

# MINISTRY OF EDUCATION



## ENGLISH LANGUAGE CURRICULUM GUIDE Grade 8

## **FOREWORD**

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

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

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

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

**Ed Caesar**

Chief Education Officer.

## **PREFACE**

This is the Revised Curriculum Guide for Grade 8. This document fulfils the objective of making English Language and Literature accessible to all students at Grade 8. Hence the teachers of Grade 8 students should make a conscious effort to see how best they could utilise the ideas contained to plan for instruction. This document can serve as a focal point for departmental and regional subject committee meetings, where methodologies and strategies for both teaching and assessing are deliberated on. Lessons should be delivered in an environment in which there is opportunity for active and creative participation by both students and teacher. This Guide has a direct focus on an integrated approach to curriculum delivery, in which the teacher is not unduly restricted by the subject content. The student's total development as a person should be of foremost concern to the teacher.

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

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National Centre for Educational Resource Development (NCERD)

March 2002

## **ACKNOWLEDGEMENTS**

The following persons were involved in writing and reviewing the Grade 8 English Language Curriculum Guide.

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## LEVEL 8 CURRICULUM GUIDE – ENGLISH LANGUAGE

WRITTEN EXPRESSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
<b>Narrative</b>	Write interesting narratives pieces: Create interesting dialogue. Create characters that are clearly defined. Present conflicts that explode into a climax, which is then resolved.	Narratives are stories that are re-lived as they are being read.  Narratives can be stories created stories of fantasy, which can include scientific facts and/or social issues or it can relate real issues.	Speaking characters add to the realism of a story.	To appreciate the fact that all narratives do not have the same features and purposes.	Defining fiction and non-fiction  <u>Stories</u> Adventure Fantasy Science fiction  <u>Characterisation</u> What are the character's most notable features and distinguishing marks?  How does the character move or communicate? What trait or traits set the character apart from others?  Does the character's appearance fit his, her or its personality?	Gathering information on types of fiction and non-fiction. Listing a specified number of books in each category. Reading one fiction and one non-fiction novel in preparation for a book review (See expository writing)  Teacher giving the following heading on the chalkboard: A Teacher, A Burglar, A Politician, A Prostitute etc. Students describing the dress, physical appearance, attitude, and distinguishing features – if any	Can students write stories with:  - Full characterisation?  - Realistic conflict and sound resolutions?  - Inanimate characters that are personifications of specific persons?  - Internal and external conflicts?	Social Studies  Environmental Education  Life Skills Education



**WRITTEN EXPRESSION**

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Narrative Cont'd.					<p><u>Conflict</u> sets the events in motion and engages the reader's interest.</p> <p><u>External conflict</u> - Person against person. One character attempts to harm another or opposes the beliefs of another. - Person against nature. A character tries to scale a dangerous peak, is threatened by a storm or is attacked by a vicious animal.</p> <p><u>Internal conflict</u> - Person against self A character has low expectations. seeks to achieve an unrealistic goal or tries to overcome a fear.</p> <p><u>Creating suspense</u> Foreshadowing - To give clues before hand.</p>	<p>Suggest person's lifestyle – things they do; places they visit; persons they associate with; problems they face, that would stereotype or fit the personality. Using the framework to write stories with a beginning, middle and ending.</p> <p>Mapping out on the chalkboard the characters that are involved, the type of conflict and series of events of a story. Writing the story from map.</p> <p>Plotting and writing an adventure story which includes one kind of suspense</p>	<p>Can students:</p> <ul style="list-style-type: none"> <li>- Use at least one suspense technique reasonably well?</li> <li>- Write stories with a good story line?</li> </ul>	

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Narrative Cont'd.					Withholding information - To keep the reader guessing.  <u>Some ways to begin</u> - Flashback - A dream - Introduce the main character or the characters - Give the setting - Tell about the problem or situation  <u>Some ways to end</u> - Problem is solved - Villain is punished or hero rewarded - Happy ending - Sad ending  Personification in characters  Dialogue in narration  Stories for teens and children	Creating stories that are fables with appropriate characters, setting, conflict and suspense if necessary.  Examining a narrative containing dialogue. Observing and identifying how the dialogue is inserted in the narration. Noting the differences when compared to a narrative which has no dialogue.  Creating a narrative in which the dialogue is used to advance the plot  Creating animal characters and writing stories based on their activities.	Can students:  - Create interesting fables?  - Effectively begin their stories using one of the techniques?  - Include appropriate dialogue to reveal personality/  - Present events that relate to the activities or uses of the personified object?	

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<b>Descriptive</b>	Write a description from a chosen and given point of view of a person, object, building or scene.	In describing, the outline of what is described is visibly followed and then drawn in words.	Suitable lexical items and structural devices can create vivid descriptions.	Be more conscious of the importance of details in descriptive writing.	<u>Point of view</u> - Perception - Position Determines the choice of details and the order of their arrangement.  <u>Position</u> Stationary or moving - Near or far - Above or below - Direct line or oblique - Inside or outside  <u>Perception</u> - Expressing the view one has on the topic e.g. The scientist sees the beauty of the spider's web while the fly sees the trap for what it is.	Placing a student or an object in the middle of the class and allowing the students to describe orally what they see, so that the concept of point of view is established  Selecting a position (moving or stationary) and giving a written description of the view of the scene, object or person  Sequencing the descriptive information in vertical, horizontal, depth or circular order	Can students:  - Write description from given view positions and achieve variations in those descriptions?  - Write the details of the description in vertical, horizontal, depth or circular order/  - Enhance description by using figures of speech and other lexical devices?	All Curriculum areas

**WRITTEN EXPRESSION**

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
<b>Descriptive Cont'd.</b>					<u>Order of description</u> Vertical order - Top to bottom and the reverse  - Horizontal order e.g. in describing a buffet table  - Left to right and the reverse  Depth order - Inside, outside Circular order - Clockwise, anticlockwise  Literal and figurative description  Lexical items - Figures of speech - Adjectival and adverbial phrases - Similes and metaphors	Enhancing their own written descriptions with the use of similes and metaphors  Describing a snake from the perception of its beauty or from the perception of danger  Including in a short story sentences or short paragraphs describing the characters and/ or the setting	Can students effectively:  - Begin narratives with pieces of description?  - Give in sentences and paragraphs precise descriptive details of characters?	All Curriculum areas

**WRITTEN EXPRESSION**

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
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<b>Expository Paragraphs</b>	Develop paragraphs that - Explain how and why - Answer questions - Persuade the reader.	The expository paragraph explains	It informs through explanations, answers and persuasion.  It can be used along with the narrative and descriptive paragraphs.	Be aware that exposition is not an end in itself	Paragraphs that: - Explain e.g. how something is done.  - Answer a Question e.g. What is forensic science?  - persuade e.g. Giving an opinion and supporting it  Topic sentence - states central point Relevant supporting ideas - to develop main topic Concluding sentences - to bring closure  Coherence - linked ideas Unity - keeping to the topic  Pre-writing Drafting Editing Final draft	Gathering information that would give a clear explanation of the topic. Using the chosen facts and details to write the paragraph  Placing a topic on the chalkboard for class discussion Using the opinions given to write persuasive paragraphs  Each student contributing a question to the question bank. Randomly sharing some of the questions to groups. Paragraphs are written to answer the questions	Can students:  - Write relevant and appropriate details in paragraphs that explain?  - Give accurate and thorough answers?  Use supporting sentences that make the opinion believable?	All Curriculum areas

