

**Guidelines for Textbook Authors**  
**Descriptive and Narrative Writing**  
**GRADE 11-12**

- To create a chapter on descriptive/narrative writing for classes 11-12, an integrated approach should be used. It means listening/ speaking, reading, and writing skills are taught together using texts that exemplify ‘descriptive/narrative writing’.
- Authors can organize these skills in any order which is organic and logical. In one textbook series, a similar structure should be followed.
- Literary passages can be used along with poetry, and non-fiction text types as suited. Proper acknowledgements should be mentioned.
- Similar genres can overlap in a unit; there can be a unit where a story is given followed by a poem and/or an information-based text. This structure is subject to the author’s and/or book’s style.
- For broad SLOs, only parts that can be naturally embedded in the exercises/content/questions should be focused on.
- Any competencies, themes, sub-themes or skills can be adapted within chapters, projects or exercises.
- The given set of guidelines, structure or number of SLOs are by no means exhaustive, the authors can develop chapters/units using any set of SLOs that serve the learning purpose and pedagogical focus of their content.

The below-mentioned SLOs of SNC can be clubbed together in one chapter. It is not imperative to bifurcate SLOs in any manner. A task can have listening and reading SLOs or reading and writing SLOs integrated to embed in-depth learning. These competencies can also be addressed separately as well—it depends on the pedagogy adopted by the author.

**COMPETENCIES:**

- A. Oral Communication Skills
- B. Reading and Critical Thinking
- C. Vocabulary and Grammar
- D. Writing

These competencies are the areas of language learning. While creating learning content for textbooks/workbooks/SRMS, all competencies can be used. Selected competencies, such as grammar can also be used for SRMs like grammar workbooks.

## GENRE: Descriptive and Narrative Writing

**Text Types:** Imaginative description, narrative composition, comedy/horror/suspense, poems, novel, short story, autobiography, news report, book review, travelog.

### Competency A: Oral Communication Skills

**Standard 1: Oral Communication Skills: Develop competence in listening and spoken language in order to communicate effectively across a variety of contents and to a range of audiences.**

#### Student Learning Outcomes:

[SLO: E-11-A1-02]

Speak confidently and fluently in a range of contexts (narrative/descriptive) to fulfil different purposes.

[SLO: E-11-A4-02]

Explore complex ideas and issues in drama, establishing roles and applying dramatic approaches with confidence.

#### Knowledge:

Students will:

- Speak with the confidence and fluency required to fulfill the specific purpose.
- Explore and apply descriptive/narrative elements in different text types with confidence.

#### Skills:

Students will be able to...

- Enact a drama/play script (comedy/horror/suspense) showcasing a number of roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements.
- Use sensory details, linguistic devices and details about what a specific person, setting or experience looks like rather than just telling a story.
- Research more complex and interesting issues in their surroundings which can be portrayed in dramas via a myriad of roles and dramatic approaches.

**Formative Assessment**

In-class discussion, pair-activities

**Summative Assessment**

Group presentations, Role-plays

**Learning Activities:**

**Activity 1:** Discuss what the differences are between writing to narrate and writing to describe. Introduce a resource sheet on narrative openings and make students practice each type for a given title, e.g. first day at college, then feedback which one they think works best.

**Activity 2:** Students choose a photo (out of 2) Magazine picture or Personal photos.

Students look carefully at the photo - what they can see and imagine. They write brief notes of what they can see, smell, feel, ...

Discuss students' ideas.

**Activity 3:** Students sit back-to-back in pairs and take turns to orally describe a picture postcard of a place while the other draws it. Then they compare the drawings with the original.

**Activity 4:** Students listen to a piece of music and simultaneously write a description of the scene the music creates in their mind.

**Activity 5:** In pairs, students study examples of narrative writing to identify and analyze the effect of the narrative devices, e.g. direct speech, change of pace, creation of atmosphere, tension, suspense, flashback, foreshadowing, repetition for effect, symbolism.

**Activity 6:** Students work in small groups to discuss narrative points of view. Learners then look at text extracts from different narrative viewpoints to assess the effect on the impact of each text, e.g. diary, blog, scientific journal, news website.

**Competency B: Reading**

**Standard 1:** Use strategies, skills and knowledge, skills related to word identification/decoding, vocabulary, comprehension and fluency to construct meaning from informational and literary texts while maintaining a positive disposition towards reading.

**Standard 2:** Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text to comprehend and analyse a range of literary (prose, poetry and drama) and informational texts (narrative, descriptive, expository, persuasive, procedural, and functional texts).

**Student Learning Outcomes:**

[SLO: E-11-B1-01]

Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfiction texts.

[SLO: E-11-B1-02]

Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)

[SLO: E-11-B2-01]

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

[SLO: E-11-B3-02]

Read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.

[SLO: E-11-B2-03]

Discuss their own and others' reading critically, taking account of others' views of what they have read, express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts.

[SLO: E-11-B3-05]

Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience and infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.

[SLO: E-11-B3-06]

Examine how an author develops and contrasts the points of view of different characters or narrators in a text.  
Critique the plot development with respect to different aspects of the story.

[SLO: E-11-B3-07]

Examine the particular elements of a story or drama (e.g., how the setting shapes the characters or plot).  
Identify rhyme schemes and figurative language in poems.  
Examine stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution)

**Knowledge:**

Students will:

- Read a wide range of literary texts accurately while learning to decode multisyllabic words in sentences.
- Read a wide range of texts accurately with appropriate rate, variation in a voice appropriate for characters, and expression in successive readings, both orally and independently.
- Infer and deduce to recognise implicit meaning (e.g., look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.
- Give an informed personal response to a text and provide some textual reference in support.

**Skills:**

Students will be able to...

- apply strategies to comprehend the plot or characterization by focusing on its exposition, climax and resolution.
- determine the plot and analyze its development through dialogues.
- interpret a descriptive piece by decoding the message conveyed by linguistic devices such as imagery or sound effects like alliteration to convey some specific mood.
- determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- use inference and deduction to recognise implicit meaning (e.g., look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.
- read to structure and analyze descriptive/narrative/argumentative/persuasive essays.
- identify rhyme schemes and figurative language in poems.
- examine stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution)
- examine how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**Formative Assessment**

In groups, students arrange cut-up paragraphs of a short story into a logical order. Students instruct each other how to complete this task.

**Summative Assessment**

Students are given the description of a (famous) place – presented in different genres (a literary fiction, guidebook extract, holiday brochure and a letter to a relative). Students match each extract to one of the contexts listed.

**Learning Activities**

**Activity 1:** Students read a narrative text, listing three or more things that they noticed about character(s), narrator, imagery, setting and events. On the second reading, students list things that they had overlooked on the first. Moreover, in pairs, students underline the supporting details (extra, detailed information given in a text about characters/people, events, setting or an argument) in a text, which could be removed without altering the story or argument.

**Activity 2:** Students interrogate an extract from a play by using evidence to answer key questions, for example: When did they arrive there? What might each of the characters involved be thinking at that point? Why might characters have decided to be there? How might they have got there? Where might they be going next? Students read between the lines and infer meaning in a text, noting how implicit meaning is conveyed through language features, e.g. tone, description of characters, setting, symbolism.

