FIRST. This will help you know what specific information to look for.

Questions (those that are provided with text and those provided by your teacher) are designed to focus on the main points. Therefore, if you read to answer these questions, you will be focusing on the main points in the text. This helps you read with a goal in mind - answering specific questions.

### **3 R's**

#### **Read**

Once you have some idea of what the text is about and what the main points might be, start reading. Do not be afraid if the text has many words you cannot understand. Just read!

Follow these suggestions:

- Do not use your dictionary the first time through the text.
- Try to understand as much as you can from the context.
- Take notes as you go.
- Make a note of places that you do not understand, or words that are unclear.
- Go through the text a second time.
- Try to answer the questions.

#### **Recite**

Studies have suggested that students remember 80% of what they learn, if they repeat the information verbally. If they do not repeat verbally, they often forget 80%. Writing down the answers to questions from the text and saying these answers will help you remember the information. One good way to do this is to discuss the information with a friend or classmate, or with the professor. Try to summarize the main points you have learned from the reading and add to your knowledge from the comments and responses of the person you are talking with.

## **Review**

Review means to go over something again. In order to remember information, you cannot simply memorize it one day and then put it aside. After you have read and discussed and studied your information, it is important to review your notes again a few days or weeks later. This will help you keep the information fresh in your mind.

## **Strategies for Teaching Reading Strategies Modes of Reading**

Different modes of reading offer varying levels of support for students, from having the teacher read the entire text aloud to having students read the text independently. It is frequently appropriate to combine several modes of reading at once. The combination provides a scaffold for learning that gradually releases responsibility to the students and helps them to become more proficient readers. Different combinations are used to meet the differing needs of students in relation to the materials they are reading.

### **Reading Aloud**

The teacher reads aloud from a text that is too challenging for the students to read and comprehend alone. Usually, the students do not have a copy of the text. The teacher may complete the text in one reading or may continue reading a longer text over a period of time. Reading aloud is used to develop background information, to make connections across texts, or for enjoyment.

### **Teacher-Directed Interactive Reading**

Using grade level materials which may include magazine or newspaper articles, poems, charts, or other forms of print, the teacher provides direct, supported reading of text to the whole class. The text is read in a variety of ways.

- The teacher introduces the text and sets a purpose for independent, silent reading of a part or all of the text.
- The teacher reads the text or part of the text aloud while students follow the reading in their own texts. The teacher pauses for predictions, clarifications, and questions. A summary of what was read is developed orally or in writing with the class.
- Students are paired for buddy reading of the text.
- Small groups of students read the text together using reciprocal teaching strategies.
- The teacher reads the text aloud to a small group of students while the rest of the class reads the selection independently, with a buddy, or in a small group.
- Groups of students or the whole class may read the text together as a choral reading activity.

## Guided Reading

The teacher provides small group instruction using materials at the instructional level of the group. The teacher supports the development of effective reading strategies for processing new texts at increasingly challenging levels of difficulty. This progression of difficulty must be in increments small enough to allow the reader to bridge the gap without being frustrated. Therefore, the best materials for guided reading are sets of books that have the progression built in. For elementary school students whose instructional reading level is close to grade level, the grade level basal may be used to provide guided reading. If the instructional reading level is close to grade level, the grade level basal may be used to provide guided reading instruction.

During Guided Reading, the teacher works with a small group of students who use similar reading processes and are able to read similar levels of text with support. The teacher introduces a text to this small group and works briefly with individuals in the group as each student reads to him/herself. The teacher may select one or two reading strategies to present to the group following the reading and may have students participate in extension activities. Basic to Guided Reading is that the text is one that offers the reader a minimum of new concepts to learn so that students can read the text with the strategies they currently have, but it provides an opportunity for new learning.

## Structured Independent Reading

Students build reading fluency, practice strategic reading skills, and increase their vocabularies by spending sustained periods of in-class time engaged in independent reading. Books may be self-selected or teacher assigned, but must be at the students' independent reading levels. Time for this fluency practice must be built into the school day and must include a daily homework assignment.

Students in Pre-primary should spend a minimum of 15 minutes each day in developmentally appropriate independent reading behaviour. **Students in grades 1-12 must spend 30 minutes each day on in-class independent reading. All students, PP-12, must read 30 minutes each night as daily reading homework.** Activities which support and strengthen independent reading include:

- drawing a picture of a favourite part of the book;
- discussing the book/chapter read with a partner or a small group;
- keeping a record or log of each book completed;
- writing a brief summary of the content;
- making a personal response to the reading in a log or journal;
- writing dialogue journals to the teacher about the independent reading material; and/or
- taking the Accelerated Reader test.

## Working with Words

Students receive daily explicit, systematic instruction in one or more of the following as appropriate:

- phonemic awareness, students are taught the sounds of the language;
- phonics instruction, students receive instruction in letter/sound matching;
- blending and segmenting sounds, and decoding;
- graphophonic instruction, students learn to use letter/sound correspondence to write;

- syntactic, students learn word patterns and spelling, prefixes, suffixes, root words, etymologies; and
- vocabulary, students learn word meanings, analogies, usage, and cognates.

### **Reciprocal Teaching**

Students are taught to become **strategic readers through an active dialogue** with a teacher/leader and other students. Working in small groups, students practice the following critical reading strategies:

- making predictions based on titles, captions, pictures, prior knowledge, etc.;
- formulating good questions based on the text (e.g., writing test questions);
- seeking clarification of words, phrases, or concepts not understood;
- summarizing, getting the main idea; and
- forming visual images while reading.

### **Questions and Discussion**

Critical to reading comprehension is the ability to ask and answer higher order thinking questions about text and to defend or challenge answers using information and details from the text to support positions. Students at all levels and in all subject areas must have daily opportunities to raise questions to be used in group discussions about texts. Student-generated questions should be used to formulate teacher-made tests.

### **Read and Retell**

Retellings are powerful tools because they serve authentic instructional and purposes. Students retell, orally or in writing, narrative or expository text. In the retelling, they use the same form, style, and language of the original text. This strategy aids comprehension of text, expands vocabulary, and provides good models for students to transfer to their personal writing. Retellings provide insights into the thinking, organization, and comprehension levels of the readers. In primary grades students may use drawings in combination with oral retelling.

### **Learning to Write, writing to Learn**

Writing and reading are reciprocal skills which strongly support one another. It is important that students receive daily instruction in effective writing and that they use writing to demonstrate what they have learned. Writing is thinking made visible. It supports students in learning to construct meaning and become proficient readers. It involves many activities including:

- exploring different modes of writing;
- mini-lessons that include modelling; and
- engaging students in meaningful interactions with text.