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TOPIC	OBJECTIVE				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
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<b>Expository Advertisement</b>	<p>Seek information on the nature of advertisements.</p> <p>Produce advertisements to cover a wide range of purposes using the appropriate techniques with each.</p>	Some expository writing aim mainly to persuade, even as it informs.	All information given in advertisements is not necessarily factual. Some of it may be assumptions parading as facts.	Be not easily persuaded.	<p>Kinds</p> <ul style="list-style-type: none"> <li>- Sale of items</li> <li>- Contribution to charity, shows, concerts, sports events</li> <li>- New releases of songs videos and movies</li> <li>- Job vacancies</li> </ul> <p>Some advertisements inform while others mainly persuades</p> <p><u>Mediums</u></p> <ul style="list-style-type: none"> <li>- Audio</li> <li>- Audio-visual</li> <li>- Visual</li> <li>- Radio, T.V.</li> <li>- Newspaper</li> <li>- Magazine</li> </ul>	<p>Researching from the media</p> <ul style="list-style-type: none"> <li>- The various types of advertisements</li> <li>- Their purposes</li> <li>- The persons who advertise</li> <li>- The number of times the advertisement is aired.</li> <li>-Time span for an advertisement episode</li> </ul> <p>Bringing advertisements from the different media houses and discussing the points mentioned above. Filing the information collected.</p>	<p>Can students:</p> <ul style="list-style-type: none"> <li>- Assess the intent and purpose of a specific advertisement ?</li> <li>- Distinguish between the real facts and the 'parading' facts?</li> <li>- Create an advertisement that is persuasive enough to achieve its purposes?</li> </ul>	<p>All Curriculum areas</p> <p>Economics</p>

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Expository Advertisement Cont'd.					Techniques used - Dialogue - Pictures - Captions - Fallacies - Statistical data - Music  Target audience	Examining the advertisements for the effectiveness or ineffectiveness of the use of language, colour, picture and caption  Creating and naming a Corporation, place it in a location and give it a Management Staff. Dividing students into committees to advertise - The opening of the company - The new products to be produced - The jobs available for new employees.  Designing posters to advertise - For a function - A special event - Environmental awareness	Can students: - Work in harmony with each other and assign tasks for the completion of the assignment?  - Give constructive criticism of the advertisement?	

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<b>Expository Report</b>	Produce reports about an incident or event giving factual details in sequential order.  Write reports based on the review of literary and media material	Reports are factual pieces of exposition.  Depending on the purpose there may be some interjection of opinion.	The points of view expressed are not necessarily for persuasion, but to share personal views.  Sequencing and order are very important when writing reports.	Appreciate objectivity in reporting.	Review of a book and/ or a programme - Name of author or producer - Brief outline of interesting details - Personal comments and impressions  Specific events and incidents - Sports Day - Fashion Contest - An accident  Use of past tense verb  Ways to express factual details precisely.  Arrangement of details - Sequential order - Chronological order  Writing to a specific audience	Writing a review of the fiction or non-fiction read (See Narrative)  Reviewing a radio or T.V. programme from a list decided on from students' suggestions  Students organising and staging an" in-class" Fashion Show. Writing a report on the conduct of the contest from their position of participation e.g. - Judge - Contestant - Audience  Reporting on a trip to a place of interest for the Interest Corner of the school's magazine	Can students:  - Give factual details that are sequenced and interesting?  - Write grammatically correct reports with good punctuation?  - Express views that are well balanced?	All Curriculum areas  Environmental Education



**WRITTEN EXPRESSION**

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
<b>Letter</b>	Write letters to real audiences in an attempt to inform and/or persuade the reader and to provoke a response.	Letters can convey information, express views and concerns.	Letters can be for private, individual or public communication.  Letters can reach their destination via Postal Service, Fax, E-mail etc.	To be selective in the information given in private and public letters	<p><u>Informal</u>                      Newsy                      - Current social issues                      - Informing of the dangers of abusing drugs and alcohol and the need for sexual abstinence                      - Current school improvement projects</p> <p><u>Formal</u>                      Request                      - Financial aid for a class, school or community project.</p> <p>Complaint/                      Petition                      - Cruelty to children, women and animals</p>	<p>- Asking the head teacher's permission for the class to go on a tour to a place of interest                      Stating                      - Purpose of the visit                      - Planned activities                      - Mode of transportation                      - Date and duration of trip</p> <p>Complaining to the Ministry of Education about the need for more human and other resources</p> <p>Sending complaint about the dissatisfaction with the Canteen Service to the Supervisor via the Headmaster</p> <p>Replying to letters</p>	<p>Can students:                      - Use the appropriate format and tone?                      - Maintain the purpose for which the letter is intended?                      - Write clear statements and relevant details?</p>	<p>Social Students                      Environmental Education                      Life Skills Education</p>

**WRITTEN EXPRESSION**

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
<b>Letter Cont'd.</b>	Prepare and despatch, if possible, formal and informal letters via Fax, E-mail,	Some communications are transferred electronically to their destinations.	The systems used for despatching mail are all equally important. The preference of use depends on the purpose of the letter	To appreciate the use of various communication technology	Fax – replica of letter or document sent electronically.  E-mail – correspondence typed on the computer keyboard and despatched electronically.	Preparing a letter or document to be Faxed  Despatching an E-mail to a friend or a relative	Can students  - Prepare letters that can be sent by electronic means/	All Curriculum areas
<b>Organising Ideas</b>	Develop paragraphs by organising the ideas, using the techniques of comparison, illustration, comparison and contrast, cause and effect in expository writing.	The techniques used to develop a paragraph reveal the purpose of the paragraph and indicate the writer's attitude towards the subject presented.	These techniques develop the paragraph to give views by organising the ideas in specific ways	To appreciate the need to vary the presentation of information	Ways of presenting information  Comparison and contrast - Similarities and differences between two subjects  Illustration - Using relevant facts to support the idea given in the topic sentence - Cause and effect	Using a Venn diagram to explore the similarities and differences between two books, subjects or time periods  Presenting a picture with two similar objects or animals.	- Develop paragraphs with the four techniques taught? - Use these techniques effectively in various kinds of writing and for different purposes?	All Curriculum areas  Environmental Education

WRITTEN EXPRESSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES/ MATERIALS/ STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Organising Ideas Cont'd					<p>Cause and Effect</p> <ul style="list-style-type: none"> <li>- Explains how one event causes another or the relationship between events.</li> <li>- The exposition can focus on the causes or the effects</li> </ul> <p>Difference between sequential events and cause and effect events</p> <p>The relationship between events is <u>causal</u> when they can be linked by the word "because"</p> <p>Linking the paragraphs</p>	<p>Identifying the similarities of the objects or animals.</p> <p>Composing one or more paragraphs with the derived information.</p> <p>Writing a paragraph or exposition on</p> <ul style="list-style-type: none"> <li>(1) The effects caused by TV watching.</li> <li>(2) Causes for getting good grades.</li> </ul> <p>Effective use of similes and metaphors to enhance writing</p>		All Curriculum areas

COMPREHENSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
<b>Reading</b>	<p>Read fluently and with confidence from a wide range of literature.</p> <p>Show in discussion and writing an ability to form a considered opinion about features of presentation which are used to inform, reassure or persuade in non-literary and media texts.</p>	<p>Reading a wide variety of text improves knowledge of topics and helps the reader to give balanced views.</p>	<p>The information read must be understood so that it can be useful to the reader.</p>	<p>Have an open mind to receive substantiated views on topics and <b>issues</b>.</p>	<p>Critical reading -Poems -Classical novels -Short stories</p> <p>Writer's purpose: -To inform (manual and magazine) -To instruct, convince and persuade (advertisement and editorial) -To entertain, please and express strong feelings and emotions- (diary and love letter)</p> <p>Organisation of information</p> <p>Using the SQ3R reading method</p> <p>Types of narrator View point -Observer -Involved -Reported</p>	<p>Discussing the writer's point of view and purpose</p> <p>Determining through discussion, whether the text affirms, denies or fails to express or support an opinion</p> <p>Examining the reading material for the effectiveness in the use of dialogue, organisation of ideas, stanzas, clincher sentences etc.</p> <p>Discussing the subject of the poem, drama or extract before reading</p>	<p>Can students:</p> <p>-Distinguish fact from opinion?</p> <p>-State how the purpose of the writer determines how the article is written?</p> <p>-Tell when the writer does not express his/ her own opinion?</p> <p>-Extract new information with the use of the SQ3R method?</p>	<p>All Curriculum areas</p>

COMPREHENSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
<b>Extracting Ideas</b>	Read literary texts and answer questions for the purpose of extracting ideas and given details.	Questioning motivates the reader to look deeper into the information presented in the text.  It enables the reader to examine the meanings of words and literary devices used.  It facilitates the formulation of the main idea presented.	Accurate knowledge can be gained only when the reader understands what has been read.	Give relevant feedback based on presented facts.	Main and subordinate ideas Note and recall details. Draw inferences. Draw conclusions. Predict outcomes.  Words in context  Denotation- Literal or dictionary meaning  Connotation- Associated meaning  Use of literary devices and sensory images  Use of Antonyms Synonyms Homophones	Answering oral questions to extract the main idea and recall details  Locating the relevant detail from the text to draw inferences  Examining the facts presented to draw conclusions and using personal experiences to predict outcomes  Observing and discussing the effective use of words, literary devices and imagery in the text	Can students:  -Give the information required to the question?  -Give the precise meaning of words in context?  -Differentiate between when a word is used to denote or connote meaning?  -Identify the main and subordinate ideas?	All Curriculum areas

**COMPREHENSION**

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
<b>Facts and Opinions</b>	Express written and verbal opinions that are supported by evidence.  Write factual reports.	A fact is a statement that can be proved true.  An opinion is an expression of one's beliefs and feelings.	Most of what is read includes both facts and opinions		Extracts form Newspapers Magazines Literary text  Proof of facts -Experience -Reference book -Expert  Supporting opinions with evidence	Reading a newspaper or magazine article to pick out the facts and opinions Groups sharing comments on whether facts were given to support the opinions were given as facts	Can students:  -Identify facts from opinions?  -Write a report that is factual?	All Curriculum areas
	Interpret the meaning of the figurative language used.  Use figurative expressions in appropriate written assignments.	Used to make texts more interesting and express ideas more clearly	Found in novels, short stories, poems, advertisements etc.		Simile <i>... and gathered like mist around their feet</i>  Metaphor <i>The dancers swept across the floor ...</i>  Personification <i>She was parked there in the garage for all to see.</i>	Group reading of a comprehension extract or narrative poem. Listing the examples of the figurative language used Inserting literal language in place of the figurative language Discussing the effectiveness of the figurative language in the context	-Give the correct interpretation of the figurative language used?  -Give accurate literal translations?	All Curriculum areas

COMPREHENSION								
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<b>Summary</b>	Write summaries from passages, stories and paragraphs	Summaries present the main points of a discourse or text given in a specified number of words.	Summaries can be of the whole, or parts of passages or texts.		<u>Making a summary</u> -Make notes of the key ideas. -Decide what to omit. -Make rough notes. -Link the notes to achieve continuity of thought. -Use the correct number of words.	Making a summary not using more than a certain number of words, lines or sentences.  Summarising only a part of a passage  Summarising to bring out the main points of a festival, a film, a day of sports etc	Can students: -Include the necessary details?  -Link the sentences to give continuity of thought?  -Write grammatically correct?	All Curriculum areas
<b>Visual Thinking</b>	Interpret the information that is presented in the tables, bar graphs, flow charts and cluster diagrams.	Graphics present numbers and other facts that are difficult to communicate in sentences.	Each graphic is interpreted differently.	Appreciate other forms of presenting information	<u>Graphics</u> <u>Tables</u> -Separate information into categories (easily compared).  <u>Bar Graphs</u> -Show categories and quantities (easily compared).	Comparing the data given in the tables and in bar graphs to arrive at a conclusion.  Developing tables and bar graphs form given or collected data	-Give a statement that sums up the present data in a table or bar chart?  -Place the headings and titles in their correct positions?	Mathematics  Social Studies  Science

COMPREHENSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Visual Thinking Cont'd					<p>Flow charts -Show the steps in a process</p> <p>Cluster diagrams -Show the relationship among ideas.</p>	<p>Using the data from a flow chart to write an expository paragraph on the process presented</p> <p>Individual students having the class respond to their questions about the information given in the cluster diagram and flow chart</p> <p>Using cluster diagrams to plot pre-writing and research ideas</p> <p>In groups of fours, students developing a cluster diagram then analysing the connections and discussing their meanings</p>	<p>Can students:</p> <p>-Interpret the information given in the graphics?</p> <p>-Answer questions based on the data given?</p> <p>-Include all the ideas needed in the cluster diagram?</p> <p>Use the cluster diagram to write an essay or research paper that is sequenced, coherent and relevant?</p>	



COMPREHENSION								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
<b>Listening and Speaking</b>	Respond by action or speech to what was heard.	Listening informs the mind of happenings	Through listening new information is learnt.	Be keen listeners	<p>Effective listening – Think about what is heard. -Write down the important information. -Organise thoughts and notes.</p> <p>Evaluating heard information -Is it true? -What perspective does it represent? -Who would disagree with it? -Is the source reliable? etc</p> <p>Responding to audience feedback -Inattention -Puzzled expressions -Leaning forward</p> <p>Formal speaking -Using note cards</p> <p>Impromptu speaking</p> <p>Informal speaking</p>	<p>Delivering oral messages</p> <p>Following given oral instructions</p> <p>Answering oral questions based on read advertisements, poems or extracts</p> <p>Listening to oral readings and responding orally and/ or writing</p> <p>Students writing short persuasive paragraphs to have others agree with them</p> <p>Reading statements in paragraph aloud so others can identify the stated facts or opinions</p>	<p>Can students: -Repeat the exact message given?  -Perform required tasks?  -Include all necessary details in responses?  -Deliver a prepared speech that is unified and coherent while using note cards?  -Express ideas clearly while speaking?</p>	All Curriculum areas



GRAMMAR								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
<b>Noun</b>	Identify the many kinds and forms of nouns, categorise and use them effectively in sentences in all kinds of writing.	<p>A concrete noun names an object that occupies space or is recognized by all the senses.</p> <p>An abstract noun names an idea, a quality, or a characteristic.</p> <p>Proper nouns are punctuated with a capital letter.</p>	All kinds and categories of nouns have singular and plural forms, depending on whether they name one, two or more persons, places, things or ideas.		<p><u>Noun phrases</u> A noun with all its qualifications E.g. <u>The big blue bag</u> was on the table.</p> <p><u>Gerunds</u> E.g. <u>Swimming</u> is good for your health.</p> <p><u>Abstract nouns</u> E.g. happiness, democracy, fame, love</p> <p><u>Concrete nouns</u> E.g. smoke, cough, orange, flower</p> <p><u>Captialising proper nouns</u> Persons- <i>Uncle John, Mr. Joe</i> Places- <i>Demerara River, Pearl Harbour, Parliament Building.</i> Things- <i>Republic Day, The 1763 Monument</i> Ideas- <i>Islam, Christianity</i> etc.</p>	<p>Reading a given paragraph from a text and having students record the nouns in their books and categorise them</p> <p>Matching proper nouns with common nouns that can replace them in sentences e. g. Middle Ages/era; The Wizard of Oz/ play</p> <p>Writing ten sentences that describe a person, place or thing, using as many concrete nouns to convey a vivid picture Underlining the nouns, then arranging the sentences in a paragraph</p>	<p>Can students: -Categorise nouns?  -Use concrete and abstract nouns effectively in sentences?  -Use a variety of nouns in their singular or plural forms in sentences in a paragraph?  -Punctuate proper nouns in sentences?</p>	All Curriculum areas

