



MINISTRY OF EDUCATION

ENGLISH SYLLABI

YEARS 9 & 10



**CURRICULUM DEVELOPMENT UNIT
FIJI, 2014**

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1.0 INTRODUCTION

The Fiji National Curriculum Framework (FNCF) provides the framework for the development of Years 9 & 10 English syllabi which has been designed using learning outcomes identifying the concepts, skills and attitudes that all students will achieve or demonstrate by the end of each year or level.

Essential concepts, skills and attitudes in the Years 9 & 10 English syllabi have been selected from the old prescriptions and incorporated with the developments in English to ensure that the syllabi provides relevant skills and knowledge for students at the secondary level.

The scope of content at each level or year is an extension of prior concepts, skills and attitudes that students develop and build on as they progress through the English Language syllabi for basic education from Years 1 – 8 at primary level and into secondary. Students build on prior knowledge, concepts, skills and understanding as they progress through to the next level or year.

Years 9 & 10 Syllabi is organised into three strands Listening & Speaking, Reading & Viewing and Writing & Shaping and involves learning English using a range of texts. This structure will give equal emphasis to the teaching of the three strands, ensuring that they are incorporated in all English classes.

The genres will be explored through a range of different texts, including literature, media and everyday texts. As students listen to, speak about, read, view and write a range of texts, they will make meaning and identity and use the appropriate conventions of language.

2.0 RATIONALE

Language is central to students' intellectual, social and emotional development and has an essential role in all learning areas. The learning experiences provided in these syllabi will assist students to become competent users of language in a variety of contexts.

Learning English is important because it is the medium of national and global communication. It is the language of international communication, business and politics. It is not only a powerful learning tool, a medium by which people gain access to knowledge from around the world, but also a medium through which people develop positive values and attitudes, establish and maintain meaningful relationships with each other, increase their cultural understanding and expand their knowledge of world views.

The study of English is compulsory in Fiji at all levels of schooling, primary secondary and tertiary.

Through programs based on these syllabi students will acquire the necessary knowledge, skills, attitudes and values to become proficient in English. Students will learn that English transmits cultural perspectives, including gender, class, and ethnicity and enables students to recognize and understand the diversity in people.

The approach used in these syllabi is based on empowering learners with the capabilities necessary for lifelong learning, critical thinking, problem solving, creativity and innovation and adapting to the rapid changes and demands of society.

Students learn English so that they can communicate effectively in a variety of situation, in the market place, in the business world and in the technological world. The use of computers, mobile phones and modern equipment requires English reading and viewing skills with an understanding of the English language.

A good command of the English language provides students with increased opportunities for enjoyable leisure activities such as reading or writing and watching television and movies.

The mastery of English, therefore, is vital to learners in Fiji, as it opens up new possibilities for intellectual and social development, educational attainment, career advancement, personal fulfillment and cultural understanding.

3.0 SUBJECT OVERVIEW

The Language Key Learning Areas (KLA) includes English, Fijian, Rotuman, Hindi and Urdu. English is learnt as a second language while the other languages are learnt as Vernaculars. The Language Syllabi focuses on how languages are acquired and how they work. It encourages students to learn and use the language. It also helps students learn about the language; its structures and rules and how it is used in a variety of contexts and situations. These syllabi also promote language strategies and processes to identify, interpret and construct meaning of language.

The Language KLA is organised into three Strands. The Strands are drawn from the modes of communication. These are Listening and Speaking, Reading and Viewing and Writing and Shaping. These Strands are organised into Sub-strands and they include the text types used for communication; the socio-cultural contexts and situations in which texts are used; the features and rules of the language; and the language strategies and processes used to interpret and construct meaning of texts.

This organisation does not mean that the strands have to be taught separately for they are interlinked and interwoven.

Strand 1: Listening and Speaking

Students become aware of how listening and speaking are used to interpret and construct the meanings of oral texts. Listening and Speaking are the most important skills for students at this level as they are essential to acquire and use language for communication purposes. These skills are used simultaneously, but are taught and learnt in a developmental sequence. In this Strand, students will learn skills which are specific to listening as well as speaking. In listening for instance, students will acquire skills such as sitting in the correct posture while listening, paraphrasing, asking questions and identifying word cues that give clues to the meaning of the oral texts. In speaking, students will learn how to compose thoughts and ideas, their posture in role plays or when making a speech, tone, and other elements related to making a speech or articulation of thoughts and ideas.

Strand 2: Reading and Viewing

This Strand enables students to participate in the reading process. The reading process consists of three components which are graphophonics, syntax and semantics. In developing their reading skills, students go through this process. Firstly, students learn the names of letters, their shapes, the sounds and ultimately, the words. Secondly, after having read the words, students learn how words are placed according to the rules of the language. With this knowledge, students should be able to predict words and meanings of the written texts. The third important factor in the reading process is semantics. This basically refers to the meaning one constructs or reconstructs from the print texts. To be independent readers, students learn to use the reading skills and strategies to assist them in interpreting, constructing and reconstructing meanings

of the print texts. Viewing on the other hand, refers to the interpretation of visuals or images presented. The visuals and images are pictures and diagrams which authors use to illustrate and provide cues to understanding of important ideas or concepts mentioned in the print texts.

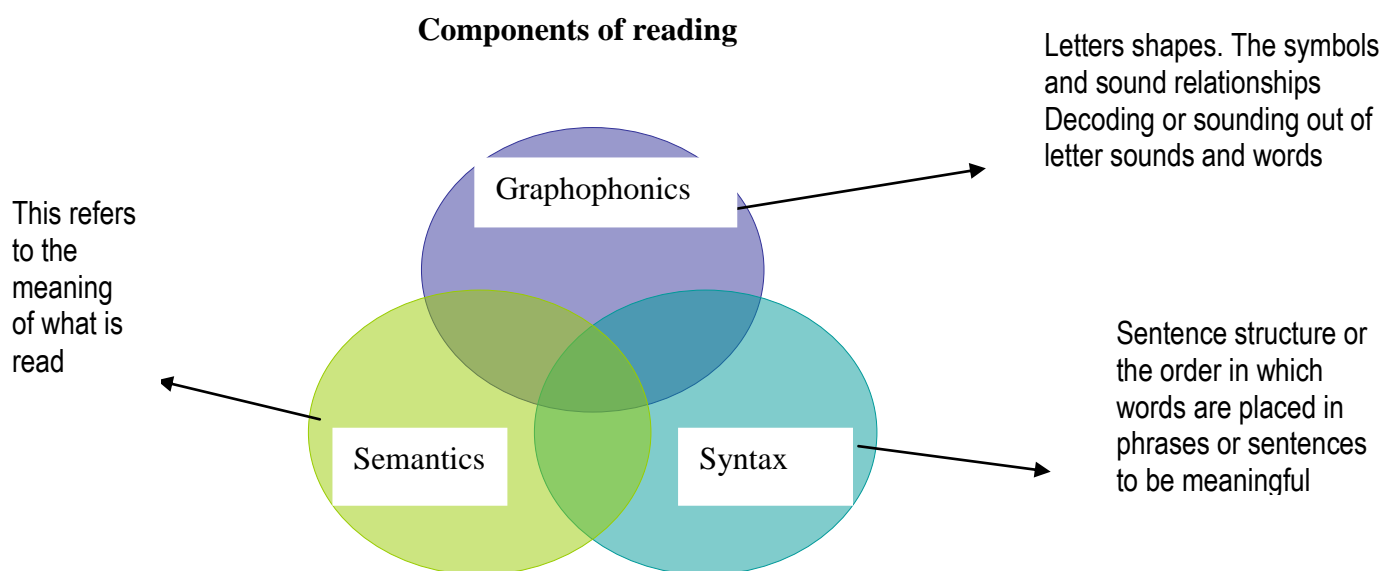


Figure 2. The three components of the reading process

Strand 3: Writing and Shaping

The strand supports the development of students' skills of composing ideas in print texts. In this strand, students will compose ideas in sentences or paragraphs, students will experience a process by which they learn how to collect information, make drafts, edit and publishing. Shaping however, emphasizes how the students learn to choose words to shape thoughts. It also includes the skills to make and read symbols which represent certain ideas or information.

The Sub-strands

Each Strand is organized into four different Sub-strands. They are called Text Types, Language Features and Rules, Socio-cultural Situations and Contexts; and the Language Processes and Strategies. The Sub-strands are coined with the intention of capturing the four areas of learning a language. Basically, these areas refer to what students use in order to learn and use the language (Text types); what students learn about the language (Language Features and Rules); what students learn in the language (Socio-cultural Contexts and Situations); and how students learn to understand and interpret or construct meaning of the language used (Language Learning Processes and Strategies).

These Strands and Sub-stands appear in all forms but the difficulty levels increase as students move to higher classes. The Strands and Sub-stands are interrelated; therefore, teachers can integrate them when designing lessons. Language is used across the curriculum so teachers can also use ideas and materials in other subjects as a resource to teach the language.