**Competency C: Vocabulary & Grammar**

**Standard 1:** Use vocabulary (narrative/descriptive) accurately and appropriately as well as understand how speakers/writers put words together and use vocabulary to communicate meaning in familiar and unfamiliar settings.

**Standard 2:** Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication.

**Student Learning Outcomes:**

[SLO: E-11-C1-02]

Comprehend and use contemporary idioms and proverbs in the different texts and in their speech.

[SLO: E-11-C1-03]

Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.

SLO: E-011-C1-05]

Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., similes, metaphor, personification) in context and analyze their role in the text.

Analyze nuances in the meaning of words with similar denotations.

SLO: E-11-C4-01]

Use all types of tenses correctly in speech and writing.

Use gerunds and participles.

SLO: E-11-C5-01]

Differentiate between a variety of phrases and clauses.

SLO: E-11-C5-02]

Construct sentences using the sentence patterns and structures learnt in earlier classes.

SLO: E-11-C5-04]

Change tense in indirect speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in speech and writing.

**Knowledge:**

Students will:

- explain the meaning of words from how they are used in different contexts (e.g., explanations: technical language; expositions; persuasive language) in both familiar and unfamiliar settings.
- comprehend contemporary idioms and proverbs in the different texts and in their speech.
- examine the use of tenses, gerunds, participles conjunctions and transitional devices in speech and writing to create the effect.
- recognise the use of all types of tenses correctly in speech and writing.
- recognise subordinating conjunctions to connect independent clause/s to dependent clause/s. e.g., He could not attend the meeting because he was sick.

**Skills:**

Students will be able to...

- Use contemporary idioms and proverbs in the different texts and in their speech.
- Interpret gerunds, participles, conjunctions and transitional devices in speech and writing to create the effect.
- Use subordinating conjunctions to connect independent clause/s to dependent clause/s. e.g., He could not attend the meeting because he was sick.
- Apply the use of all types of tenses correctly in speech and writing.
- Analyze and construct sentences using the sentence patterns and structures learnt in earlier classes.



### **Formative Assessment**

Students expand sentences to evaluate the effect.

The [adjective, adjective] woman, [noun] left [verb] [adjective] [noun]. She smiled [adverb]. For example:

*The wise, old woman left the deserted house. She smiled gracefully.*

### **Summative Assessment**

Students write the lexical fields (**selection of words- kindly check activity 2**) related to texts about cookery; a charity for the homeless; a music gig.

## **Learning Activities**

### **Activity 1**

Perform a dramatic action with strong feelings, e.g. walks into a room angrily, slamming doors. Students write a paragraph describing what happened being careful about the choice of words.

### **Activity 2**

The use of lexical fields enables a writer to build up description in their selection of words. For instance, in a theater review, the lexical field is likely to contain words such as *actor, set, performance, stage, audience* though naturally these words can be found in other contexts.

### **Activity 3**

The whole class discusses the important idea that words can have a literal and figurative meaning and that much writing uses the two levels of word meanings to create effects. Students in groups discuss the literal and figurative meaning of words they select and the differences and effects on the style of a text between using words figuratively and literally, e.g. *journey, rose, wealth, fire*.

### **Activity 4**

Students read a narrative piece written to introduce a character. They identify things the reader has been told about the character rather than worked out for themselves, e.g. old/cheerful/bossy/posh. In pairs students underline verbs used in relation to the character, e.g. she walked into the room and offer more precise alternatives to give a clue about how and why, e.g. she wobbled into the room.

Repeat / have other pairs underline nouns linked to the character and offer more precise alternatives, e.g. clothes worn-thin coat / jacket / faded hoodie and resetting cottage, apartment, mansion, lounge, sitting room, conservatory or props / items used, e.g. drinks from a mug, tea cup, bottle.

### **Activity 5**

Students study a narrative and/or descriptive text containing a mixture of simple and complex sentences and discuss the effect of this variety of sentence types in context, and the importance of using a variety of sentences to engage the reader.

### **Activity 6**

Students write 50 words describing the room they are in without repeating any words and using as many key features as they can. Put phrases on the board, e.g. storm at sea, ruined house, area of drought, and students create vocabulary mind maps for each, representing the five senses, e.g. stinging saltiness, moldy damp, parched craters.

## **Competency D: Writing Skills:**

**Standard 1:** Create grade-level pieces of writing which are focused, purposeful and show an insight into the writing process; expressing increased fluency, coherence and cohesion, correct grammar and legibility, grade-level vocabulary, punctuation and spelling, for a variety of purposes.

**Standard 2:** Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types.

### **Student Learning Outcomes:**

[SLO: E-11-D1-01]

Apply editing and proofreading skills to a range of different texts and contexts.

[SLO: E-11-D2-01]

Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking.

[SLO: E-11-D3-01]

Write multiple paragraphs essays/stories; multi-stanza poems or play script using mechanics of correct writing.

Write a dialogue between multiple people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee.

[SLO: E-11-D3-02]

Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

SLO: E-11-D3-05]

Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing the first draft.

**Knowledge:**

Students will:

- Follow the steps of the process approach to plan for writing a paragraph.
- Follow the techniques of writing the first draft, proofreading, and editing.
- Write multiple paragraphs essays/stories; multi-stanza poems or play script, following rules of subject-verb agreement, sentence structure and types.
- Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director's notes.
- Write a poem narrating an event or a story.

**Skills:**

Students will be able to...

- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking.
- Follow the techniques of writing the first draft with sufficient details; proofread it and edit details to suit the purpose and audience.
- Write multiple paragraph essays/stories; multi-stanza poems or playscript using correct punctuation and spelling, grammar, grade level vocabulary and transitional devices, by using the writing process approach: prewriting, editing and final draft stages.
- Write a short dialogue using a range of appropriate vocabulary and grammatical structures., tone and style appropriate to the context and relationship between the addresser and addressee.
- Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

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|  | <ul style="list-style-type: none"><li>• Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using appropriate images and literary devices to achieve descriptive effects.</li></ul> |
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**Formative Assessment**

Students are given three penultimate paragraphs from three different stories and must create three different types of endings (a cliffhanger, a happy ending and a shocking ending).

**Summative Assessment**

Students create a superhero/villain based on one of their teachers and present a character overview of them, e.g. birthplace, super powers, weaknesses, nemesis, origin story. Students then write a short story entitled ‘Payback’ featuring their super hero.

**Learning Activities**

**Activity 1**

Show students a painting. They must not speak for a minute and try to remember as many details as possible in one minute, but do not make notes. The painting is then hidden, and they write down what they remember.

Students write a descriptive text of this whole scene shown in the painting.

Students describe:

- What they can see
- They must imagine being there in the painting. How the temperature makes them feel. How their body feels – are they standing, sitting, does anything hurt or is something particularly pleasant?
- Do they have feelings towards others in the picture?

**GENRE: Persuasive/Advisory and Informative Writing**

**Text Types:** Advertisements, essays, public health leaflet, speeches, reviews.

**Competency A: Oral Communication Skills**

**Standard 1:** Develop competence in listening and spoken language in order to communicate effectively across a variety of persuasive /advisory/informative contexts and to a range of audiences.

**Student Learning Outcomes:**

[SLO: E-11-A1-02]

Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions).