GRAMMAR								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Noun cont'd		Nouns can contain two words, a compound word or hyphenated words and are called compound nouns.	In written expression and answers to questions the rules of capitalization will prove useful.		<p>Capitalize names languages, people, races and tribes e.g. The ancient <u>Romans</u> communicated in <u>Latin</u>. General terms not capitalised E.g. gypsy, blacks, nomads</p> <p>Use of collective noun in a singular or plural context E.g. <u>The audience</u> shouts its approval. – singular. <u>The audience</u> have arrived in small groups. – plural.</p> <p><u>Plural forms</u> Collective nouns E.g. navy – <b>navies</b></p> <p>Compound nouns as one word or two words E.g. – Bathhouse/sing. Bathhouses ---Pl. -Teaspoonful --- sing. teaspoonfuls --- pl. -Snake dance --- sing. snake dances --- pl.</p>	<p>Writing a paragraph with blanks on the chalkboard, for students to insert different kinds of nouns in their appropriate places</p> <p>Finding the first ten nouns in a textbook or a magazine and telling how to form the plural. Then spelling the plural forms</p> <p>Cutting an article from the newspaper Underlining the nouns in a chosen section Rewriting that section using the plural nouns or vice versa and making the necessary grammatical changes.</p>	<p>Can students:</p> <p>-Capitalize the correct nouns as they appear in sentences?</p> <p>-Use the singular and plural of collective and compound nouns correctly in sentences in a paragraph?</p>	All Curriculum areas

GRAMMAR								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
<b>Noun cont'd</b>		In a compound word the original noun carries the plural marker.	Speech and written work must reflect the rules.		<p>Compound words with hyphens e.g.            -Passer-by --- sing.            passers-by ---pl.            Sister-in-law ---            sisters-in-law --- pl.</p> <p>-Good-for-nothing --- sing.            good-for-nothings --- pl.            -Two-year-old --- sing.            Two-year-olds --- pl.</p> <p>Some words that end in <b>o</b> add <b>s</b> or <b>es</b> e.g.            -Banjo / banjos / banjo<b>es</b>            -Mosquito / mosquitos / mosquito<b>es</b>            -Halo / halos / halo<b>es</b>            -Volcano / volcanos / volcano<b>es</b></p> <p>Words ending in <b>f</b> or <b>ff</b>            E.g. tariff / tariff<b>s</b></p> <p>Latin words            -Alumna --- sing.            alumnae --- pl.            -Crisis --- sing.            crises --- pl.            -Curriculum --- sing.            curricula --- pl.            -Medium --- sing.            media --- pl.</p>	<p>Writing a paragraph with incorrect plurals on the chalkboard            Students identifying and rewriting the paragraph with the correct plurals</p> <p>Conducting a Spelling Bee competition</p>	<p>Can students:            -Write the correct plural forms or words derived form Latin that are used in their assignments?            -Use the correct plural form of compound words in their speech?</p>	All Curriculum areas

**GRAMMAR**

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
<b>Possessive noun</b>	Use nouns in sentences to indicate joint or separate possession.	Shows that the object is possessed by the noun.	There can be joint or separate possession.		<p><u>Possessive of compound nouns</u> E.g. the [sheepherder's] cries -the [emperor of Japan's] palace -the [chief operating officer's] budget</p> <p><u>Words that end in 's'</u> E.g. Jane Stravis's car -William Davis's nose</p> <p><u>Joint possession</u> -The juniors and senior's dance</p> <p><u>Inanimate possession</u> e.g. the clamour of the alarm.</p> <p><u>Exceptions</u> -for pity's sake -for heaven's sake -a penny's worth -a week's wages</p>	<p>Filling in the appropriate form of the possessive in the blank places of given sentences in a paragraph Stating the significance of the possessive e.g. Both nouns possess the same thing etc.</p> <p>Students reading each others' written assignment, and checking it for the correct use of the possessive noun Underlining the nouns that should be changed to the possessive case in sentences</p>	<p>Can students:  -Punctuate and use the possessive form of the noun correctly in sentences in the various forms of writing?</p>	All curriculum areas

**GRAMMAR**

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
<b>Pronoun</b>	Use the appropriate kinds of pronouns in sentences and add meaning to informed pieces of written and oral presentations	<p>Personal pronouns indicate 1<sup>st</sup> 2<sup>nd</sup> or 3<sup>rd</sup> person.</p> <p>Possessive pronouns denote ownership.</p> <p>Reflexive pronouns refer to the subject of a sentence.</p> <p>Emphatic pronouns add emphasis to a noun or pronoun.</p> <p>Demonstrative pronouns point out a place, person, thing or idea.</p> <p>Interrogative pronoun from questions.</p>	Pronouns are of different kinds but they all relate to nouns.	Endeavour to use the appropriate pronoun to convey the required relationship with nouns in sentences.	<p>Personal and <u>possessive pronouns</u> 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person</p> <p><u>Reflective pronouns</u> 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person E.g. He always timed <u>himself</u> when running -Do not use <u>his</u> self</p> <p><u>Emphatic pronoun</u> 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person E.g. The maid opened the door. The maid <u>herself</u> opened the door. Used for emphasis. Henry an Doreen planned the concert <u>themselves</u>.</p> <p><u>Demonstrative pronouns</u> e.g. This, that --- sing. These, those --- pl.</p> <p><u>Interrogative pronouns</u> E. g -Who? -Whose? -Which?</p>	<p>Comparing and contrasting sentences in which 'herself' is used as both reflective and emphatic pronoun</p> <p>Students forming small groups to discuss and report their findings on the relationship between reflective and possessive pronouns, and emphatic and personal pronouns</p> <p>Distinguishing between the interrogative and reflexive pronoun by identifying and underlining them</p>	<p>Can students:</p> <p>-Identifying relative and emphatic pronouns in sentences?</p> <p>-Say what is the relationship between reflexive and possessive pronouns and intensive and personal pronouns?</p> <p>-Use reflexive, intensive and demonstrative pronouns correctly in sentences in a paragraph?</p>	All Curriculum areas

**GRAMMAR**

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	Skill	Knowledge	Understanding	Attitude				
<b>Pronoun Cont'd</b>		Relative pronouns begin the subordinate clauses.	The use of relative pronouns helps in varying the types of sentences spoken or seen in written assignments		<u>Relative pronouns</u> E.g. -Whoever -Whomever -Whatever -Whichever	Using reflective, intensive and demonstrative pronouns in blank spaces or underlining them in sentences or in sentences in a paragraph	Can students:  -Identify the incorrect use of types of pronouns in writing?	
<b>Verb</b>	Use verb and verb phrases to indicate time, mood and tone in written assignments and make them agree with their subjects.	All verbs can be classified as either physical or mental action or as a state of being.	A verb as a single unit can link the subject to the object making them one and the same.  Only linking verbs can be followed by a predicate adjective or expression that identifies the subject.		Action verbs -Physical action e.g. The captain signals instructions to ... -Mental action e.g. The clothes designer understands the technique.  Linking verbs -'Be' in all its forms i.e am, is will be, was being. -Remain -Appear -Feel -Become -Grow	Using specific action verbs and to write several sentences on one of their favourite TV shows or sports activity Using the sentences to form one or two paragraphs which convey a sense of the programme or sport	-Write sentences that contain suitable verbs to show physical and mental action?	All Curriculum areas

**GRAMMAR**



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	Skill	Knowledge	Understanding	Attitude				
Verb Cont'd		A verb is not only a time marker but can perform other functions such as expressing mood and tone when used with certain auxiliary verbs.	Verb tenses clarify writing and enhance style.		<p><u>Verb phrase</u>- a main verb with all its auxiliary or helping verb e.g. -I <u>should be learning</u> ... -<u>Could he have finished</u> ... -Snakes <u>have often been seen</u> in ...</p> <p><u>Effectiveness of verb phrases</u> I go -I <u>must go</u> : adds obligation or necessity -I <u>shall go</u> : change from present to future -I <u>did go</u> : change form present to past and adds insistence or emphasis -I <u>may go</u> : uncertainty -I <u>might go</u> : more uncertainty</p> <p><u>Verb agreement</u> -With subject nouns E.g. An excellent athlete and a good student <u>is Jonathan</u>.</p>	<p>Creating sentences that contain appropriate verb tenses Arranging the sentences sequentially to form a paragraph</p> <p>Having read a literary passage, students will examine the use of verb tenses, then write a paragraph to practice what they observed.</p> <p>Giving oral sentences and explaining the effectiveness of the verb phrase used.</p>	<p>Can students:  -Use the various tenses effectively?  -Write sentences in which the verb agrees with its subject?</p>	All Curriculum areas