Sub-strand 1: Text Types

This Sub-strand refers to what students use and typically do with the texts in the class. This includes oral or print texts. Oral texts may include listening to or articulation in speeches, role plays, dialogue, and morning talk or on the radio, while the written texts may include story books, posters, reports, newspapers or essays. Texts may also include materials presented on the multimedia and other forms of information technology and could be drawn from everyday texts and the media.

Sub-strand 2: Language Features and Rules

This Sub-strand refers to the structure and organization of texts and the rules of language used in oral and print texts. To compose, comprehend and respond to texts, students need to know the linguistic features and structures of the language. These features include the print elements, grammatical aspects of the language, organization of various registers, oral features and the non-verbal elements of communication.

Sub-strand 3: Understanding Socio-cultural Contexts and Situations

This Sub-strand refers to how language is used in situational and socio-cultural contexts. Here students are allowed the opportunity to learn and use the language effectively in appropriate contexts and situations. The situational contexts relate to situations in which language is used but how it is used varies according to the purpose, topic, mode of communication and the relationship between the addresser and addressee. Socio-cultural contexts, on the other hand, relate to effects of expectations, norms or behavior of people in a cultural context. To use the language effectively and to understand how people use language in this context, students should understand that the variety of oral and print texts is distinguished by the following:




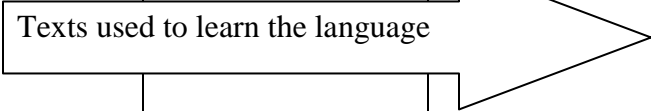
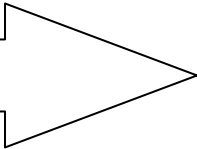

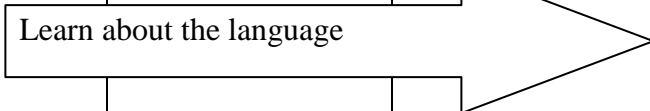
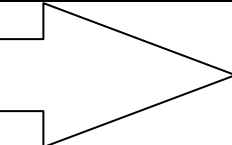

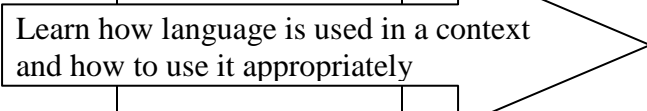
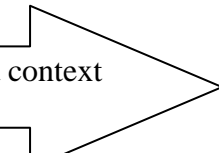
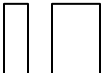
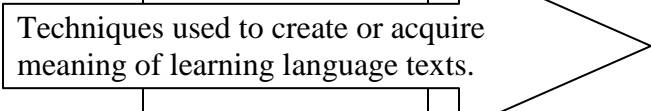
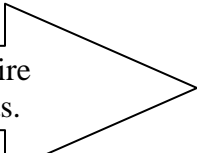
- a) the linguistic features used
- b) values and attitudes are reflected in the way people use the language
- c) language is used for the purpose of influencing people and shaping their thoughts
- d) Different people will interpret spoken or print texts in different ways.

Sub-strand 4: Language Learning Processes and Strategies

This Sub-strand focuses on techniques or approaches students can use to help them become effective listeners, speakers, readers, viewers, writers, shapers and thinkers. In learning these, students become aware of the approaches available to them to create or comprehend written and spoken texts.

The table below shows the relationships between Strands and Sub-strands.

Table 1: Relationship between the Strands and Sub Strands.

| STRANDS  SUB STRANDS  | Listening and Speaking | Reading and Viewing | Writing and Shaping |
|---|---|--|---|
| Communication Text Types Literary Texts Everyday Texts Mass Media |  |  |  |
| Language Features and Rules |  |  |  |
| Understanding Socio-cultural Contexts and Situations |  |  |  |
| Language Processes and Strategies |  |  |  |

LINKS TO CURRICULUM PERSPECTIVES & SUBJECTS

Aspects of the seven curriculum perspectives are incorporated into the teaching and learning process at all year levels to strengthen students' learning. These perspectives are covered in reading comprehension passages, essay writing topics, summary writing passages, literature texts, register study, research project themes, listening & speaking activities.

| STRANDS | SUB STRANDS | CURRICULUM PERSPECTIVES | SUBJECTS |
|---|---|-----------------------------------|---------------------------|
| 1.Listening & Speaking | 1. Text Types – media, everyday communication, literary texts. 2.Language Features and Rules 3.Socio Cultural Contexts and situations 4.Language Learning Processes and Strategies | 1. Careers Education | 1. Accounting & Economics |
| | | 2. Citizenship Education | |
| 3. Environmental Education for sustainability | | 3.Healthy Living | |
| 2.Reading & Viewing | | 4. Literacy & Numeracy Education | 4.Expressive Arts |
| | | 5. Spiritual and values education | 5.TVET subjects |
| 3.Writing & Shaping | | 6. Special needs education | 6.FLE |
| | | 7.Financial Education | |

4.0 LEARNING PROGRESSION

| Strands & Sub-Strands | YEAR 9 | YEAR 10 |
|---|--|--|
| 1. Listening & Speaking | | |
| a. Text Types | Sports Commentary Advertisements Weather Bulletin | T.V Broadcast Panel Discussion You Tube teaching |
| b. Language Features & Rules | Nouns,Verbs Adjectives,Adverbs Sentence types Pronouns,Preposition Subject verb agreement Tenses,articles Idioms | Nouns,Verbs Adjectives,Adverbs Sentence types Pronouns,Preposition Subject verb agreement Tenses,articles Idioms |
| c. Socio-Cultural Context | Debate Impromptu Oral history | Speeches Conference critique |
| d. Language learning processes & strategies | Short stories Poems novel | Short stories Poems novel |
| 2. Reading & Viewing | | |
| a. Text Types | Newspaper Magazines Billboards | Newspaper Newsletter Posters |

| | | |
|---|---|--|
| | Articles | Documentaries |
| b. Language Features & Rules | Fiction Non-fiction Movies Flashback | Documentaries Figures of speech Emotive vocabulary Slangs Jargons |
| c. Socio-Cultural Context | The Language of Sports Commentary | The Language of Advertisements |
| d. Language learning processes & strategies | Short stories Poems novel | Short stories Poems novel |
| 3. Writing & Shaping | | |
| a. Text Types | Paragraph writing Personal letters Diary entry Emails Recount | Essay Expository Narrative Descriptive Letter to the Editor Business letter |
| b. Language Features & Rules | Book Review Direct & Reported Speech Imaginative | Print Media Formal Writing Report Writing |
| c. Socio-Cultural Context | Emails to friends Creative Writing Songs | Letter of Invitation Letter of Appreciation Enquiry |

| | | |
|---|---|--|
| | Poster Birthday invitation | |
| d. Language learning processes & strategies | Citation Bibliography Research Procedures Minutes Agenda Reflective Journal | The Language of Religion The Language of Conversation The Language |

| Major Learning Outcomes | Suggested Activities |
|--|---|
| Be empowered learners | Gathering information from texts read and compose ideas independently or collaboratively Expressing opinions in analyzing texts |
| Communicate effectively | Expressing experiences and opinions in speaking or Writing Sharing experiences, ideas and information in speaking or writing |
| Conduct investigations | Recording and sorting information gathered from Resources used. Describing observations and findings in a brief report |
| Make decisions | Conducting class meetings to discuss class rules or to explore options, consider impacts and negotiate Decisions Using information from texts read to describe factors and options |
| Select and use information | Selecting texts they enjoy reading and identify Experiences and information relevant to them. Selecting texts for different purposes |
| Show enterprise | Creating texts (poems) to communicate ideas and Thoughts. Role plays or drama in concerts Models and drama corner |
| Understand change, balance and relationships | Creating texts to present information to display the effects changes will have on relationships |

The Key Learning Area Outcome

The Key Learning Area Outcomes describe what students should achieve if they follow a course of study from Year 1 to Year 13.

The Strand Outcomes

The Strand Outcomes describe what a student should achieve in particular KLA subjects from Year 1 to Year 13

Content Learning Outcomes (CLO)

The Content Learning Area Outcomes describe what the typical student can learn, do and value by the end of a particular class and together describe a continuum of student learning. This learning continuum gives the curriculum coherence as the students build upon the learning outcomes in school from one Year level to the next.