[SLO: E-11-A2-02]

Ask and answer questions of personal relevance, information and a variety of communicative purposes

[SLO: E-12-A3-02]

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly:

- a. follow rules for discussions, set specific goals and deadlines, and define individual roles as needed
- b. come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

[SLO: E-11-A4-01]

Engage in extended discussions and critique taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.

<p><b>Knowledge:</b> Students will: Listen to an excerpt from an essay/advertisement, identify and use persuasive devices in a text of their own and rehearse to speak confidently and fluently.</p>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Present arguments, emphasizing salient points in a focused, coherent manner with valid reasoning and well-chosen details.</li> <li>● Self-adjust planned speech, monitor, and revise speech to adjust and improve speech based on intended purposes and response of the listener immediately after and upon reflection.</li> <li>● Use appropriate oral and/ or visual forms (e.g., skits, oral reports) to convey facts, ideas and points of view for different purposes and audience</li> <li>● Incorporate and maintain in speech:</li> <li>● Use of appropriate voice qualities (e.g. pace, tone, volume, style, stress, and enunciation)</li> </ul>
<p><b>Formative Assessment</b></p> <p>Give students a persuasive essay, discuss in small groups what the purpose is, persuasive writing devices (rhetorical questions, shocking statistics, emotive language) and intended audience for the text.</p> <p><b>Summative Assessment</b></p> <p>Show an advertisement of any product. Ask students how this advertisement attempts to persuade others to buy the product. How is the information organized to achieve this aim?</p>	
<p><b>Learning Activities</b></p> <p><b>Activity 1</b></p> <p>Students discuss their favorite books which they are currently reading. They can also bring their books to share with the class. They will persuade their peers to read that particular book, using persuasive devices. This activity can be completed as a discussion, either with the whole class or in groups.</p>	

### **Activity 2**

Students discuss/list things that they would change in the world. Use this list to create suitable, relevant and engaging topics and titles for persuasive/informative pieces. They propose examples of informative/persuasive writing, e.g. in terms of voice, audience, register, purpose.

### **Activity 3**

In groups, students are given a job advertisement and three fictitious curriculum vitae (CVs) of applicants for the post. They discuss and evaluate the CVs, before presenting their verdict and justifying it to the rest of the class.

## **Competency B: Reading**

**Standard 1:** Use strategies, skills and knowledge, skills related to word identification/decoding, vocabulary, comprehension, and fluency to construct meaning from informational and literary texts while maintaining a positive disposition towards reading.

**Standard 2:** Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text to comprehend and analyse a range of literary (prose, poetry and drama) and informational texts (narrative, descriptive, expository, persuasive, procedural, and functional texts).

### **Student Learning Outcomes:**

[SLO: E-11-B1-02]

Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)

Read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently.

[SLO: E-11-B2-02]

Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the author throughout the text.

[SLO: E-11-B3-08]



Examine a central idea of an informational text and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Use summary skills to

1. extract salient points and develop a mind map to summarize a variety of informational texts.
2. transfer the written text to a table, diagram, flowchart or work plan..

[SLO: E-11-B3-02]

Read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.

Use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.

Link new facts, terms, and concepts with prior knowledge. Choose words and phrases for effect. Comment on implied meaning, e.g. writer's viewpoint, relationships between characters etc.

[SLO: E-11-B3-04]

Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), and generalized statements from evidence-based information with specific reference to informational texts.

[SLO: E-11-B3-13]

Interpret and integrate information from a variety of sources for comprehension (e.g., maps, graphs, charts, diagrams)

**Knowledge:**

Students will:

Read a wide range of persuasive and informative texts while learning to decode multisyllabic words in sentences.

Recall previous knowledge to support their own views and collect new information to support or change their views

**Skills:**

Students will be able to...

- Comprehend and respond to the viewpoint conveyed in a persuasive text
- Comprehend the persuasion strategies used by the authors
- Ask and answer simple and higher-order questions to challenge the viewpoints of others and critically evaluate their own views
- Retell with accuracy and add relevant details to agree or disagree with each other
- Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/textual/factual open-ended questions that require interpretation, inference and personal response.

- Evaluate informative texts to synthesise relevant details
- Use different sources of information, such as, newspapers, texts, internet, blogs and views of others to gather and consolidate information
- Demonstrate respect for each other’s opinions and express disagreement politely
- Use story-telling techniques for persuasion
- Write persuasive essays using reasons, logic, examples
- Write informative essays using topic sentences, relevant details, examples, etc.

**Formal Assessment**

Class tests, quizzes, speeches/debates

**Summative Assessment**

Ask students to underline the persuasive devices used in the given persuasive texts.

**Learning Activities**

**Activity 1**

Give students a list of devices used in persuasive /informative writing – rhetorical questions, shocking statistics, emotive language. They then identify these devices in different text types such as advertisements, speeches, leaflets.

**Competency C: Vocabulary & Grammar**

**Standard 1:** Use vocabulary accurately and appropriately as well as understand how speakers/writers put words together and use vocabulary to communicate meaning in familiar and unfamiliar settings.

**Standard 2:** Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication.

**Student Learning Outcomes:**

SLO: E-11-C1-02]

Comprehend and use contemporary idioms and proverbs in the different texts and in their speech.

SLO: E-11-C1-03]

Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks

SLO: E-11-C1-05]

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Analyze nuances in the meaning of words with similar denotations.

SLO: E-11-C4-01]

- Use all types of tenses correctly in speech and writing.
- Use gerunds and participles.

SLO: E-11-C5-01]

Differentiate between a variety of phrases and clauses.

SLO: E-11-C5-02]

Construct sentences using the sentence patterns and structures learnt in earlier classes.

SLO: E-11-C5-04]

Change tense in indirect speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in speech and writing.

<p><b>Knowledge:</b> Students will:</p> <ul style="list-style-type: none"> <li>• Explain the meaning of words from how they are used in different contexts (e.g., explanations: technical language; expositions; persuasive language) in both familiar and unfamiliar settings.</li> <li>• Comprehend contemporary idioms and proverbs in the different texts and in their speech.</li> <li>• Examine the use of tenses, gerunds, participles conjunctions and transitional devices in speech and writing to create the effect.</li> <li>• recognise the use of all types of tenses correctly in speech and writing.</li> <li>• Recognise subordinating conjunctions to connect independent clause/s to dependent clause/s. e.g., He could not attend the meeting because he was sick.</li> </ul>	<p><b>Skills:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>• Use contemporary idioms and proverbs in the different texts and in their speech.</li> <li>• Interpret gerunds, participles, conjunctions and transitional devices in speech and writing to create the effect.</li> <li>• Use subordinating conjunctions to connect independent clause/s to dependent clause/s. e.g., He could not attend the meeting because he was sick.</li> <li>• Apply the use of all types of tenses correctly in speech and writing.</li> <li>• Analyse and construct sentences using the sentence patterns and structures learnt in earlier classes.</li> </ul>
<p><b>Formative Assessment</b></p> <p>Give students a persuasive/informative text such as speech that contains language and grammar errors and ask them to correct it.</p> <p><b>Summative Assessment</b></p> <p>Give students some famous leader’s speech and ask them to underline the persuasive writing devices used in it.</p>	
<p><b>Learning Activities</b></p> <p><b>Activity 1</b></p> <p>Devise a list of rhetorical devices as a class. For example, students might listen to a recording of a speech or read the transcript, e.g.</p>	

any leader's speech, and identify rhetorical devices.