**GRAMMAR**

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	Skill	Knowledge	Understanding	Attitude				
Verb Cont'd					<p>-With real subject after dummy subject there' E.g. There <b>is</b> only one tree in the yard. There <b>are</b> <u>many persons</u> in the room.</p> <p>-With subject nouns not words in opposition E.g. I, your English teacher <b>give</b> you this assignment. <u>The team</u>, Joe and Mary <b>has</b> won the tennis match. Robert, along with his brother <b>has</b> the flu.</p> <p>-With collective nouns as a unit e.g. The committee is angry ... The crowd is divided... -As individual e.g. The <u>jury</u> <b>have</b> disagreed among themselves...</p> <p>With plural titles and proper nouns as one person or thing e.g. The <b>Stabroek News</b> <u>has</u> an advertisement section. <b>The fishermen</b> <u>is</u> an interesting book.</p>	<p>Writing sentences that have dummy subjects on the chalkboard and having students fill in the verb spaces with verbs that agree with the real subjects</p> <p>Filling in verbs in sentences to agree with subjects that are collective nouns or titles</p>	<p>Can students:</p> <p>-Insert the correct verb that agrees with the subject of the sentence?</p> <p>-Write sentences in which there is agreement between subject and verb?</p> <p>-Write paragraphs with sentences that have agreement?</p>	All Curriculum areas

**GRAMMAR**

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	Skill	Knowledge	Understanding	Attitude				
Verb Cont'd					<p>With compound subjects connected by -or, -either...or, -not only...but also, -neither...nor E.g. -Either they or I <u>am</u> to go. -Not only you but also <b>Jim</b> <u>was</u> mistaken.</p> <p>That represent one person or thing e.g. <b>-My friend and neighbour</b>, Mr. Jackson, <u>plays</u> cricket. <b>-A cart and two horses</b> <u>was</u> rounding the corner.</p> <p>Subject modified by each or every e.g. <b>-Each</b> man, woman and child <u>has</u> received a souvenir. <b>-Every</b> officer and member <u>was</u> there to answer <u>his</u> name.</p>	<p>Identifying the kinds of subjects in given sentences and observing the verb that is used in agreement with them</p> <p>Filling in verbs in sentences to agree with compound subjects that are connected, subjects that represent one person or thing, or subjects modified by the word each or every</p>	<p>Can students:  -Use verbs that agree with various kinds of subjects?</p>	All Curriculum areas

**GRAMMAR**

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Verb Cont'd		A verb can be classified as being either in the active or the passive voice or being either transitive or intransitive.	The voice of a verb determines whether it is transitive or intransitive or whether the sentence has a direct, indirect or no object.		<p><u>Verb voice</u> -Active / Passive Their uses in writing</p> <p><u>Active voice</u> -The form of the verb that shows that the subject performs an action on something or someone e.g.  Lauren <u>is painting</u> the picture. – active voice.</p> <p>The verb that is in the <b>active voice</b> is also a <b>transitive verb</b>. The transitive verb acts on a thing or person who is an <b>object</b> or <b>indirect object</b>.</p> <p><u>Object</u> - A noun or pronoun that receives the action of a transitive verb in the active voice.</p>	<p>Having a student demonstrate a given sentence that has the verb in the active voice so that the subject is seen performing the action on the object The same sentence is given in the passive voice and a student is asked to demonstrate it. Conceptualising the difference in the effect in the use of the active and the passive voice</p>	<p>Can students:</p> <p>-Positively identify the active or passive voice in sentences?</p> <p>-Use active voice in stories to highlight events of action effectively?</p> <p>-Change the verb in sentences from active voice to passive voice and vice versa?</p> <p>-Identify the direct and indirect objects in sentences?</p>	All Curriculum areas

**GRAMMAR**

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	Skill	Knowledge	Understanding	Attitude				
Verb Cont'd					<p>E.g. I enjoy <u>cooking</u>. I hate <u>to wait</u>. I can hear <u>Sally</u>.</p> <p><u>Compound direct object</u> e.g. We sold [newspapers and magazines] to customers.</p> <p>Two objects e.g. Ask <u>me</u> my <u>name</u>.</p> <p><u>Indirect objects</u> – The noun or pronoun that receives the direct object e.g. Peter bought <u>Marilyn</u> [a scarf] Marilyn – the indirect object A scarf – direct object.</p> <p><u>Compound indirect objects</u> I told <u>Marvin and her</u> [a secret].</p>	<p>Identifying transitive verbs by locating the direct and indirect objects in the sentences</p> <p>Demonstrating the act with the direct and indirect objects as indicated in the sentence e.g. This sentence is given- <i>Peter buys Marilyn a scarf</i>. The seller, the buyer and the receiver are selected from the class and they enact the simulation created by the sentence.</p>	<p>Can students:</p> <p>-Identify all the objects that are present in the various types of sentences?</p> <p>-Transfer the concept gained from the simulation and apply to sentences to determine the kind of object in the sentence?</p>	All Curriculum areas

**GRAMMAR**

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	Skill	Knowledge	Understanding	Attitude				
Verb Cont'd					<p><u>Passive voice</u> -The form of the verb that shows that the subject is being acted on e.g. -The poster <u>was designed</u> by John. -The dishes <u>are being washed</u> by Marge and Phil.</p> <p>The verb that is in the <b>passive voice</b> is an <b>intransitive verb</b> and does not have an object.</p> <p>Changing the voice of verbs -Passive to active -Active to passive</p> <p><u>Perfect tense</u> Incident occurred at some indefinite time in the past. -She <u>has caught</u> the flu. -They <u>have brought</u> a present for us.</p>	<p>Using a passive sentence in the same way as the active sentence to demonstrate that the subject is in receipt of the action</p> <p>Examining the use of the active and passive voice in an extract and discussing the strength of and necessity for both</p> <p>Observing given sentences to tell how the perfect tense verb is formed</p> <p>Proof-reading written assignments to identify the incorrect use of tenses and effect the necessary changes</p>	<p>Can students:</p> <p>-Use passive sentences where they do not want too much attention, and active sentences where they need to draw attention?</p> <p>-Recognise incorrect use of tenses in written work and correct them?</p> <p>-Use the perfect tense correctly in sentences?</p>	All Curriculum areas

**GRAMMAR**

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	Skill	Knowledge	Understanding	Attitude				
<b>Verb Cont'd</b>					<p>Completed action in the past -Sophia <u>has completed</u> her project.</p> <p>-The museum <u>has displayed</u> the exhibit for months. Communicates the idea that the action began some time in the past and still continues.</p>			
<b>Adjective</b>	Use and punctuate adjectives in sentences in a paragraph.	Adjectives vary in position in relation to noun.			<p><u>Position of adjectives</u> -How <b>obedient</b> the child is! -The teacher considered the child <b>obedient</b>.</p> <p><u>Punctuating adjective</u> Capitalize proper adjectives E.g. <b>G</b>uyanese <b>O</b>lympian</p>	<p>Giving sentences for students to discuss how the position of the adjective relates to the other parts of speech in the subject and to the predicate parts of the sentence</p> <p>Filling in punctuated proper adjectives in sentences in a paragraph</p>	<p>Can students:</p> <p>-Recognise and use adjectives in appropriate positions in the sentence?</p> <p>-Punctuated proper adjectives?</p>	All Curriculum areas