LANGUAGE KLA SYLLABI

The structure of the Language syllabi will appear in the format outlined below:

| | | | |
|------------------------|--|---|---|
| Name of KLA | Name of the subject | | |
| KLA Outcome | Statement that describes what students need to learn and achieve as a result of learning in the language syllabi | | |
| Strand Names | Name of the organizers of the Language Syllabi | | |
| Strand Outcomes | Statement that describes what students need to achieve from learning in a Strand | | |
| Sub-strands | Content Learning Outcome | Student Achievement and Content | |
| | Concepts, skills and attitude | Achievement indicator | Scope of content |
| | <i>Statements describing learning destinations</i> | <i>What students do to achieve the outcomes</i> | <i>Themes and topics that applicable to the content learning outcomes</i> |

5.0 COURSE CONTENT DETAIL

| SUBJECT | YEAR 9: ENGLISH | | |
|----------------------------------|--|--|--|
| Key Learning Area Outcome | Use language effectively and critically through speaking, listening, viewing, reading, writing and shaping in a variety of forms and situation to explore and communicate ideas. | | |
| Strand 1 | LISTENING AND SPEAKING | | |
| Strand Outcome: | Use language accurately and logically to communicate ideas and experiences in appropriate situations and contexts | | |
| Sub Strand | Content Learning Outcomes: Concepts, Skills ,Values and Attitudes | Achievement Indicators: Students will be able to: | Scope of Content: |
| 1.1 Text Types- | EN 9.1.1.1 Listen and speak courteously for a variety of purpose using a range of Media text. | <ul style="list-style-type: none"> • Listen to a relevant audio-media text & examine the text being used and its features • Explore & discuss its purpose, tone, audience & context by answering prepared questions • Analyse critically an audio-visual media text with an audio media text & compare their features • Compose & dramatize an appropriate media text using a prepared rubric for improvements • Use prediction skills to guess content & evaluate themes with own experience | Audio media- e.g. Radio Audio –visual media Sports Commentary T.V Broadcast – Financial Education Advertisements Interview -Careers Funeral Notice Weather Bulletin Prediction skills |
| | EN 9.1.1.2 Listen & speak respectfully and enact a range of everyday conversation | <ul style="list-style-type: none"> • Select a suitable dialogue & analyse its purpose, audience & context • Choose and demonstrate an everyday conversation scenario, its | Every day greetings Classrooms instructions Requests Greetings Trip to the shops |

| | | | |
|---|--|--|--|
| | | <p>tone and relevance</p> <ul style="list-style-type: none"> • Show appropriate body language by questioning for clarification | <p>Trip to the market</p> <p>Making appointments with the doctor</p> <p>Conversation in the bus</p> <p>Conversation in the playground</p> |
| | <p>EN 9.1.1.3. Study a variety of literary text by listening attentively and respond accordingly</p> | <ul style="list-style-type: none"> • Examine a range of literary text & discuss its features and functions • Compare and contrast fiction and non-fiction books to assist in writing • Evaluate a book recently read and explain its purpose, audience, context, characters, setting and plot. • Explore & illustrate relevant themes & values from a literary text read | <p>Oral reports</p> <p>Story telling</p> <p>Anecdotes</p> <p>Story books</p> <p>Fiction , Non- fiction</p> <p>Magazines</p> <p>Articles- Citizenship</p> <p>Education</p> <p>Diary</p> <p>Readers' Theatre</p> <p>Personal interview</p> <p>Answering questions</p> <p>Summaries</p> |
| <p>1.2. LANGUAGE FEATURES AND</p> | <p>EN 9.1.2.1 Explore & describe grammatical rules appropriate to spoken texts chosen to communicate messages.</p> | <ul style="list-style-type: none"> • Study the parts of speech and explain its functions • Examine & discuss grammatical rules appropriate in oral & in written work | <p>Nouns</p> <p>Adjectives</p> <p>Verbs</p> <p>Adverbs</p> <p>Pronouns</p> <p>Prepositions</p> <p>Subject Verb Agreement</p> <p>Tenses</p> <p>Articles-Values</p> <p>Education</p> <p>Connectives</p> <p>Word Order</p> |

| | | | |
|---|--|---|---|
| | | | Word Forms |
| | EN 9.1.2.2 Analyse and illustrate a variety of sentence structure to communicate effectively. | <ul style="list-style-type: none"> Identify the different sentence types & discuss its features /function Examine the different sentence types in a spoken text and converse on a preferred topic of interest | Simple sentence Compound sentence Compound Complex sentence Complex sentence |
| | EN 9.1.2.3 Study & demonstrate persuasive techniques that helps convey meaning to engage the audience | <ul style="list-style-type: none"> Explore the persuasive technique used & discuss its features & relevance Investigate & present any persuasive techniques in a suitable spoken text | Idioms Figures of speech Jargons Emotive vocabulary |
| 1.3 SOCIO-CULTURAL CONTEXT & SITUATION | EN 9. 1.3.1 Evaluate and illustrate appropriate oral genres in a range of | <ul style="list-style-type: none"> Appraise and demonstrate the use of language in a formal context Determine the relationship between | Oral History Speeches |

| | | | |
|--|---|---|--|
| | formal context | <p>the addressee and the addressor and describe the topic and its purpose</p> <ul style="list-style-type: none"> Assess and present any oral genre in any relevant context | <p>Conference</p> <p>Debate</p> <p>Impromptu</p> <p>Critique</p> <p>Intercultural gathering</p> <p>Group communication</p> <p>Inter-personal communication</p> |
| | EN 9 1.3.2 Examine and demonstrate different forms of oral communication in informal context | <ul style="list-style-type: none"> Analyse an informal context & explain its purpose, audience & features Appraise and demonstrate the use of language in an informal context | <p>Informal context:</p> <p>Oral registers</p> <p>Talanoa session</p> <p>Family gathering</p> <p>Village function</p> <p>New Year celebration</p> <p>Christmas Celebration</p> |
| 1.4. LANGUAGE LEARNING PROCESSES AND STRATEGIES | EN 9.1.4.1 Analyse and discuss strategies most helpful in making sense of text | <ul style="list-style-type: none"> Examine & describe the relevant techniques used to portray meaning Compare and contrast character traits in an appropriate scene that depicts universal values | <p>Pre –listening Strategies:</p> <p>Prediction</p> <p>Guessing</p> <p>Using background knowledge</p> <p>During –listening strategies</p> <p>Using context clues</p> |

| | | | |
|--|--|--|---|
| | | | <p>Listening for details</p> <p>Listening for main ideas</p> <p>Listen for time words etc.</p> <p>Post listening strategies</p> <p>Summarise</p> <p>Interpret</p> |
| | <p>EN 9.1.4.2</p> <p>Examine and demonstrate comprehensive interest in oral language learning process and strategies</p> | <ul style="list-style-type: none"> • Select and show appropriate vocabulary, ideas & formulate sentences for oral presentation • Explore and present strategies relevant in oral language learning | <p>Strategies :</p> <p>Body posture</p> <p>Eye contact</p> <p>Asking questions</p> |

| SUBJECT | YEAR 9 ENGLISH | | |
|--|--|--|--|
| Key Learning Area Outcome | Use language effectively and critically through speaking, listening, viewing, reading, writing and shaping in a variety of forms and situation to explore and communicate ideas. | | |
| Strand 2 | READING AND VIEWING | | |
| Strand Outcome: | Read and view with understanding a variety of text and visual to identify and interpret useful information available | | |
| Sub Strand | Content Learning Outcomes Concepts, Skills ,Values and Attitudes | Achievement Indicators: Students will be able to:: | Scope of Content |
| 2.2 : TEXT TYPES: Media, everyday communication and literary text | EN 9.2.1.1: Explore carefully and view prudently printed media text for understanding and critical evaluation | <ul style="list-style-type: none"> • Read & interpret a range of text type, its purpose, audience & context for understanding • Examine & assess by formulating themes and values from the events in the text | Newspaper Magazines Newsletter Billboards Posters Stickers Documentaries Articles Comprehension passages Translation |
| | EN 9.2.1.2 Explore & explain the purpose, message and theme of the prescribed literature text | <ul style="list-style-type: none"> • Study and describe the purpose, theme and message of the text and its audience • Examine and discuss the use of vocabularies to foster reading comprehension & understanding • Evaluate & present themes depicting universal values. | Short stories Novel Poems Drama |
| | EN 9.2.1.3: Explore & demonstrate ways of interpreting visuals to enjoy literary text | <ul style="list-style-type: none"> • Examine and show ways of interpreting visuals • Study and relate ideas in a literary text to a real life situation • Choose a range of visual and printed text & discuss the literary device evident in it | Pictures Jargons Symbols Figurative language Titles Movies Music |

| | | | |
|--|---|---|--|
| | | <ul style="list-style-type: none"> Analyse a range of literary features by identifying and using them correctly in writing Study and compare examples, facts & figures of speech in the text used to convey messages | |
| 2.2 LANGUAGE FEATURES AND RULES | EN.9.2.2.1 Explore and illustrate language and literary features & rules in a range of printed and visual text | <ul style="list-style-type: none"> Examine appropriate grammar rules, mechanics and rhetorical devices & use them in reading and writing activities Explore the purpose/ intentions of the author & relate lessons learnt to own experience and culture | Comprehension passage Fiction Non-fiction Documentaries Movies Literary Techniques e.g. Flashback Alliteration Point of view/Irony Metaphor Onomatopoeia |
| | EN .9.2.2.2 Demonstrate and explore appropriate use of language conventions and explain how they contribute to meaning in context | <ul style="list-style-type: none"> Explore the historical background of the genre and discuss its context, & audience Examine and describe themes, values, beliefs to own culture Compare and contrast setting and views of people & dramatize important scene that relate to the theme. | Literary elements e.g. Theme, plot, setting narrative structure Characters mood Flashback Alliteration Point of view/Irony Metaphor Personification |