### **Activity 2**

Role play – Can I go to the party?

In this role play, a student plays the part of a teenage son or daughter, and the other student plays the part of a parent. Students will explore the language required for asking permission, persuading, explaining, expressing worries, etc. Suitable phrases will need to be identified and practised. Open question forms are useful, e.g. Tell me about/tell me more about... Your parents are still unconvinced. What can you say to persuade them? How can you say it so you sound persuasive? What vocabulary is useful?

### **Competency D: Writing Skills:**

**Standard 1:** Create grade-level pieces of writing which are focused, purposeful and show an insight into the writing process; expressing increased fluency, coherence and cohesion, correct grammar and legibility, grade-level vocabulary, punctuation and spelling, for a variety of purposes.

**Standard 2:** Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types.

### **Student Learning Outcomes:**

SLO: E-11-D1-01]

- Apply editing and proofreading skills to a range of different texts and contexts

SLO: E-11-D2-01]

- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organisers, freewriting, and note-taking.

SLO: E-11-D3-01]

Write multiple paragraphs essays/stories; multi-stanza poems or playscript using mechanics of correct writing.

Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee.

SLO: E-11-D3-02]

Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from the onetime frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

SLO: E-11-D3-05]

Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft.

**Knowledge:**

Students will:

- Follow the steps of the process approach to plan for writing a paragraph.
- Follow the techniques of writing the first draft, proofreading, and editing.
- Write multiple paragraphs essays/stories; multi-stanza poems or play script, following rules of

**Skills:**

Students will be able to...

- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking.
- Follow the techniques of writing the first draft with sufficient details; proofread it and edit details to suit the purpose and audience.
- Write multiple paragraph essays/stories; multi-stanza poems or playscript using correct punctuation and spelling, grammar, grade level vocabulary and

<p>subject-verb agreement, sentence structure and types.</p> <ul style="list-style-type: none"> <li>• Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director’s notes.</li> <li>• Write a poem narrating an event or a story.</li> </ul>	<p>transitional devices, by using the writing process approach: prewriting, editing and final draft stages.</p> <ul style="list-style-type: none"> <li>• Write a short dialogue using vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee.</li> <li>• Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from the one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul> </li> <li>• Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft.</li> </ul>
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**Formative Assessment**

Students work in small groups and prepare a short presentation on why their local area would/wouldn't benefit from more tourism.

**Summative Assessment**

Students write a brief advertisement/infomercial about their town, area or country to influence their target audience to visit.

**Learning Activities****Activity 1**

You are president of your school's Social Club, which organizes various after-school activities and visits for students. The club needs more members. Write a speech about the club. In your speech, you should say what the club does, describe a recent activity or visit and say why it was successful, explain how students can join the club, and persuade students to join too.

**Activity 2**

Advertising leaflet-Students could write a leaflet for a tourist agency promoting the attractions of their town for visitors.

**GENRE: Factual Writing**

**Text Types:** newspaper articles, reviews, science articles, transcripts of speeches, short extracts from travel brochures, autobiographies, biographies, information leaflets, graphs, charts and advertisements/flyers.

**COMPETENCY A: Oral Communication Skills**

**Standard 1:** Develop competence in listening and spoken language in order to communicate effectively across a variety of contents and to a range of audiences.



**Student Learning Outcomes:**

[SLO: E-11-A2-02]

[SLO: E-12-A2-02]

Ask and answer questions of personal relevance, information and a variety of communicative purposes

[SLO: E-11-A4-01]

[SLO: E-12-A4-01]

Engage in extended discussions and critique taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.

[SLO: E-11-A2-03]

[SLO: E-12-A2-03]

Demonstrate the use of rhetorical questions for a range of audiences.

<p><b>Knowledge:</b> Students will:</p> <ul style="list-style-type: none"> <li>● Listen to a factual piece of information e.g. Advertisements, timetables, encyclopedias, newspaper and magazine articles to know the audience and structure of presenting information.</li> <li>● Differentiate between types of audiences for each audio text and purpose of presenting the information</li> </ul>	<p><b>Skills:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>● Identify the salient points of any given audio text in a focused, coherent manner with valid reasoning and well-chosen details.</li> <li>● Use appropriate oral forms to convey facts, ideas and points of view for different purposes and audience</li> <li>● Speak using non-verbal gestures, and variation in voice to convey shades of meaning</li> <li>● Incorporate and maintain appropriate voice qualities (e.g. pace, tone, volume, style, stress, and enunciation) when speaking.</li> <li>● Speak confidently using complex vocabulary and longer sentences to fulfil different purposes</li> <li>● Ask and answer grade level questions about key details across comprehension levels (factual, inferential, and evaluative e.g., make predictions, make inferences about the purpose, intention, theme, compare and contrast, categorize and classify, distinguish between cause and effect, draw conclusions, identify different points of view, identify a problem solution relationship</li> <li>● Ask questions to extend ideas and alternative options</li> <li>● Present own work confidently, answer questions carefully and handle criticism with poise and open-mindedness</li> <li>● Follow the rules of turn-taking during discussions.</li> <li>● Engage in extended discussions taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.</li> <li>● Ask and practice rhetorical questions as food for thought.</li> </ul>
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**Formal Assessment**

Find two images from the textbook either a photograph or a graph and give students in pairs to find out important facts and present their findings to the whole class. (textbooks must add graphs and charts)

**Summative Assessment**

Select a graph or a data chart from the textbook and students work in groups to read those images.

**Learning Activities****Activity 1**

Read and discuss a factual text, then students sit in a circle. The first learner holds a ball of wool and shares one thing that is remembered about the text. The student holds on to the string and the ball is passed across the circle. Repeat this process until a complete 'web' is formed. Discuss as a class.

**Activity 2**

Students work in small teams to choose a question and survey their classmates to collect data such as which mobile app is mostly used by the teens. Then, the teams create bar graphs of the data, analyze the results, and share their findings with an audience that can use the information.

**Activity 3**

Students recreate what they've read in a science article in a different form. For example, students could re-create the journey of oxygen through the respiratory system in a skit.

**Activity 4**

Students match the words to the graphs then write sentences using their own ideas. Or students can listen to the audio and fill in the missing words.

<https://eslflow.com/wp-content/uploads/2021/05/Describing-graphs-with-sentences-2021.pdf>

<https://eslflow.com/wp-content/uploads/2021/05/Describing-graphs-with-sentences-.mp3>

## **Competency B: Reading**

**Standard 1:** Use strategies, skills and knowledge, skills related to word identification/decoding, vocabulary, comprehension, and fluency to construct meaning from informational and literary texts while maintaining a positive disposition towards reading.

**Standard 2:** Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text to comprehend and analyse a range of literary (prose, poetry and drama) and informational texts (narrative, descriptive, expository, persuasive, procedural, and functional texts).

### **Student Learning Outcomes:**

Demonstrate understanding of familiar sentence patterns using knowledge of syllables, mark the multisyllabic words in sentences to decode it, pronounce it correctly and also read unfamiliar sentence patterns fluently with proper stress, expression and joy.