**GRAMMAR**

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	Skill	Knowledge	Understanding	Attitude				
Adjective Cont'd					<p>Capitalise articles in titles. E.g. "A Man for all Seasons." Please buy a Readers Digest.</p> <p>Adjectives equal in rank separated by a comma e.g. -The cold, blistering wind -A dingy, evil smelling hallway.</p> <p>Compound words beginning with adjectives require no comma when another adjective is added before it e.g. -Fur coat Cheap fur coat -White man Bearded white man -Brick house New brick house</p>	<p>Recognising proper adjectives and articles in sentences and observing how they are punctuated in the given examples</p> <p>Demonstrating on chalkboard instances when a comma is used between adjectives and when they are not</p>	<p>Can students:</p> <p>-Punctuate correctly proper adjectives and articles that appear in titles?</p> <p>-Punctuate adjectives that appear together in sentences?</p>	All Curriculum areas

**GRAMMAR**



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	Skill	Knowledge	Understanding	Attitude				
<b>Adverb</b>	Use adverbs in essays, research papers, and reports to submit views that are specific and detailed.	Adverbs tell where, when, how, why and to what degree a thing is done.	Adverbs can link two ideas, be used to compare and they can introduce an adverbial clause in a complex sentence.		<p>Positions of adverb</p> <p>Comparison of adverbs – softly, less softly, least softly</p> <p>Negative words as adverbs e.g. -The plane has [not] landed. -The plane was [nowhere] in sight. -I have [never] flown.</p> <p>Avoiding double negatives</p> <p><u>Conjunctive adverbs</u> To replace AND use 'also', 'besides' To replace BUT use 'still', 'however', 'though' To state a result use 'thus', 'consequently', 'though', 'so' To state equality use 'equally', 'likewise', 'similarly'</p>	<p>Comparing two narrative extracts and discussing the effect of the use of comparison in one as against the absence of comparison in the other</p> <p>Correcting in sentences the use of double negatives</p> <p>Writing a paragraph on the chalkboard that contains repeated conjunctive adverbs Letting students replace some of them with the given options</p>	<p>Can students: Use comparison to good advantage in their writing?</p> <p>-While proof-reading correct any double negatives used?</p> <p>-Replace conjunctive adverbs with suitable substitutes?</p>	All Curriculum areas

**GRAMMAR**

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	Skill	Knowledge	Understanding	Attitude				
<b>Preposition</b>	Use prepositions to enhance oral and written expression.	Shows the relationship of a noun or pronoun to some other word in the sentence.	Prepositions can be one word or a phrase.		<u>Compound propositions</u> – in spite of, ahead of, according to, instead of, etc.  <u>Prepositional phrases</u> E.g. He drank a glass [of milk]. I ate some bread [with cheese]. [At the end] the guests applauded. [According to her], they were [ahead of us].  <u>Conjunctive adverbs</u> -accordingly, also, besides, therefore, nevertheless, finally. E.g. Here is my book; [however}, my notes are in my locker.  Coordinating conjunctions – single unit e.g. and, but, or, yet She [and] I were there. She [or] I could go.	Picking out all the prepositions found in a newspaper  Inserting compound prepositions in blanks in sentences or sentences in a paragraph from a given list	Can students:  -Identify prepositions used in a body of writing?  -Use the appropriate prepositions in sentences?	All Curriculum areas
<b>Conjunction</b>	Use conjunctions in writing to give precise ideas.	A part of speech used to join ideas in sentences.	The joined sentences produce compound and complex sentences.			Identifying coordinating conjunctions found in the subject part of sentences		All Curriculum areas

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<b>Conjunction Cont'd</b>		Conjunctions also link ideas in paragraphs.	They also form compound subjects and compound predicates.		<u>Split pairs or correlative conjunctions</u> – -Both...and -Not only...but also -Either...or E.g. -[Both] she [and] I were there. -[Neither] she [nor] I can go. <i>Used to join simple sentences.</i>  Subordinate conjunctions in complex sentences	Identifying and using coordinating and correlative conjunctions to join given sentences  Joining appropriate sentences in a given paragraph of simple sentences to enhance the paragraph  Using combined sentences to develop style in narrative, descriptive, and expository writing	Can students:  -Use conjunctions to combine ideas in sentences and paragraphs?  -Identify the type of conjunction used in sentences?  Join several sentences using the appropriate conjunction?	All Curriculum areas
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GRAMMAR								
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<b>Joining Clauses</b>	Analyse sentences by separating and identifying the clause and stating the part of speech the clause represents	There are two types of clauses, the main and the subordinate clause.  The noun, adjective and adverb clauses are three types of subordinate clauses.  A main clause and one or more subordinate clauses form a complex sentence.	The main clause expresses a complete thought, while the subordinate clause needs a main clause to fully complete its meaning		The main clause as a simple sentence  Defining and identifying the main and subordinate clause in sentences e.g. -[The cast bowed] Main clause [when the audience applauded.] Subordinate clause Sentences joined by a subordinate conjunction  -[The student] Main clause [who directed the play] Subordinate clause [also took a bow] Main clause Sentences are embedded or joined by a relative pronoun  Types of subordinate clauses -Noun clause	Analysing the sentence by identifying the clauses, stating the type and function of the subordinate clause Identifying the kind (e.g. compound) of sentence, and isolating and identifying the conjunction used.  Separating the simple, compound and complex sentences found in a paragraph or a recipe, then examining the effectiveness of their use.	Can students:  -Separate clauses in combined sentences and identify the type of clause and the type of sentence?  -Use simple, compound and complex sentences effectively in writing?  -Identify the types of sentences used in a paragraph and demonstrate the effectiveness of their use in their written assignments?	All Curriculum areas
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GRAMMAR								
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	Skill	Knowledge	Understanding	Attitude				

<b>Joining Clauses Cont'd</b>				<p>-Adjectival clause The student [who directed the play] also took a bow. Describes or identifies which student.</p> <p>-Adverbial clause The cast bowed [when the audience applauded.] Identifies the <u>time</u> that the audience bowed.</p> <p>Sentence composition -Compound sentence [Main clause] [Conjunction] [Main clause]</p> <p>-Complex sentence [Main clause] [Subordinate conjunction] [Subordinate clause]</p> <p>Embedded sentence [Part of main clause] [Relative pronoun] [Subordinate clause] [Other part of main clause]</p>	<p>Giving sentence starters or finishers to fill in appropriate noun, adjectival and adverbial clauses to complete the sentences</p> <p>Constructing sentences from the sentence clause pattern given, and indicating the type of sentence created e.g. complex etc.</p>	<p>Can students:</p> <p>-Construct meaningful sentences from the patterns given?</p>	<p>All Curriculum areas</p>
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GRAMMAR								
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	Skill	Knowledge	Understanding	Attitude				

<b>Inverted Sentence</b>	Use inverted sentences in all kinds of writing.	A sentence that begins with its predicate or its subordinate clause.	These sentences are either simple or complex.	Desire to enhance writing by using a variety of sentences.	Structure of inverted sentences -[Predicate] [Subject] -[Subordinate clause] [Main clause]  Purpose in creative writing	Selecting appropriate sentences in a paragraph to be reconstructed into inverted sentences Reading the paragraph and discussing its difference from the original paragraph	Can students:  -Include in their writing inverted sentences?	All Curriculum areas
<b>Subject and Predicate</b>	Identifying the subject or predicate of sentences to assist in knowing who is spoken of and what information is give about them for purposes of comprehension.	The simple, compound and complex sentences have their subject and predicate parts.	The subject of the compound sentence is most times found in the first clause of the sentence while the subject of the complex sentence is found in the main clause.		The two parts of the compound and complex sentences  The two parts of these sentences; Declarative, Questions, Commands or Requests  Compound subject and compound predicates in sentences	Writing a paragraph on the chalkboard Letting students write each sentence of the paragraph separately Underlining the subject or the predicate part	Can students:  -Divide the different types of sentences into subject and predicate?	All Curriculum areas