| | | | |
|---|--|--|---|
| <p>2.3 SOCIO- CULTURAL CONTEXT AND SITUATION</p> | <p>EN 9.2.3.1 : Examine and explain socio-cultural values, attitudes and beliefs and their relationship with the text used, audience, purpose and conventions</p> | <ul style="list-style-type: none"> • Identify the characters in the text & list their characteristics • Explore and discuss the link between the dialogue and the actions of the characters. | <p>Literary devices</p> |
| | <p>EN.2.3.2 Explain prudently the link between dialogue and action and the characteristics of the people</p> | <ul style="list-style-type: none"> • Examine a scenario that depicts the values and themes in the text & display it to the class • Compare and contrast between students home culture and culture of materials they are reading and viewing and write about it | <p>The Language of Advertisement The Language of Sports Commentary The Language of Religion</p> |

| | | | |
|--|---|--|---|
| <p>2.4 LANGUAGE LEARNING PROCESSES AND STRATEGIES</p> | <p>EN 9.2.4.1 Recognize the importance of key strategies for reading and viewing</p> | <ul style="list-style-type: none"> • Examine prominent reading & viewing strategies and practice it in a group • Evaluate content of reading materials & develop and present a summary | <p>Novel Short story Poems Drama Non-fiction Fiction Documentary Newspaper articles Any appropriate printed text Any appropriate visual text Religious Text</p> |
|--|---|--|---|

| SUBJECT | YEAR 9 ENGLISH | | |
|--|--|--|--|
| Key Learning Area Outcome | Use language effectively and critically through speaking, listening, viewing, reading, writing and shaping in a variety of forms and situation to explore and communicate ideas. | | |
| Strand 3 | WRITING AND SHAPING | | |
| Strand Outcome: | Construct legible and logically sentences and paragraphs to express ideas and experiences in various situations and context | | |
| Sub Strand | Content Learning Outcomes Concepts, Skills ,Values and Attitudes | Achievement Indicators: Students will be able to: | Scope of Content |
| 3.1 TEXT TYPES media, everyday communication and literary text | EN.9.3.1.1 Investigate and apply effective writing skills for various media text for targeted audience and specific purposes | <ul style="list-style-type: none"> Explore and explain a wide range of writing strategies using appropriate writing styles Examine the different purpose, audience and context of written text and publish relevant essay Compare and contrast the various styles of writing and determine the variety of sentence types used | Paragraph Expository Essay Narratives Descriptive Personal Letter to the Editor Business Letter Letter of Application Emails Diary Conversation Newsletter Stories Print Media Letters to the Editor Dictionary |
| | EN. 9.3.1.2 Gather & demonstrate in depth planning skills for visual writing and producing visual for a wide range of purposes | <ul style="list-style-type: none"> Collect and examine relevant information pertaining to the topic Organize & present and ideas into appropriate and well linked paragraph Explore a style of writing and show an appropriate | Formal Writing Report Writing Book Review Journal Writing Diary Entry Articles Recount Descriptive |

| | | | |
|--|---|---|---|
| | | sample | Imaginative/ Explanation CV- Careers Letter of Invitation/Thanks Letter of Refusal Enquiry Explanation/Library Staging a Play/Produce a movie Poster/Art Work Script Writing Braille –Special Education |
| 3.2 LANGUAGE FEATURES AND RULES | EN. 9.3.2.1 Analyse & explain structurally sound sentences in a meaningful and functional manner | <ul style="list-style-type: none"> • Examine and describe relevant vocabulary and use them critically in writing • Explore and discuss the meaning for prefix and suffix & recognize verb tenses and use them in their writing • Study the purpose of communication and express the appropriate style and publish work for all to site | Sentence to:- Express reason/ concession Express obligation request Give advice/warning Compare Express purpose warning Ask permission Express results/regret Express gratitude/a condition |
| | EN. 9.3.2.2 Explore & discuss functional text to communicate | <ul style="list-style-type: none"> • Determine and describe a variety of text to impart valued information | Express gratitude/ A condition Express a need/choice |

| | | | |
|--|---|---|--|
| | <p>information messages, invitation, and preferences in work related and creational text.</p> | <ul style="list-style-type: none"> Examine the tone and relationship between the addressee and the addressor & use appropriate figurative language | <p>Pronouns Verb Tenses Possessive Direct and Reported Speech Propositions Adjectives Comparatives Superlatives Articles</p> |
| <p>3.3 SOCIO-CULTURAL CONTEXT</p> | <p>EN. 9.3.3.1 Apply various writing processes effectively to develop writing in a variety of expressive forms and reflective forms that use a range of strategies</p> | <ul style="list-style-type: none"> Explore and describe a range of expressive and reflective styles of writing and distinguish their features Examine its purpose, audience, its context by using relevant grammatical elements | <p>Classroom Writing Assignments Friendly Letter Emails to friends Creative Writing/Notices Art Work Poems Songs Imaginative text Diary Poster Birthday invitation Fundraising Drive</p> |

| | | | |
|---|---|--|--|
| <p>3.4 LANGUAGE PROCESSES AND STRATEGIES</p> | <p>EN.9.3.4.1 Explore & use various writing processes to develop writing in a variety of expressive and reflective forms that use a range of appropriate strategies</p> | <ul style="list-style-type: none"> • Examine and incorporate figurative language emotions, gestures dialogue specific to different writing styles • Demonstrate desire to use language appropriately by showing the purpose of communication in specific and everyday situation using varying styles appropriate to the audience | <p>Business Letter Expository Reports Research Procedures Citations Bibliography Topic & support sentence Minutes Agenda Business Emails Creative Writing Reflective Journal Reflective Essay Portfolios Classroom Projects Expressive Writing</p> |
|---|---|--|--|

| SUBJECT | YEAR 10 ENGLISH | | |
|--|--|---|---|
| Key Learning Area Outcome | Use language effectively and critically through speaking, listening, viewing, reading, writing and shaping in a variety of forms and situation to explore and communicate ideas. | | |
| Strand 3 | LISTENING AND SPEAKING | | |
| Strand Outcome: | Use language accurately and logically to communicate ideas and experiences in appropriate situations and contexts | | |
| Sub strand | Content Learning Outcomes Concepts, Skills ,Values and Attitudes | Achievement Indicators: Students will be able to : | Scope of Content: |
| 1.1 Text types: Media, everyday communication & literary text | EN.10.1.1 Listen attentively and speak fluently and respond confidently for a variety of purposes, audience and context using a range of media text. | <ul style="list-style-type: none"> • Examine and describe a range of media text • Determine its tone, purpose, audience & context and identify the jargon used • Compare and contrast its features & synthesize meaning of text | Audio media Audio-visual text T.V Broadcast Panel Discussion Interview You Tube – Essay Writing Movies Mobile phone |
| | EN. 10.1.1.2 Listen courteously and speak fluently and confidently to a range of everyday communication | <ul style="list-style-type: none"> • Explore and discuss a wide range of everyday communication • Examine and describe its purpose, audience and its context • Acquire and apply effective communication skills for both formal and informal speech situations by demonstrating it in class. | Partner and small group work Giving instructions Procedures Questioning Interviews Church gatherings Dialogue between friends Conversation web |

| | | | |
|---|---|---|---|
| | | | <p>Singing</p> <p>Prayer</p> <p>Oral Presentation</p> <p>Recitals</p> <p>Vote of Thanks</p> <p>Farewell speech</p> <p>Text messengers</p> <p>Emails /Skype</p> <p>Voice messages Radio</p> <p>Telephone</p> |
| | <p>EN.10.1.1.3</p> <p>Listen and respond to a range of literary text.</p> | <ul style="list-style-type: none"> • Demonstrate extensive planning, research and presentation skills for oral presentation and show interest in listening attentively to spoken text • Examine and discuss a range of literary text and identify its purpose, audience and context • Compare and contrast fiction and non-fiction books and list characteristics. | <p>Story books (Visual)</p> <p>Fiction , Non- fiction</p> <p>Magazines</p> <p>Articles- Literacy and Numeracy</p> |
| <p>1.2.</p> <p>LANGUAGE</p> | <p>EN.10.1.2.1</p> <p>Explore and respond to</p> | <ul style="list-style-type: none"> • Identify characters, setting and plot and relate themes, | <p>Nouns</p> <p>Adjectives</p> |

| | | | |
|--|---|---|--|
| <p>FEATURES AND RULES</p> | <p>grammar rules and persuasive techniques accurately.</p> | <p>values to individual contexts.</p> <ul style="list-style-type: none"> • Examine and describe the different parts of speech and its functions • Apply understanding of persuasive techniques by doing appropriate written & oral activities | <p>Verbs Adverbs Pronouns Prepositions Subject Verb Agreement Tenses Articles Connectives Word Order Word Forms</p> |
| | <p>EN.10. 1.2.2:</p> <p>Examine the language concepts comprehensively that helps create meaning and engages the audience.</p> | <ul style="list-style-type: none"> • Study the different sentence type and discuss its function • Explore the range of language concepts that creates meaning and apply them orally and in written work | <p>Simple sentence Compound sentence Compound Complex sentence Complex sentence Idioms Features of speech Jargons Emotive vocabulary</p> |
| <p>1.3.</p> <p>LANGUAGE FEATURES AND RULES</p> | <p>EN.10.1.3.1</p> <p>Apply acquired knowledge of different forms of oral communication for social purposes</p> | <ul style="list-style-type: none"> • Explore and describe the variety of oral communication for social purposes • Choose and discuss an oral genre and determine the | <p>Oral registers Talanoa session Family gathering Village function New Year Celebration Christmas Celebration</p> |