Read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently.

Use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words.

Use common punctuation cues to aid comprehension when reading (e.g., comma, full stop, exclamation mark, colon, dash, parenthesis, slash, ellipses).

Recognise and rectify faulty punctuation in given passages and own work and correct others' work.

Ask and answer simple and higher-order questions to guide/assess reading

Guess the meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the writer throughout the text.

Recognise features of an effective topic sentence using specific words and vivid verbs.

Analyse larger paragraphs with abstract concepts to identify sentences that support the main idea through

- evidence,
- cause and effect, and/or
- comparison and contrast.

Analyse organisational patterns in a text:

- a. list/ sequence of ideas/ events comparison-contrast
- b. cause-effect
- c. problem-solution
- d. reasons/ assumptions-conclusion

Apply strategies to comprehend

questions by marking keywords, verbs and tenses in a variety of literal/ textual/ factual open-ended questions that require interpretation, inference and personal response.

Determine a theme or central idea of a text and analyse its development over the course of the text; provide an objective summary of the text.

Skim and scan relevant information and main points in texts to identify the writer's purpose, and intended audience and infer the

theme/main idea of the text, distinguishing between fact and opinion where necessary.

Determine a central idea of an informational text and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Use summary skills to:

1. extract salient points and develop a mind map to summarize a variety of informational texts.
21. transfer the written text to a table, diagram, flowchart or work plan.

Summarise complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks.

Make inferences to draw conclusions from, e.g.,

- a. contextual information
- b. writer's viewpoint
- c. implied information

Demonstrate an understanding of interpreting and integrating information from a variety of sources (e.g., maps, graphs, charts, diagrams)

**Knowledge:**

Students will:

- Read a wide range of facts and information based texts accurately while learning to decode multisyllabic words in sentences.
- Read text aloud for fluency
- Use rules of mechanics and pronunciation to read correctly and fluently

**Skills:**

Students will be able to...

- Comprehend and read with fluency and decode multisyllabic words in a wide range of factual and information based texts accurately by unpicking difficult and new words for correct pronunciation
- Read new words with silent letters correctly.
- Apply rules of punctuation correctly.
- Ask and answer simple and higher-order questions in comprehension passages

<ul style="list-style-type: none"> <li>● Learn to ask and answer simple and higher-order questions (comprehension exercises) to guide/assess reading comprehension</li> <li>● Learn to effectively use and apply various reading strategies appropriate to reading purpose i.e. skimming and scanning text to discover meaning, main idea of text and to deduce implicit and explicit meaning</li> <li>● Identify the central idea or a theme of a text, identify supporting and particular details; provide a summary of the text distinct from personal opinions or judgments.</li> </ul> <p>Differentiate fact from opinion</p>	<ul style="list-style-type: none"> <li>● Recognise and rectify faulty punctuation in given passages and own work and correct others' work</li> <li>● Consult a dictionary for literal and contextual meaning.</li> <li>● Differentiate features of text based on genre.</li> <li>● Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/textual/factual open-ended questions that require interpretation, inference and personal response.</li> <li>● Recognise features of an effective topic sentence using specific words and vivid verbs.</li> <li>● Use a variety of details to support the main idea in the variety of texts studied.</li> <li>● State reasons for selection of choice of text and support with evidence.</li> <li>● Consult a dictionary to find denotative and connotative meanings.</li> <li>● Categorise supporting details to see variety in selected text.</li> <li>● Learn to support point of view</li> <li>● Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</li> <li>● Discuss the author's use of language craft, including figurative metaphorical language to show shades of meaning especially in advertisements and magazines to understand the jargon, considering the impact on the reader.</li> <li>● Summarise the text for key ideas.</li> </ul>
<p><b>Formal Assessment</b> Highlight facts from different types of texts.</p> <p><b>Summative Assessment</b> Make a leaflet called Leaving Home for study purposes, giving advice to adult teenagers.</p>	

## **Learning Activities**

### **Activity 1**

Gather some travel brochures from different websites. Have the students look at the brochures and elicit from them what type of information is written in the brochures. Write this on the board. Ask them what information is missing from the brochures. From this list, decide what makes a travel brochure attractive, interesting, informative, etc.

## **Competency C: Vocabulary & Grammar**

**Standard 1:** Use vocabulary accurately and appropriately as well as understand how speakers/writers put words together and use vocabulary to communicate meaning in familiar and unfamiliar settings.

**Standard 2:** Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication.



**Student Learning Outcomes:**

SLO: E-11-C1-04]

SLO: E-12-C1-04]

Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.

SLO: E-11-C1-06]

SLO: E-12-C1-06]

Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SLO: E-011-C2-02]

SLO: E-12-C2-02]

Apply knowledge of language to understand how language functions in different contexts, make effective choices for meaning or style and comprehend more fully when reading or listening.

Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

SLO: E-11-C2-04]

SLO: E-12-C2-04]

Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect. Recognize and use subordinating conjunctions to connect independent clause/s to dependent clause/s.e.g., He could not attend the meeting because he was sick.

SLO: E-11-C3-01]

SLO: E-12-C3-01]

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- Observe hyphenation conventions.
- Spell correctly.
- Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

SLO: E-11-C5-03]

SLO: E-12-C5-03]

Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation.

SLO: E-11-C5-04]

SLO: E-12-C5-04]

Change tense in indirect speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in speech and writing.

**Knowledge:**

Students will:

Find out the meanings of words

Understand that Words have different shades of meanings

Know the rules of grammar and vocabulary of the identified concepts.

- Explain the meanings of how meanings of words change when used in different contexts (both in familiar and unfamiliar settings)
- Follow punctuation rules, articles and use of verbs
- Know that each instruction begins with a verb in the present tense.
- Know the rules of grammar (use and usage) of the given concepts.

**Skills:**

Students will be able to...

- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Locate the entry word and the etymology of the word.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Differentiate between abbreviations and acronyms and use them correctly
- Use thesaurus and dictionary to locate synonyms/antonyms according to the context and use in writing.
- Practice grammatical functions and concepts to use correctly in speech and writing.
- Practice words with prefixes and suffixes
  
- Use passive verbs, complex and varied sentences, and technical vocabulary in factual writings.
- Use tenses correctly in shorter and longer pieces of speech, reading texts and writing.

**Formative Assessment****Summative Assessment**

Students try to write appropriate sentences for pictures using any given vocabulary

**Learning Activities****Activity 1**

Students think of a topic in their lives and draw a graph illustrating how it affects them on a daily, weekly or monthly etc. basis. After they draw the graph, students write sentences to describe and explain their graph.

**Competency D: Writing Skills:**

**Standard 1:** Create grade-level pieces of writing which are focused, purposeful and show an insight into the writing process; expressing increased fluency, coherence and cohesion, correct grammar and legibility, grade-level vocabulary, punctuation and spelling, for a variety of purposes.

**Standard 2:** Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types.

**Student Learning Outcomes:**

SLO: E-11-D1-01]

SLO: E-12-D1-01]

Apply editing and proofreading skills to a range of different texts and contexts

SLO: E-11-D2-01]

SLO: E-12-D2-01]

Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking.