GRAMMAR								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				

<b>Direct and Indirect Speech</b>	Use direct speech appropriately in scripts for plays, essays and in conversations	Direct speech is the exact quoted words of a speaker.  Indirect speech is the retelling or reporting of what was said using the reporter's own words.	The use of direct speech conveys the reality of the communicative exchange.		Quotations from distinguished speakers  Quotations from daily conversions  Speech patterns -Dialects -Registers  Punctuating direct words followed by or preceded by the identity of the speaker  Direct statements -Declarative -Questions -Commands -Wishes, request  Direct speech to Indirect speech  Direct speech as used in short story.	Writing the different types of sentences in the form of direct speech on the chalkboard for students to punctuate  One student giving a message to another student, then the receiver delivers it to the class in indirect speech. Students observe the grammatical changes needed.  Adapting the role of reporters, students interview the teacher and then writing a report using direct and indirect speech.  Writing a dialogue that is a short conversation for a scene in a play	Can students:  -Punctuate the different types of sentences used as direct speech?  -Make the necessary changes to the structure of the sentence so that direct speech becomes indirect speech?  -Insert dialogue correctly in narratives?  -Punctuate direct speech in dialogue?	All Curriculum areas  Environmental Education  Allied Arts - drama
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GRAMMAR								
TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				

<b>Punctuation</b>	Use punctuation marks in writing, to separate clauses and words; to categorise words and give overall meaning to written work.	Punctuation is the tool used to give clear meaning to written work.	Periods, commas and other such marks are used to punctuate.	Be aware that correct punctuation is necessary in writing	<p><u>Comma</u>          -Separate items in a list          -Used after introductory words: No, ... Well, ... However ...etc          -Used after a beginning phrase in a sentence          -Marks off information about a noun          -Separate words of address e.g. <i>George, did you understand...? Dear John,</i></p> <p>Colon          -Used before a list e.g. <i>Bring these items: a pen, lined paper, ... etc.</i>          -Separates introductory remarks from a formal quotation.          -Separates the hours from the minutes in time e.g. <i>10:45.</i></p>	<p>Inserting commas in compound sentences and colons in sentences that contain a list or series of items</p> <p>Inserting commas in inverted sentences that begin with long phrases</p> <p>Inserting commas to separate the subordinate clause in an embedded sentence.</p> <p>Inserting punctuation marks in an unpunctuated passage or in sentences</p>	<p>Can students:          -Write sentences in a paragraph that are correctly punctuated?          -Use punctuation marks appropriately in sentence?          -Correctly punctuate direct speech that is set in a narrative?          Write dialogues that are correctly punctuated?</p>	All Curriculum areas
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GRAMMAR								
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<p><b>Punctuation Cont'd</b></p>					<p>Separates chapter and verse numbers in the bible e.g. <i>Genesis 2:17</i></p> <p><u>Hyphen</u> -Used in hyphenated words e.g. <i>twenty-one, self-centered, great-grandmother</i> etc. -Used to divide words at the end of a line</p> <p><u>Apostrophe</u> -Shows possession -Used in a contraction to mark the omission of letters e.g. <i>can't</i>.</p> <p><u>Quotation marks</u> -Used to separate the direct words of a speaker from other words. -Used in dialogue to mark the direct words of different speakers in a conversation.</p>	<p>Proof-reading a research paper, a written composition or a created poem to ensure the words are correctly hyphenated</p> <p>Dictating a short passage, requiring students to punctuate only the nouns that are in the possessive case: or punctuating the words that are contractions</p> <p>Writing a punctuated dialogue between two speakers who discuss a current issue</p>	<p>Can students:</p> <p>-Use quotations marks correctly in dialogue?</p> <p>-Write the dictated possessive noun?</p> <p>-Insert punctuated direct speech in written stories?</p>	<p>All Curriculum areas</p>
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**GRAMMAR**

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Punctuation Cont'd					<p>Ellipsis marks -Used to show that something has been left out of a quotation</p> <p>Underlining -Titles of books, movies and names of specific ships and buses.</p> <p>Capital letters -The first word in a direct quote</p> <p>-The names of historical events and documents</p> <p>-The first word and important words in titles</p> <p>-The first word in the salutation and closing of a letter</p> <p>-Titles before names e.g. Rabbi ..., Doctor..., Mrs./Ms...</p>	<p>Giving a short passage for students to punctuate by underling the titles and capitalizing the necessary words</p>	<p>Can students:</p> <p>-Indicate the omission of parts of a formal quote by the use of ellipsis marks?</p> <p>-Underline titles of books that appear in sentences?</p> <p>-Capitalise words correctly?</p>	All Curriculum areas

**VOCABULARY**

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
<b>Gathering Information</b>	Gather information through the use of a questionnaire, interviews and the use of reference material.	There are literary and electronic sources that can be used to access information.	Dictionaries and Encyclopaedias are specialised to furnish the researcher with specific information all in one place.	Seek the source for needed data.	<p>Use of the library</p> <p>Questioning -Interviews -Questionnaires</p> <p>Preparation Conducting Analysing data</p> <p>Reference books Encyclopaedias -General, Medical Dictionaries -Oxford, Webster Biographical Dictionary -Atlas -Magazines -News paper</p> <p>Internet</p> <p>Skimming -Checking for relevant titles and chapters Scanning -Looking for specific information</p>	<p>Researching a topic in small groups or individually using a variety of references Giving oral or written reports of findings</p> <p>Preparing and formatting questionnaires Presenting the responses as statistical data or a report</p> <p>Using questions contributed by the class to conduct a live interview with a chosen person</p> <p>Looking at the parts of a book to determine whether the contents offer needed data</p>	<p>Can students:</p> <p>-Use a variety of sources to access information?</p> <p>-Design questions that would furnish the required data for an interview and a questionnaire?</p> <p>-Quickly skim and scan to select relevant data or information for a research paper?</p>	All Curriculum areas

**VOCABULARY**

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
<b>Word Origins</b>	<p>Choose and use names to give character more identity in stories.</p> <p>Create names to make newspaper headlines concise.</p>	<p>The origin of name words is from a particular source.</p>	<p>Persons are named from things in the environment.</p> <p>Some things are called by the name of the inventor.</p> <p>Some names are Greek or Latin or native names.</p> <p>Some names are blended to form other names.</p>	<p>Be aware that there is more meaning in a name.</p>	<p>First names</p> <ul style="list-style-type: none"> <li>-Charles: strong</li> <li>-Gwen: life</li> <li>-Kevin: handsome</li> <li>-Russell: red-haired</li> </ul> <p>Surnames</p> <ul style="list-style-type: none"> <li>-Occupations e.g. Baker, Taylor, Carpenter, Fowler</li> <li>-Relationships / <b>son of</b> e.g. Johnson, Davidson, MacDonald Fitzgerald</li> </ul> <p>Names derived from inventors etc.</p> <ul style="list-style-type: none"> <li>Ferris Wheel</li> <li>G. W. Gale Ferris</li> <li>-Cardigan Earl of Cardigan</li> <li>-Leotard Jules Leotard</li> </ul> <p>Greek and Latin</p> <ul style="list-style-type: none"> <li>-Candidate/ Latin</li> <li>-Senators/ Latin</li> <li>-Politics, police/ Greek</li> </ul>	<p>Researching to find the meaning of first names and family names</p> <p>Listing names with their origins and/or the meanings</p> <p>Choosing related or appropriate Greek or/and Latin words from a list and using them in a written paragraph</p>	<p>Can students:</p> <ul style="list-style-type: none"> <li>-Give the meanings of their names?</li> <li>-Name characters in narratives to enhance their characteristics?</li> <li>-Identify Greek and Latin words in paragraphs?</li> <li>-Use derived names in paragraphs?</li> </ul>	<p>All Curriculum areas</p>