| | | | |
|---|---|---|---|
| | | <p>context it is used in</p> <ul style="list-style-type: none"> Determine the relationship between the addressee and the addressor and explain the norm of behavior of people in the cultural context | Intercultural gathering |
| <p>1.4.</p> <p>LANGUAGE LEARNING PROCESSES AND STRATEGIES</p> | <p>EN.10.1.4.1.</p> <p>Analyse & discuss effective oral genres and register in a formal and in-formal context</p> | <ul style="list-style-type: none"> Explore and describe relevant oral genres and use applicable strategies in formal situations Examine the different registers & explain its purpose ,audience and context Evaluate the relationship between the addressee and the address or & assess the values and attitudes in the cultural context | <p>Oral history</p> <p>Speeches</p> <p>Conference</p> <p>Debate</p> <p>Impromptu</p> <p>Critique</p> <p>Group communication</p> <p>Inter-personal communication</p> <p>Self-talk /soliloquy</p> |
| | <p>EN. 10.1.4.1: Select and use appropriate strategies most helpful in making sense of creative text</p> | <ul style="list-style-type: none"> Examine and discuss relevant approaches in making sense of creative text appropriately Evaluate available tactics and enact an appropriate scenario that portrays it | <p>Novel</p> <p>Short stories</p> <p>Poems</p> <p>Dramas</p> <p>Fiction</p> <p>Non-fiction</p> <p>Story books</p> |

| | | | |
|--|--|---|--|
| | <p>EN. 10.1.4.2. Analyse and respond to oral language learning process and strategies</p> | <ul style="list-style-type: none"> • Describe & dramatise a range of oral language learning processes and strategies • Identify & evaluate relevant strategies most appropriate in oral language learning | <p>Recounting</p> <p>Telling stories</p> <p>Talking to instructions</p> <p>Giving opinion</p> <p>Replying to request</p> <p>Asking questions</p> <p>Following instructions</p> |
|--|--|---|--|

| | | | |
|--|--|--|---|
| SUBJECT | YEAR 10 ENGLISH | | |
| Key Learning Area Outcome | Use language effectively and critically through speaking, listening, viewing, reading, writing and shaping in a variety of forms and situation to explore and communicate ideas. | | |
| Strand 2 | READING AND VIEWING | | |
| Strand Outcome: | Read and view with understanding a variety of text and visual to identify and interpret useful information available | | |
| Sub Strand | Content Learning Outcomes Concepts, Skills ,Values and Attitudes | Achievement Indicators: Students will be able to ;: | Scope of Content: |
| 2.1. TEXT TYPES: Media, everyday communication and literary text | EN. 10.2.1.1 Read, respond and evaluate critically a variety of media text | <ul style="list-style-type: none"> Examine a range of media text and assess its purpose, audience & context Analyse the meaning of the written text & discuss relevant content , themes and values Read for pleasure and for information | print & visual Newspaper Magazines Newsletter Billboards Posters Documentaries Articles- Careers |
| | EN. 10.2.1.2 Read and respond critically to a range of everyday communication | <ul style="list-style-type: none"> Analyse a variety of everyday transaction and determine its purpose, audience and context Explore a series of everyday communication and dramatise an appropriate one <p>Investigate and describe the accounting concepts used in the accounting process.</p> | Classroom instructions Conversation in the bus Trip to the doctor Answering phone calls |

| | | | |
|---|---|--|---|
| | <p>EN. 10.2.1.3 Read and respond critically to a variety of literary text.</p> | <ul style="list-style-type: none"> Examine and discuss a range of appropriate language conventions Explore and explain how the language convention contribute to the text meaning and context | <p>Fiction Non-fiction Library books</p> <p>Dictionary</p> <p>Movies</p> <p>Documentary</p> <p>News</p> <p>Articles</p> <p>Passages</p> <p>Summaries</p> <p>Magazines</p> |
| <p>2.2 LANGUAGE FEATURES AND RULES</p> | <p>EN. 10.2.2.1: Critically examine language and literary features in a range of print and visual text</p> | <ul style="list-style-type: none"> Explore a range of figurative language in a variety of print & visual text & discuss the intentions of the author Evaluate the contents of a variety of text and determine its context Analyse the connection between the text studied and relate it to own experience | <p>Figures of speech</p> <p>Emotive vocabulary</p> <p>Idioms</p> <p>Slangs</p> <p>Jargons</p> |
| | <p>EN. 10.2.2.2 : Explore the use of language conventions by</p> | <ul style="list-style-type: none"> Analyse the different parts of speech present in the | <p>Parts of Speech</p> <p>Sentence structure</p> |

| | | | |
|---|---|---|--|
| | describing how they contribute to meaning in context | different genres and apply appropriately in reading and writing | Grammar Usage/Mechanics Pronouns Prepositions Time [past,present,future] Direct- Reported Speech Question Tags |
| | EN 10.2.2.3 : Critically examine the link between text used, audience and purposes and use them appropriately | <ul style="list-style-type: none"> Evaluate the functions of mass media and compare and contrast their features | Different mass media Non-fiction Fiction Documentary Newspaper articles Any appropriate printed text Any appropriate visual text Religion Books |
| 2.3 SOCIO-CULTURAL CONTEXT AND SITUATION | EN. 10.2.3.1 Recognize the different roles of mass media and critically examine the | <ul style="list-style-type: none"> Assess the connection between the types of media text in relation to its purpose & audience and create an appropriate media text. | Different types of Mass Media Print Media Visual media |

| | | | |
|---|---|---|--|
| | link between texts used and the audience and purpose | | Audio media Multi media |
| 2.4 LANGUAGE LEARNING PROCESSES AND STRATEGIES | EN. 10.2.4.1 : Critically analyze how to use literature as an integrated approach to reading | <ul style="list-style-type: none"> Examine and discuss the available genres and use the most appropriate integrated approach to enforce learning | Short stories Novel Poems Drama |

| SUBJECT | YEAR 10 ENGLISH | | |
|---|--|---|---|
| Key Learning Area Outcome | Use language effectively and critically through speaking, listening, viewing, reading, writing and shaping in a variety of forms and situation to explore and communicate ideas. | | |
| Strand 3 | WRITING AND SHAPING | | |
| Strand Outcome: | Construct legible and logically sentences and paragraphs to express ideas and experiences in various situations and context | | |
| Sub Strand | Content Learning Outcomes Concepts, Skills ,Values and Attitudes | Achievement Indicators: Students will be able to :: | Scope of Content: |
| 3.1 Text types- media text, everyday communication & literary text | EN 10.3.1.1 :Show understanding of the purpose of writing by engaging in effective and purposeful writing activities | <ul style="list-style-type: none"> • Examine a range of written materials and determine its purpose and context • Write a variety of appropriate text to show knowledge of its features • Evaluate written text by comparing and contrasting published work. | Paragraph Expository Essay Narratives Descriptive Personal Letter to the Editor Business Letter |
| | EN. 10.3.1.2: Show some degree of planning in writing for various types of text | <ul style="list-style-type: none"> • Examine and discuss various planning strategies and use them in writing • Use a variety of sentence types & organize ideas in a sequence with appropriate examples | Letter of Application Emails Literature essays Diary Conversation Newsletter Stories |

| | | | |
|--|--|--|---|
| 3.2 LANGUAGE FEATURES AND RULES | EN.10.3.2.1: Explore the use and significance of particular conventions and techniques in the media for a variety of purposes | <ul style="list-style-type: none"> • Examine crucial conventions and techniques and use them wisely in writing • Evaluate different text by comparing & contrasting them with other works in class | Print Media Letters to the Editor Formal Writing Report Writing Book Review Journal Writing Diary Entry Articles |
| | EN. 10.3.2.2 Create precision and interest by elaborating ideas with more effective and precise language. | <ul style="list-style-type: none"> • Explore and use relevant figurative language and emotions in a range of writing styles for effective communication of ideas | Recount Descriptive Imaginative |

| | | | |
|---|--|--|---|
| <p>3.3</p> <p>SOCIO-CULTURAL CONTEXT AND SITUATIONS</p> | <p>EN. 10.3.3.1: Examine the purpose of writing in specific and everyday situations using varying appropriate styles and audience</p> | <ul style="list-style-type: none"> • Explore the reason for writing using a range of writing techniques and use them diligently in a number of written text and compose ideas in a coherent manner • Study and discuss a range of writing processes & strategies and integrate them into their writing | <p>Letter of Invitation Enquiry Letter of Thanks Letter of Refusal</p> |
| <p>3.4 LANGUAGE PROCESS AND STRATEGIES</p> | <p>EN. 10.3.4.1: Explore and Recognize the different language variety in different context</p> | <ul style="list-style-type: none"> • Examine the different features of a variety of languages and discuss its similarities and differences • Evaluate its context and answer | <p>The Language of Conversation The language of Sports Commentary The Language of Religion The Language of Science The Language of Research</p> |

6.0 TIME ALLOCATION

Suggested teaching time allocations for Year 9 and 10 are provided below:

| | Strands | Levels | Suggested teaching Time (Number of Weeks) |
|---|----------------------------|---------------|--|
| 1 | LISTENING AND SPEAKING | Year 9 | 9 |
| 2 | READING AND VIEWING | Year 9 | 12 |
| 3 | WRITING AND SHAPING | Year 9 | 9 |
| | TOTAL TEACHING TIME | | 30 |
| 1 | LISTENING AND SPEAKING | Year 10 | 9 |
| 2 | READING AND VIEWING | Year 10 | 12 |
| 3 | WRITING AND SHAPING | Year 10 | 9 |
| | TOTAL TEACHING TIME | | 30 |

It is recommended that a total of 3 hours per week be allocated to the teaching of English at this level. Schools may adjust the number of periods if their time – tabled periods are of a different duration.