SLO: E-11-D2-04]

SLO: E-12-D2-04]

Write and critique the final draft after complete editing and proofreading. ensure each paragraph develops the main idea of the essay/piece of writing and the topic sentence of each paragraph. Use the technique of hook, and lead-in sentences to develop the flow of thought.

SLO: E-11-D3-03]

SLO: E-12-D3-03]

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selecting relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

Provide a concluding statement or section that follows from the information or explanation presented.

SLO: E-11-D3-07]

SLO: E-12-D3-07]

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

SLO: E-11-D3-11]

SLO: E-12-D3-11]

Write multiple paragraphs of free writing for fluency, creativity, brainstorming or pleasure.

Proofread and edit texts for errors of:

- sentence structure.
- subject/verb agreement.
- noun/pronoun agreement.
- reference words, connectives/transitional devices
- punctuation and spelling.

**Knowledge:**

*Students will:*

- Identify the structure of writing a factual piece of text
- Pick strategies of brainstorming using mind maps, graphic organizers or note-taking

**Skills:**

*Students will be able to...*

- Research and gather ideas to write according to the text requirement.
- Create an outline to organize information in a logical manner to create analogies
- Practice note-taking for different purposes in a legible and consistent handwriting

<ul style="list-style-type: none"> <li>● Write various types of factual writings following correct subject-verb agreement, sentence structure and tenses.</li> <li>● Focus on clarity of ideas that show cohesion, cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>● Write using mind maps and graphic organisers</li> </ul> <p>Use chronological/sequential order of arranging detail Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, note-taking. Write informative/explanatory texts to examine a topic and convey ideas and information using the structure of writing Add adequate supporting detail to the topic and proofread and edit texts for errors of:</p> <ul style="list-style-type: none"> <li>● Sentence structure.</li> <li>● Subject/verb agreement.</li> <li>● Noun/pronoun agreement.</li> <li>● Reference words, connectives/transitional devices.</li> <li>● Proofread and edit work for final presentation.</li> </ul>
<p><b>Formative Assessment</b> Students are asked to write down facts on different topics such as how to stop global warming, the worst disease on the planet earth.</p> <p><b>Summative Assessment</b> You have stayed in the school/college hostel. Write its review based on some factual description including the facilities such as accommodation, food, sports, entertainment etc provided there.</p>	
<p><b>Learning Activities</b></p> <p><b>Activity 1</b> Students write a news article for the school newspaper, starting a discussion about freedom of speech and the important role it plays in journalism. Next they will select topics, conduct research-looking for facts or statistics, write their articles, proof read and peer edit their own and other's works.</p>	

## LITERATURE: POETRY

- To create a chapter on poetry writing for grades 11, an integrated approach should be used. It means listening/ speaking, reading, vocabulary/grammar and writing skills are taught together using texts that exemplify ‘Poetry Writing’.
- Authors can organize these skills in any order which is organic and logical. In one textbook series, a similar structure should be followed.
- Literary poems can be used along with patriotic and various types of poems. Proper acknowledgements should be mentioned.
- It is recommended to use various types of poems in a unit to provide students with a range of poetic styles. It is also important to note that poems should not be limited only to one unit. They can and must be used in various other units.
- For broad SLOs, only parts that can be naturally embedded in the exercises/content/questions should be focused.
- Any competencies, themes, sub-themes or skills can be adapted within chapters, projects or exercises.
- The given set of guidelines, structure or number of SLOs are by no means exhaustive, the authors can develop chapters/units using any set of SLOs that serve the learning purpose and pedagogical focus of their content.

### Suggested poetry

- ‘Lady Lazarus’ by Sylvia Plath
- ‘Still I Rise’ by Alice Walker
- ‘Hurricane hits England’ by Grace Nichols and
- ‘Anne Hathaway’ by Carol Ann Duffy.
- The lost woman by Patricia Beer
- Strong winds by Jackie Mead
- Father returning home by Dilip Chitra
- Growing old by Matthew Arnold
- Blessings by Imtiaz Dharker
- An afternoon nap by Arthur Yap

The below-mentioned SLOs of SNC can be clubbed together in one chapter. It is not imperative to bifurcate SLOs in any manner. A task can have listening and reading SLOs or reading and writing SLOs integrated to embed in-depth learning. These competencies can be addressed separately as



well—it depends on the pedagogy adapted by the author.

It is also suggested to use modern and contemporary poems from local poets that are within our context and have more relevance.

**GENRE: Poetry**

**Competency A: Oral Communication Skills**

**Standard 1:** Develop competence in listening and spoken language in order to communicate effectively across a variety of contents and to a range of audiences.

**Student Learning Outcomes:**

[SLO: E-11-A2-01]

Demonstrate attentive listening' skills towards others and be sensitive to the rules of turn-taking in discourse.

[SLO: E-11-A2-03]

Demonstrate the use of rhetorical questions for a range of audiences.

[SLO: E-11-A3-01]

Speak confidently and fluently in a wide range of contexts to fulfill different purposes.

<p><b>Knowledge:</b> Students will:</p> <ul style="list-style-type: none"> <li>● Listen attentively to a range of poems</li> <li>● Differentiate between types of audiences for each audio text and purpose of presenting the information</li> </ul>	<p><b>Skills:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>● Identify the salient points of any given audio text in a focused, coherent manner with valid reasoning and well-chosen details.</li> <li>● Use appropriate oral forms to convey information, especially presenting it in a poetical manner by incorporating and maintaining appropriate voice qualities (e.g. pace, tone, volume, style, stress, and enunciation) when speaking.</li> <li>● Speak using non-verbal gestures, and variation in voice to convey shades of meaning</li> <li>● Speak confidently using complex vocabulary and longer sentences to fulfil different purposes</li> <li>● Ask and answer grade-level questions about key details across comprehension levels (factual, inferential, and evaluative e.g., make predictions, make inferences about the purpose, intention, theme, compare and contrast, categorize and classify, distinguish between cause and effect, draw conclusions, identify different points of view, identify a problem solution relationship</li> <li>● Follow the rules of turn-taking during discussions.</li> <li>● Ask and practice rhetorical questions as food for thought.</li> </ul>
<p><b>Formative Assessment</b> Student answer questions like:</p> <ul style="list-style-type: none"> <li>● Do you know names for different types of rhyme?</li> <li>● Do you know the difference between rhyme and rhythm?</li> </ul> <p><b>Summative Assessment</b> Give students any poem that they have studied to find the rhyming scheme.</p>	

## **Learning Activities**

### **Activity 1**

As a class, discuss some of the essential features of poetry. For example, Are nursery rhymes poetry? Are song lyrics poetry? Is a limerick a poem? What's the difference between poetic form and structure?

Students will probably suggest some of the following:

- poems rhyme
- poems use heightened language
- poems have a particular shape on the page.

## **Competency B: Reading**

**Standard 1:** Use strategies, skills and knowledge, skills related to word identification/decoding, vocabulary, comprehension, and fluency to construct meaning from informational and literary texts while maintaining a positive disposition towards reading.

**Standard 2:** Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text to comprehend and analyse a range of literary (prose, poetry and drama) and informational texts (narrative, descriptive, expository, persuasive, procedural, and functional texts).