**VOCABULARY**

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
<b>Word Origins Cont'd</b>					<p>Changed spelling</p> <p>Chinese</p> <p>-Ketchup/ Ke-tsiap</p> <p>Dutch</p> <p>-Coleslaw/ koolsta</p> <p>Unchanged spelling</p> <p>Morocco</p> <p>-Tangerine</p> <p>Germany</p> <p>-'Frankfuter</p> <p>Italian</p> <p>-Pizza</p> <p>Native American words</p> <p>-Wigwam, igloo, skunk, pecan</p> <p>Coining new words</p> <p>-To be used in novels</p> <p>-For newspaper story headlines</p> <p>Portmanteau words</p> <p>-Words formed by blending parts of other words together e.g. Motel formed from motor and hotel</p>	<p>Creating categories and listing borrowed words</p> <p>Examining newspapers and novels to pick out words that are coined</p> <p>Writing a proclamation for the Sports page, using a coined word within it</p>	<p>Can students:</p> <p>-Successfully coin words that enhance their writing?</p>	All Curriculum areas

**VOCABLARY**

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
<b>Affix</b>	Use prefixes and suffixes to help determine the meaning and class of words	A word could have a prefix followed by the root then by a suffix.	All words have roots, but not all roots are words	Be creative with words	<p><b>Prefixes</b></p> <p>Indicate number            -One = Mono-, mon-, uni-            E.g. <u>monorail</u>            -Two = Bi-, bin-, di-,            e.g. <u>digraph</u>            -Half or two = Twi-,            E.g. <u>twilight</u>            -Three = Tri            E.g. <u>tripod</u>            -Ten = Deca-, dec-,            deka-,            E.g. <u>decathlon</u>            -Hundred = Centi-,            E.g. <u>centimeter</u></p> <p>Suffix</p> <p>-logy = The study of            E.g. zoology,            astrology, geology,            psychology.</p> <p>-et, -ette = small            E.g. diskette,            kitchenette</p> <p>-ward = in the            direction of            E.g. upward,            homeward</p>	Using the numerical prefixes and adding them to suitable roots to create new words	Can students:  -Give meanings and the class of words through their affix?	All Curriculum areas

**VOCABULARY**

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
<b>Affix Cont'd</b>					<p>-ship = occupation of or condition of being E.g. horsemanship, citizenship</p> <p>-ment = action, process, state of E.g. government, arrangement.</p> <p>-hood = condition of E.g. childhood</p> <p>-ry, -ery = the product of an action E.g. poetry, injury, cannery. The root of 'cannery' and 'injury' do not appear as words because of the added or omitted letters needed to spell the word in its new category</p> <p>Derivation of words from a root or a base word -The order e.g. surmountable Mount – surmount, - <u>Surmountable</u></p>	<p>Giving a list of words on the chalkboard. Then stating in notebooks through a diagram or sequential order how the word was derived from its base or root e.g. Sur[mount]able [Surmount]able Surmountable</p>	<p>Can students:  Successfully plot the derivation of a word?  -Identify the root of a word?  Derive new words from a root or base word by adding an affix?</p>	All Curriculum areas

**VOCABULARY**

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
<b>Figures of Speech</b>	Use figures of speech in Narratives, Descriptive writing and Expository writing to convey ideas more vividly.	Figures of speech are imaginative language used to heighten effect, by comparing or identifying a particular thing with another more familiar one.	They are known as rhetorical devices  Figurative language changes connotations of words.		<p>Hyperbole – a Greek word meaning extravagance. A figure of speech in which the truth is stretched. E.g. All have not seen him in a million years. She is up to her neck with work.</p> <p>Slang – a non-standard figure of speech used in ways not yet acceptable in formal writing only in dialogue.  The effective use of slang in writing “That movie was cool.”</p> <p>As a compound word -Copycat -Butterfingers -Lazybones</p> <p>As a metaphor E.g. ‘I don’t have enough bread to buy the CD.’</p>	<p>Providing sentence starters for students to complete using a hyperbole</p> <p>Giving a comparison of literal meaning to be changed with the use of a hyperbole</p> <p>Using slang in dialogue to stereotype character</p>	<p>Can students:  -Use hyperbole effectively in written expression?  -Use the appropriate slang in the speech of characters to convey desired personality?</p>	All Curriculum areas

**VOCABULARY**



TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
Figures of Speech Cont'd					<p><b>Metonymy</b> – The use of the name of one thing for that of another that it suggests. E.g. “Put on your glasses,” means “Put on your spectacles.” “The world is shocked,” means “The people of the world are shocked.</p> <p><b>Personification-</b> Giving human qualities to inanimate things E.g. The green tree <u>whispered</u> low and mild.</p> <p><b>Euphemism</b> – Used to express a disagreeable or unpleasant fact indirectly e.g. Instead of saying someone <u>died</u>, it is said that someone <u>passed away</u> or <u>gave up the ghost</u>.</p>	<p>Identifying the use and meaning of metonymy in sentences and paragraphs</p> <p>Identifying an object or thing, then listing the human qualities that could be attributed to it Writing a story about the activities of that object or thing based on the human qualities given</p> <p>Identifying the use of figurative language in poems</p> <p>Listing euphemisms frequently used in the community, and including them in narratives</p>	<p>Can students:  -Identify and use metonymy effectively in written assignments?  -Personify animate and inanimate things in fables?</p>	All Curriculum areas

**VOCABULARY**

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
<b>Expressions</b>	Use idiomatic sayings and proverbs within dialogue and speech.	Proverbs and sayings are used in speech rather than in formal writing.  The kind of emotive word used gives inferential details	They are figurative expressions and should not be used in their literal sense.  The information given in direct speech or other statements creates specific emotional effect.	To appreciate cultural expressions	<u>Idiomatic sayings</u> E.g. -To keep up appearances -To back out of something -An open secret  <u>Proverbs</u> -You must paddle your own canoe. -Make hay while the sun shines.  Emotive value of words e.g. -“Yes I did it,” <u>said</u> Tom ( <u>firmly</u> ). “Yes I did it, myself,” <u>agreed</u> <u>cheerfully</u> . “Yes I did it myself,” <u>snapped</u> Tom ( <u>impatiently</u> ). “Yes I did it,” Tom <u>whined at last</u> .	Listing idiomatic sayings on the chalkboard for students to state in their notebooks the meanings and when they can be used  Recording proverbs that are used in the home environment, giving their meanings and under what circumstances they were used  Giving the impression gained of a personality from the emotive words used	Can students:  -Give the meanings and uses of idiomatic sayings and proverbs in speech and writing?  -Correctly assess the mood of a speaker by the emotive words used?	A Curriculum areas

**VOCABULARY**

TOPIC	OBJECTIVES				CONTENT	ACTIVITIES MATERIALS STRATEGIES	EVALUATION	INTEGRATION
	Skill	Knowledge	Understanding	Attitude				
<b>Accent</b>	Pronounce specific words that appear in texts, magazines and newspaper articles with the correct accent so as to give its part of speech to convey the correct meaning	Some words differ in parts of speech according to where the accent is placed when they are pronounced.	A word could either be a noun or a verb when pronounced.	Be aware that words should be pronounced in the context in which they are used.	<p>Accent Absent – adverb Absent – verb Refuse – noun Refuse – verb Export – noun Export – verb</p> <p>Difficult words to pronounce Alias, abdomen, obese, naïve, solace, incognito</p> <p>Differentiating between words -Censor, sensor censure. -Antipathy, apathy, empathy.</p>	<p>Writing the examples of the words on the chalkboard, having students pronounce them as verb and noun</p> <p>Giving oral and written sentences in which in which the word is a noun or verb</p> <p>Making a list of such words and identifying the part of speech</p> <p>Grouping students and each group giving the word and its part of speech and having the other groups create sentences with the word, and then sharing their sentences with the class</p>	<p>Can students:</p> <p>-Correctly pronounce the given word as a noun or verb?</p> <p>-Give oral and written sentences in which the word is used in the given part of speech?</p>	All Curriculum areas