7.0 RESOURCES

| YEAR 9 | | YEAR 10 | |
|--|--|---|--|
| Title | Author | Title | Author |
| Language Year 9 Link | CDU | Language Year 10 Link | CDU |
| Target 3 | Cliff Benson | Target 4 | C.Benson |
| Short Stories 1.Tali Magimagi | Raijieli Racule Frances Pene Francis Manugbhai | Short Stories Tali Magimagi | Raijieli Racule Francis Pene Frances Manugbhai |
| Poetry. Rainbow | Cliff Benson Raijieli Racule | Poetry :Rainbow | Cliff Benson |
| Novel. Silent One | Joy Cowley | Novel 1.The Cay/ The Morning | Vilisoni Hereniko Kanawal |
| Drama : /Sera's Choice | Vilisoni Hereniko | Drama :.A child For Iva | Vilisoni Hereniko |
| Websites | 1.www.webenglishteacher.com 2.Shaping the Way We Teach English, 1: The Landscape of English Language Teaching americanenglish.state.gov 3.eNotes.com | Websites | 1.http://support.weta.org/site/R?i=-H8YPbnRAQ7o9CDjfaLmog 2.colorincolorado.org 3.http://film-english.com/2014/12/19/film-english-wins-esu-award/ BusyTeacher.org 4.Curriki.org |

8.0 TEACHER'S NOTES

▪ Writing & Shaping Lessons

Where the focus of the lesson is on Writing, reading, speaking and listening activities should be integrated during the lessons. The following guide should be used when planning writing lessons at all levels:

Lesson 1: Modeling

- Teacher provides a model of a text type to class
- Language features and text structure are identified and labelled on model.
- Teacher takes students through in detail on Language Features and Text Structure.
- Students copy model into essay books.

Lesson 2: Teacher – Student Construction

- Teacher and students construct another model of the same text type.
- Identify and label Language features and text structure
- Students copy model into exercise books.

Lesson 3: Group Activity

- Teacher groups students of mixed abilities
- Students construct another model of the same text type in groups
- Identify and label Language Features and Text Structure
- Teacher proofreads and edits before final draft is completed.
- Students copy model into exercise books.

Lesson 4: Independent Construction

- Teacher provides writing topic for students
- Students write on their own, applying the Language Features and Text Structures learned in Lesson 1 to 3.

7.2 Reading & Viewing and Listening & Speaking Lessons

Where the focus of a lesson is on reading, use the following guide:

Lesson 1: **Pre** Reading & Viewing and Listening & Shaping **Activities**

- Teacher identifies appropriate pre activities to use for the topic of lesson
- Teacher provides relevant and appropriate task sheets (example: graphic organisers)

- Teacher identifies and demonstrates pre Reading & Viewing and/or Listening & Speaking skills/ activities to use.
- Feedback from students to gauge understanding.

Lesson 2: **During** Reading & Viewing and Listening & Shaping **Activities**

- Students read & view and/or listen & speak applying skills learned in pre activities lesson.

Lesson 3: **Post** Reading & Viewing and Listening & Shaping **Activities**

- Feedback and discussion
- Proofreading and editing
- Publishing
- Marking and corrections

▪ **LITERATURE COVERAGE**

Years 9 – 10

Students will study texts from all four literary genres and would be assessed in their understanding and analysis of the following genres:

1. Short stories – a range of 4 short stories
2. Novels – one novel in its entirety
3. Drama – one play in its entirety
4. Poetry – a range of 4 poems

▪ **WRITING**

The following text types are to be the focus in each year level:

| |
|-------------|
| Year 9 - 10 |
| Narrative |
| Descriptive |
| Recount |
| Expository |
| Report |

9.0 ASSESSMENTS

The main purpose of assessment is to improve student learning and teaching.

Assessing in an Outcome Based Curriculum involves focusing less on whether a learner has passed or failed and more on what outcomes a learner has achieved and in which areas further support is required.

A student's achievement in English at the end of Year 11 and 12 will be assessed against the Content Learning Outcomes in all the three strands.

Process of Assessment

Assessment involves:

- providing students with opportunities to apply and demonstrate what they know, understand and can do
- gathering and recording the evidence of students demonstrations of their learning
- using evidence to make informed judgments about students achievement
- giving students advice about how to improve and continue their learning
- providing students with opportunities to be involved in reviewing assessment information and setting learning goals
- Providing students with the skills necessary to successfully complete the assessment type.

Principles of Assessment

Assessment should

- be based on the belief that all students can improve learning
- be used to inform and improve teaching and learning
- be related to the outcomes from the syllabus
- provide feedback to students about the progress of their learning,
The quality of their work and the direction they need to take in future learning
- enhance students resilience and motivation students
- involve observation during student's learning activities

- enable working together with colleagues, in and across schools, to

Evaluate evidence so that judgments about student achievement is
Valid, reliable and comparable
allow changes to teaching

Student Learning Record

The Student Learning Record shows the benchmark or the minimum standard that needs to be achieved by an average student after a number of assessments overtime.

The Achievement Levels attained starts from Basics to Advance Levels .The students must show evidence of work for each benchmark set.

10.0 PLANNING DOCUMENTS

To ensure effectiveness in the implementation of the Year 9 and Year 10 syllabi, proper planning and recording is very important. Teachers are required to prepare the following documents from the syllabi given.

| | | | | |
|-------------------------------|-------------------------------|--------------------------|-----------------|--------------------------------|
| Learning and Teaching Program | Lesson Plan | Lesson Notes | Assessment Plan | Task Outline and Capture Sheet |
| Task Results | Moderation/Verification items | Student Learning Records | School Report | |

10.1 UNPACKING

In this unpacking exercise, reference is made to Page 15 of this document (EN 9.1.1.1)

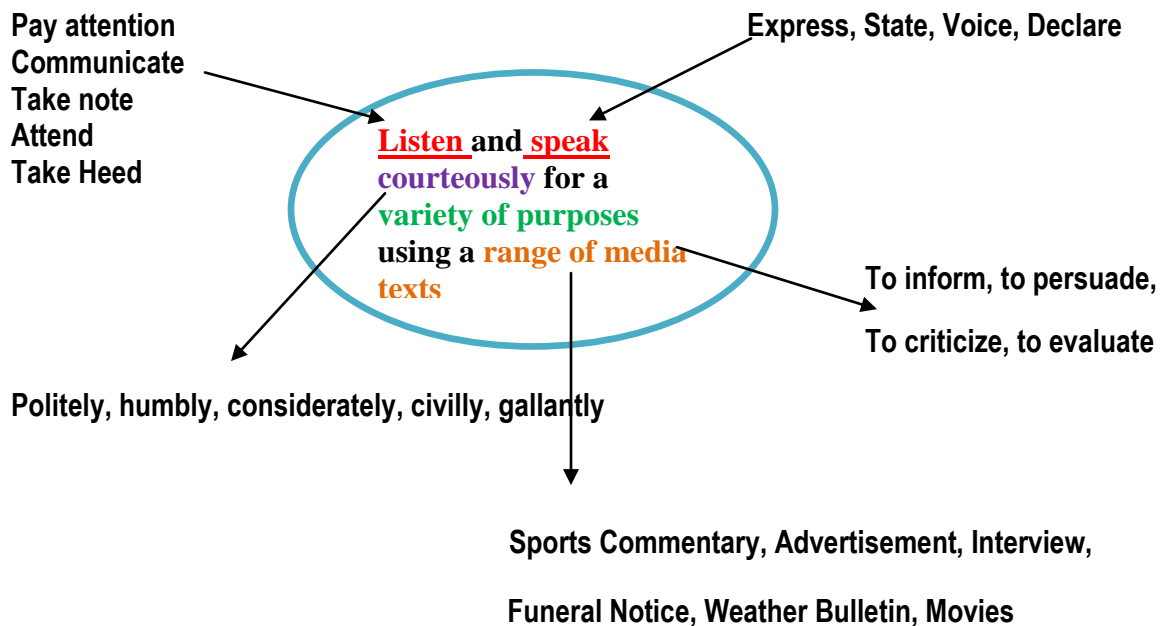
There are **six** steps that need to be followed when unpacking outcomes.