**Student Learning Outcomes:**

[SLO: E-11-B1-01]

Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.

[SLO: E-11-B3-01]

Provide an objective summary of the text.

[SLO: E-11-B3-05]

Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience and infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.

[SLO: E-11-B3-07]

Examine the particular elements of a story or drama (e.g., how the setting shapes the characters or plot).

Identify rhyme schemes and figurative language in poems.

Evaluate the literary techniques (e.g., music/ sound, imagery/ visual effects, type of vocabulary and language structure) used in written and visual texts to achieve a variety of purposes.

Examine stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution)

[SLO: E-11-B3-12]

Summarise complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks.

Make inferences to draw conclusions from, e.g.

- a. contextual information
- b. writer's viewpoint
- c. implied information

<p><b>Knowledge:</b> Students will:</p> <ul style="list-style-type: none"> <li>● Read poems aloud for fluency, and recitation.</li> <li>● Use rules of mechanics and pronunciation to read correctly and fluently</li> <li>● Learn to effectively use and apply various reading strategies appropriate to reading purpose i.e. skimming and scanning text to discover the meaning, and main idea of a text and to deduce implicit and explicit meaning</li> <li>● Identify the central idea or a theme of a text, identify supporting and particular details; provide a summary of the text.</li> <li>● Differentiate between stanzas and paragraphs</li> <li>● Determine a poet's point of view or purpose in the poem and explain how it is conveyed.</li> <li>● Understand the implicit and explicit meaning, writer's craft and nuances of language used in poetry</li> </ul>	<p><b>Skills:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>● Comprehend and read with fluency and decode multisyllabic words when reading poems accurately by unpicking difficult and new words for correct pronunciation</li> <li>● Read new words with silent letters correctly.</li> <li>● Apply rules of punctuation correctly.</li> <li>● Ask and answer simple and higher-order questions in comprehension passages</li> <li>● Participate in poetry recital competitions following the nuances of recitals.</li> <li>● Recognise and rectify faulty punctuation in given passages and own work and correct others' work</li> <li>● Consult the dictionary for the literal and contextual meaning.</li> <li>● Differentiate features of text based on genre.</li> <li>● Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of poems with open-ended questions that require interpretation, inference and personal response.</li> <li>● Identify the central idea of the poem</li> <li>● Use a variety of details to support the main idea in the variety of texts studied.</li> <li>● State reasons for selection or choice of text and support with evidence.</li> <li>● Consult a dictionary to find denotative and connotative meanings.</li> <li>● Categorise supporting details to see variety in selected text.</li> <li>● Learn to support point of view</li> <li>● Discuss the poet's use of language craft, including figures of speech and sounds of speech to show shades of meaning, and literary devices considering the impact on the reader.</li> <li>● Analyse the poet's perspective and the message he wishes to convey.</li> </ul>
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- Summarize the poem for key ideas.

**Formative Assessment**

Give students six lines of poetry and ask them to highlight the technical features, then try to identify its form and why the poet might have chosen it.

**Summative Assessment**

Give an exercise where learners must compare poems written in different forms (which they have already done in class).

**Learning Activities****Activity 1**

Prepare a handout with some key terms on: free verse, formal verse form, stanza, couplet etc.

Give students the definition of the different forms and explain the difference between ‘formal’ and ‘free’ verse. Then explore the way the lines are constructed, and run-on lines. Also look at the way meaning can run across lines or stanzas. The placing of a word at the beginning or end of a line can foreground its meaning. Breaks in the lines can also have an impact on meaning and sound.

**Activity 2**

In pairs, give students a poem and ask them to point out what they consider to be its main features, e.g. number of lines, rhyming couplets. How are the poems different/similar in their use of form etc.? What did they expect from this genre?

This activity can be used with any type of poem, or with an extract from a longer narrative poem, but its purpose is to build the sense that students can discern something about the content of a poem by its form.

**Activity 3**

‘Cut up’ poetry could be useful here. Give groups of students individual sets of lines, words and the genre of the poem, and ask them to arrange them as a poem. Then ask them to compare their work with the original and justify their choices according to

the genre. Discuss their findings with the class. Students read their poems aloud to the class.

This exercise could also be repeated as a way of understanding form. If a free verse is chopped up, for example, and then re-formed, students' focus will now be on the shape and structure of the poem, as well as on its language and ideas.

### **Competency C: Vocabulary & Grammar**

**Standard 1:** Use vocabulary accurately and appropriately as well as understand how speakers/writers put words together and use vocabulary to communicate meaning in familiar and unfamiliar settings.

**Standard 2:** Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication.

#### **Student Learning Outcomes:**

SLO: E-11-C1-03]

Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.

SLO: E-11-C1-05]

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Analyze nuances in the meaning of words with similar denotations.

SLO: E-11-C2-02]

Apply knowledge of language to understand how language functions in different contexts, make effective choices for meaning or style and comprehend more fully when reading or listening.

Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

SLO: E-11-C3-01]

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- Observe hyphenation conventions.
- Spell correctly.
- Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

**Knowledge:**

Students will:

- Know the rules of grammar and vocabulary of the identified concepts.
- Explain the meanings of how meanings of words change when used in different contexts (both in familiar and unfamiliar settings)
- Follow punctuation rules, articles and use of verbs
- Know the rules of grammar (use and usage)

**Skills:**

Students will be able to...

- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Locate the entry word and the etymology of the word.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use thesaurus and dictionary to locate synonyms/antonyms according to the context and use in writing.
- Practice grammatical functions and concepts to use correctly in speech and writing.
- Practice punctuation rules and grammatical functions and concepts to use correctly in poetical speech and poetry writing
- Use grammatical concepts correctly in writing poetry, identifying features when reading poetry.



of the given concepts when writing poetry with rhyme scheme, metre and free verse and other types of poetry.

### **Formative Assessment**

Students identify certain word classes e.g. nouns, verbs, adjectives or syllables used in a poem and consider their usage.

Identify some poems in which new words have been created for a particular effect. Ask students to underline such words.

### **Summative Assessment**

Give students examples of first person poetry and get them to underline words and phrases that indicate who the speaker is and what the speaker's attitudes and feelings are.

### **Learning Activities**

#### **Activity 1**

Students say words aloud and then count the syllables. Write some words on the board (of varying number of syllables) and ask students to count the syllables and mark the divisions.

Give students some varying verse forms (nursery rhymes are a useful way into this exercise) and then in pairs get them to mark the stressed syllables using the conventional sign. Then show them the convention for marking unstressed syllables and ask them to fill these in.

#### **Activity 2**

Prepare a handout with all the different names for feet: iambic, trochaic, dactylic, anapaestic, and metres: monometer, dimeter,

trimeter, tetrameter, pentameter and hexameter.

- Introduce the names showing that there are two words in the terms we use for metre, e.g. iambic pentameter.
- Explain that the first word indicates the kind of feet, the second the number of feet.
- Provide examples of lines of different metre: ask the class to say/sing/tap their rhythms out loud.

### **Competency D: Writing Skills**

**Standard 1:** Create grade-level pieces of writing which are focused, purposeful and show an insight into the writing process; expressing increased fluency, coherence and cohesion, correct grammar and legibility, grade-level vocabulary, punctuation and spelling, for a variety of purposes.