- **Step 1 – Identify Verbs**
- **Step 2 – Identify activities from simple to complex required by the verb**
- **Step 3 – chunk common ideas**
- **Step 4 – sequence the chunks in order of lessons**
- **Step 5 – Mini Los**
- **Story Board**

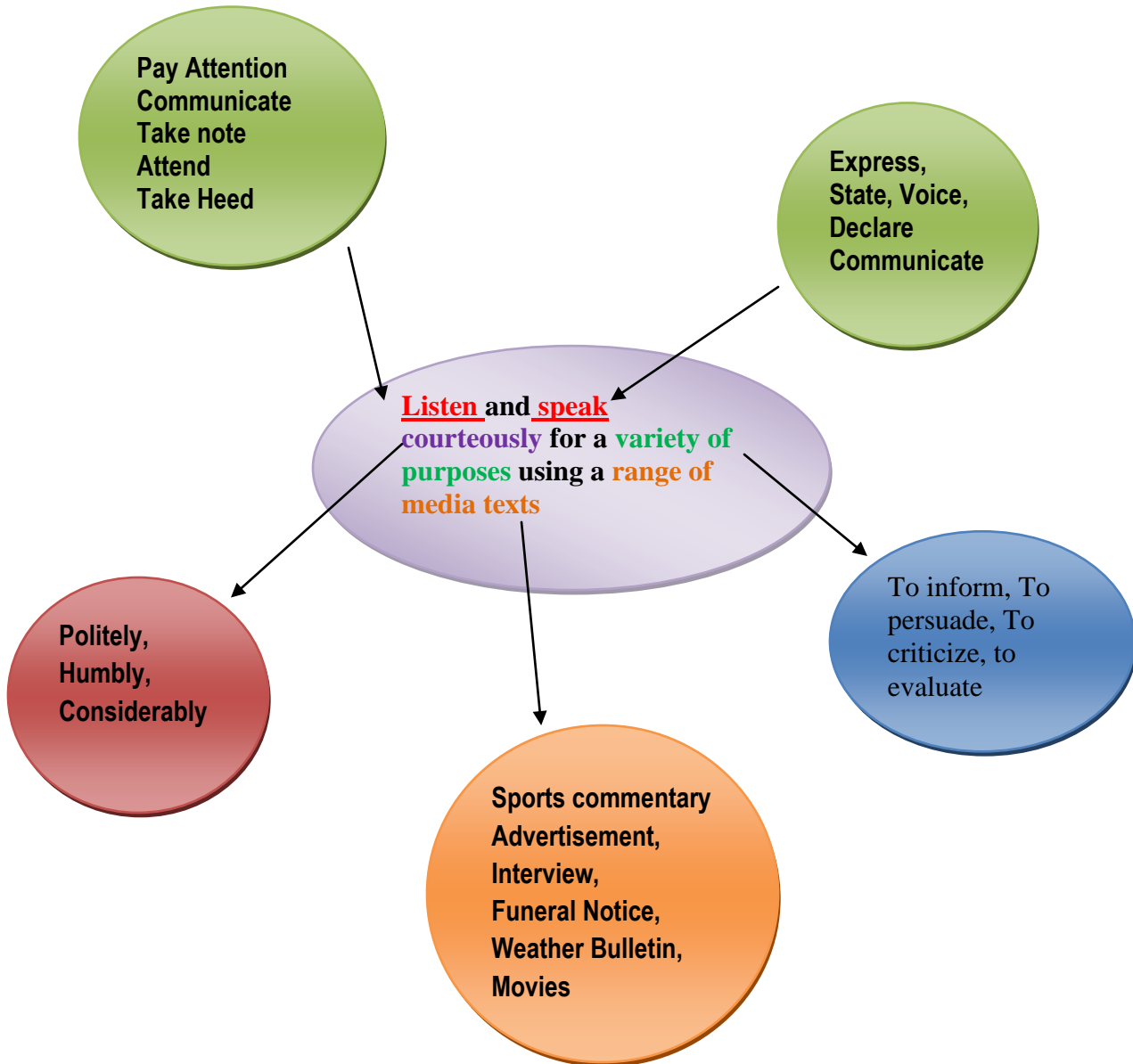
Step 1: Identify and underline the key verbs and key concepts

Listen and speak courteously for a variety of purposes using a range of media texts

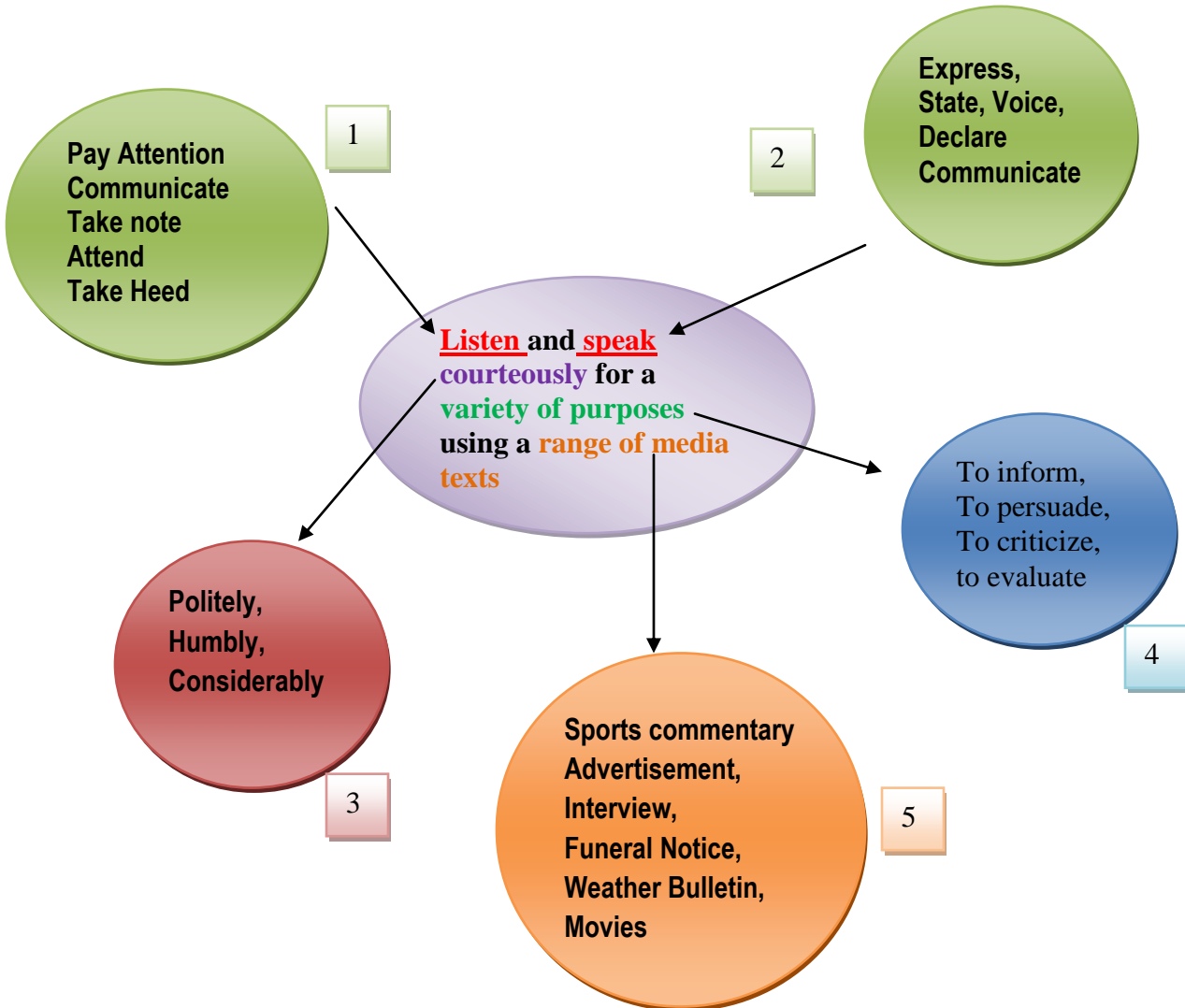
Step 2: Identify the activities which are related to the key verbs (from the most simple to complex) and concepts as in a word web (content organizers)



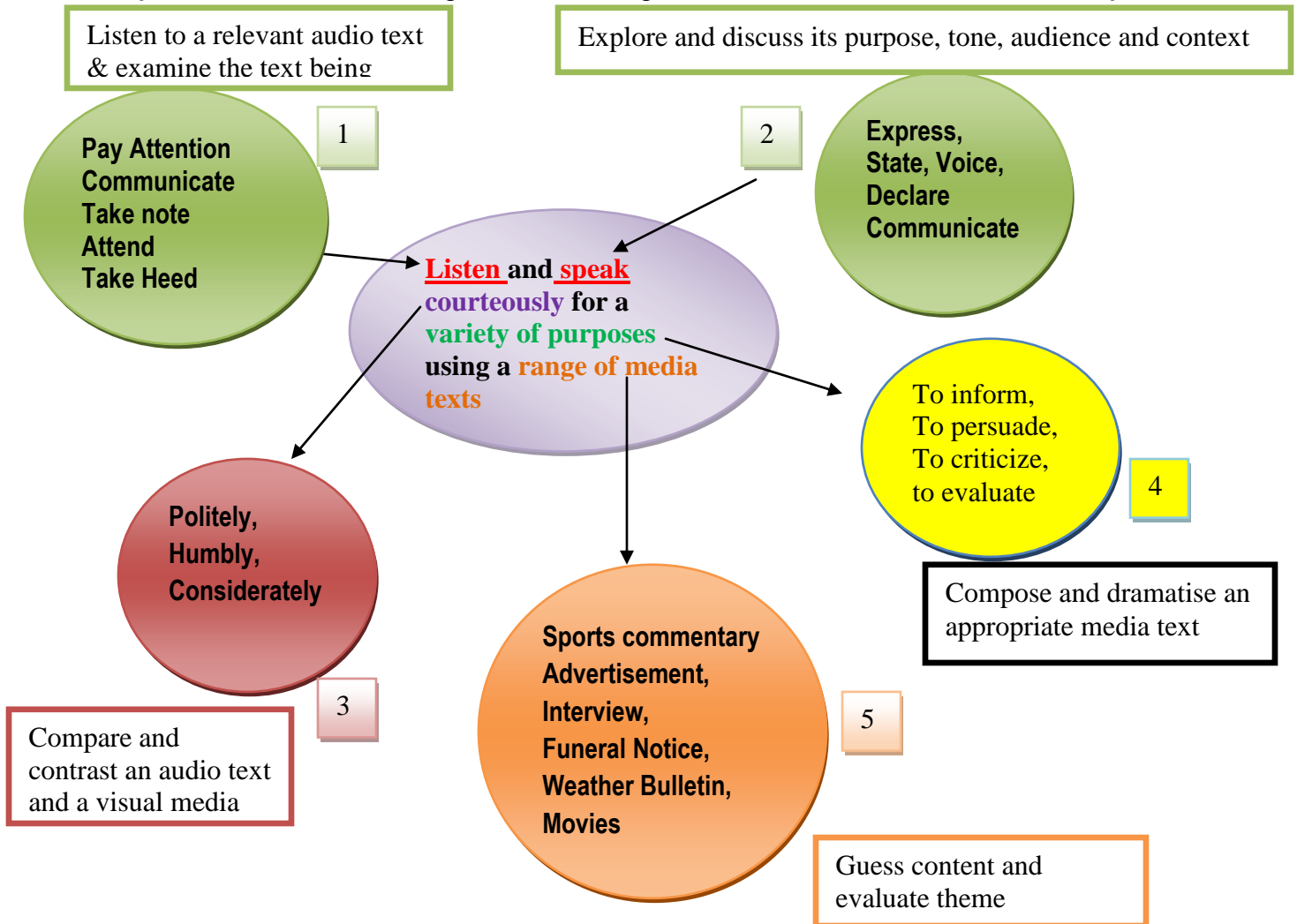
Step 3: Use windows to chunk common ideas and concepts



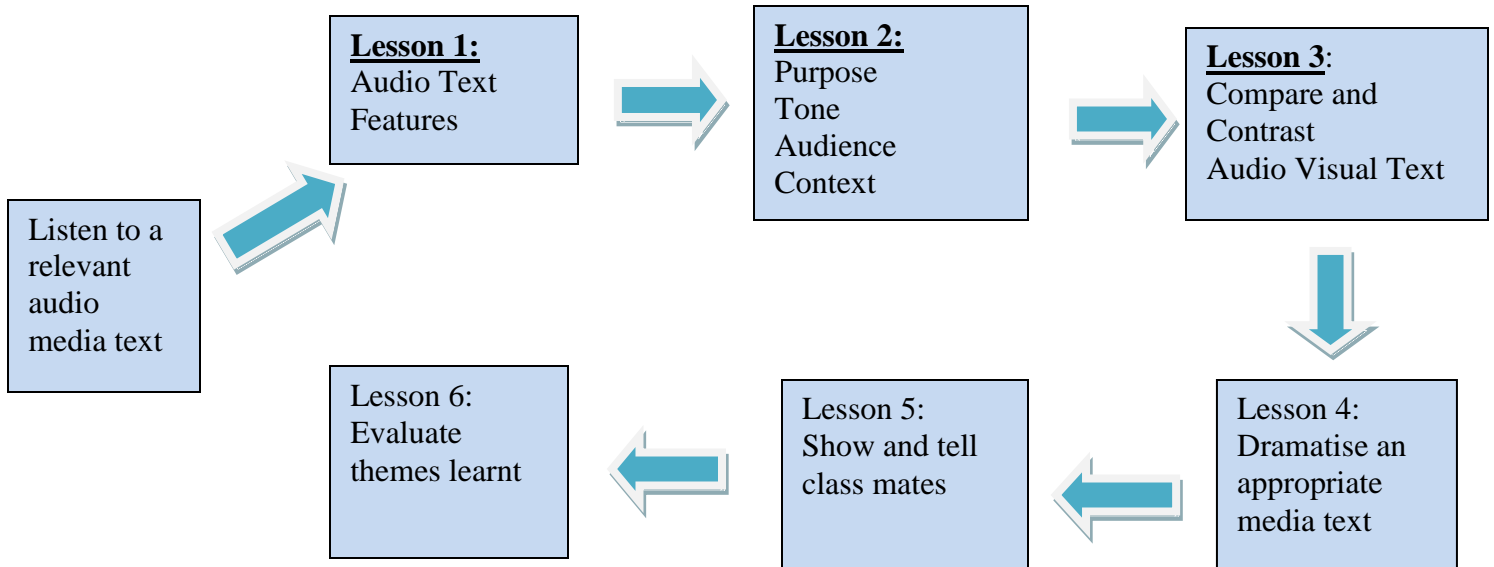
Step 4: Sequence the chunks of key concepts according to the order you would teach them



Step 5: Construct “mini learning outcomes” using the identified verbs and its related concepts.



Step 6: Design lessons to show the learning journey from one chunk to the next which should lead to the Content Learning Outcome.



10.2 LEARNING AND TEACHING PROGRAM

The following template is recommended for the Learning and Teaching Program:

| School & Year | | Loloma College 2020 | | | | | | | | |
|--------------------------|---|--|---------|---------|--|---------------------------|-----------------------------|--------------------------|--------------------------------------|--|
| Key Learning Area | | Languages | | | | | | | | |
| Subject | | English | | | | | | | | |
| Strand | | Listening and Speaking | | | | | | | | |
| Sub-Strand | | 1.1 Text Types | | | | | | | | |
| Term/ Week | Content Learning Outcomes (CLO) | Achievement Indicators or Mini Learning Outcomes | Lessons | | Learning and Teaching Focus | Teaching Strategies | Student Activities | Assessment Strategies | Resource | Remarks |
| | | | No# | Time | | | | | | |
| Term 1 Week 2 | EN 9.1.1.1 Listen and speak courteously for a variety of purposes using a range of Media text | Listen to a relevant audio media text & examine the text being used and its features | 3 | 80mins | Audio media text | Group Work | Listen and enact | Formative | Internet Library Radio | More time needed on this due to the unavailability of information in the Library |
| | | Explore and discuss its purpose, tone, audience & context | 1 | 40 mins | Audio Media | Brainstorm and discussion | Take part in the discussion | Summative | Internet Library | More practice needed |
| | | Compose & dramatise an appropriate media text using a prepared rubric | 2 | 80 mins | A variety of audio media text | Inquiry based learning | Discussion | Formative and Summative | Real life application | Students enjoyed it |

10.3 LESSON NOTES

Each teacher is to have a copy of all the notes and answers for the activities which are found in the students' books. Teachers are reminded that ***text books are to be used as resource materials*** and that notes are to be developed to suit the students' level of understanding.

10.4 LESSON PLAN

Lesson plans contain the details of the lesson. It is to be prepared for **each** lesson taught. The following template is recommended for the lesson plans.

SAMPLE WEEKLY LESSON PLAN

| SAMPLE WEEKLY LESSON PLAN | | | | | | | | | |
|---------------------------|--------------------------|----------------------|-------------|--------------|----------|------------|-----------|------------------------|--------------------------------|
| SCHOOL NAME: | | | | | | YEAR: | | | |
| SUBJECT: | | | LEVEL: | | | TERM: | | WEEK: | |
| Day/Date | Strand/ Sub strand | Lesson Outcome(s) | Preparation | Presentation | Practice | Evaluation | Expansion | Time/Materials Used | Task |
| Monday | | | | | | | | | |
| | | | | | | | | | |
| Tuesday | | | | | | | | | WSD [What students do] |
| | | | | | | | | | WTD [What teachers do] |
| Wednesday | | | | | | | | | WSD |
| | | | | | | | | | WTD |
| Thursday | | | | | | | | | WSD |
| | | | | | | | | | WTD |
| Friday | | | | | | | | | WSD |
| | | | | | | | | | WTD |

THE END