**Standard 2:** Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types.

#### **Student Learning Outcomes:**

SLO: E-11-D1-01]

Apply editing and proofreading skills to a range of different texts and contexts

SLO: E-11-D3-01]

Write multiple paragraphs essays/stories; multi-stanza poems or playscript using mechanics of correct writing.

SLO: E-11-D3-09]

Use paraphrasing skills to paraphrase a poem.

SLO: E-11-D3-10]

Use summary skills to write an objective summary of the given text and poems.

<p><b>Knowledge:</b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>● Identify the structure of writing poetry</li> <li>● Pick strategies of brainstorming using mind maps, graphic organisers or note-taking</li> <li>● Write poems.</li> <li>● Focus on clarity of ideas that show cohesion, cause and effect</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Research and gather ideas to write according to the text requirement.</li> <li>● Create an outline to organize information in a logical manner to create analogies</li> <li>● Practice note-taking for different purposes in legible and consistent handwriting</li> <li>● Create stories using poetry and poetical forms of writing.</li> <li>● Write multi-stanza poems showing grade-level skills in writing as per the SLOs</li> <li>● Add adequate supporting detail to the topic and proofread and edit texts for errors of <ul style="list-style-type: none"> <li>➤ sentence structure.</li> <li>➤ Subject/verb agreement.</li> <li>➤ Noun/pronoun agreement.</li> <li>➤ Reference words, connectives/transitional devices.</li> <li>➤ Proofread and edited work for the final presentation.</li> </ul> </li> </ul>
<p><b>Formative Assessment</b> How would you describe the theme of this poem ‘Growing old’ or any poem? (included in the syllabus).</p> <p><b>Summative Assessment</b> Give students an exam-style question (critical analysis, commentary) on the set poem. Students spend five minutes planning their own response to the question. Emphasize the importance of selecting relevant material that addresses the specific demands of the question. They spend 30 minutes writing their response.</p>	
<p><b>Learning Activities</b></p> <p><b>Activity 1</b> Suggest a topic, for example ‘College’ or give students a passage on a suggested theme and ask them to write a prose paragraph on the topic and then a short poem based on the same paragraph. Students could then explore the changes they had to make to convert</p>	

prose into poetry.

### **Activity 2**

Write down the names of four poems you have studied before and in one or two sentences, explain what they are about/ theme.

## **LITERATURE**

### **Drama**

To develop a unit on Literature for Grade 12, textbook authors need to explore prose and drama written in different parts of the world. Through careful text selection, they can expose students to different cultures and people across the globe.

Classic poetry, prose and drama are suggested to be explored. Short stories from African, Chinese, Middle Eastern, Japanese and Korean cultures along with classic tales from around the world etc. can be used to help understand the genre effectively. Abridged versions of famous plays e.g., Shakespeare and other famous authors/playwrights can be used.

Below is a breakdown of SLOs that can be used with this genre. This is just a suggestive list to help textbook authors design the unit using an integrated approach. Suggestions for formative/summative assessments and classroom activities are also included.

### **GENRE: Drama -Literature from around the world**

#### **Competency A: Oral Communication Skills**

**Standard 1:** Oral Communication Skills: Develop competence in listening and spoken language in order to communicate effectively across a variety of contents and to a range of audiences.

**Student Learning Outcomes:**

[SLO: E-12-A1-01]

Explore complex ideas and issues in drama, establish roles and apply dramatic approaches with confidence.

[SLO: E-12-A2-04]

Perform a drama/ role play/play script showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements.

[SLO: E-12-A3-02]

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly:

- a. follow rules for discussions, set specific goals and deadlines, and define individual roles as needed
- b. come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**Knowledge:**

Students will:

Listen to an excerpt from a speech/play and prepare a speech/drama/play script and rehearse to speak confidently and fluently.

**Skills:**

Students will be able to...

- Present arguments, emphasizing salient points in a focused, coherent manner with valid reasoning and well-chosen details.
- Self-adjust planned speech, monitor, and revise speech to adjust and improve speech based on intended purposes and response of the listener immediately after and upon reflection.
- Use appropriate oral and/ or visual forms (e.g., skits, oral reports) to convey facts, ideas and points of view for different purposes and audience
- Incorporate and maintain in speech:
- Use of appropriate voice qualities (e.g. pace, tone, volume, style, stress, and enunciation)

**Formative Assessment**

Give some examples of conflict (physical fights or disagreements) from the set play and discuss what effect each conflict has on the drama.

**Summative Assessment**

Discuss the ending of the plays you are studying. How satisfied are you that the ending resolves the issues raised by the play?  
Describe the main and the minor characters of the set play.

### **Learning Activities**

#### **Activity 1**

Starter discussion: How is reading a novel different from reading a play?

Encourage students to think about the fact that novels are for reading in isolation and plays are for performance – to be seen and heard; the audience reaction is crucial and the text has a dynamic, not a static effect. Use two contrasting extracts from the set text, perhaps a letter from the text, which can be read as a piece of prose, and then a dramatic scene with a lot of action in it.

#### **Activity 2**

In pairs, or as a class, discuss the themes of your text. Which do you consider to be the most significant, and why?

#### **Activity 3**

Students read aloud key quotations for a central character. Discuss the importance of the characters' roles, the distinctive features in their language, their impact on the play's major themes, etc.

### **Competency B: Reading**

**Standard 1:** Use strategies, skills and knowledge, skills related to word identification/decoding, vocabulary, comprehension and fluency to construct meaning from informational and literary texts while maintaining a positive disposition towards reading.

**Standard 2:** Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text to comprehend and analyse a range of literary (prose, poetry and drama) and informational texts (narrative, descriptive, expository, persuasive, procedural, and functional texts).

**Student Learning Outcomes:**

[SLO: E-12-B1-02]

Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)

[SLO: E-12-B2-01]

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Discuss their own and others' reading critically, taking account of others' views of what they have read, express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts.

[SLO: E-12-B2-02]

Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the author throughout the text.

[SLO: E-12-B3-02]

Read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.

Use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.

Link new facts, terms, and concepts with prior knowledge.

Choose words and phrases for effect.

Comment on implied meaning, e.g. writer's viewpoint, relationships between characters etc.

[SLO: E-12-B3-05]

Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience and infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.

[SLO: E-12-B3-06]

Examine how an author develops and contrasts the points of view of different characters or narrators in a text.

[SLO: E-12-B3-07]

Examine the particular elements of a story or drama (e.g., how the setting shapes the characters or plot).

Identify rhyme schemes and figurative language in poems.

Examine stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution)

<p><b>Knowledge:</b> Students will: Read a wide range of literary texts accurately while learning to decode multisyllabic words in sentences.</p> <p>Learn to ask and answer simple and higher-order questions (comprehension exercises) to guide/assess reading comprehension</p> <p>Learn to effectively use and apply various reading strategies appropriate to reading purpose i.e. skimming and scanning text to discover meaning, main idea of text and to deduce implicit and explicit meaning</p>	<p><b>Skills:</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>● Comprehend and read with fluency and decode multisyllabic words in a wide range of texts accurately with correct pronunciation</li> <li>● Ask and answer simple and higher-order questions to comprehension passages</li> <li>● Recognise and rectify faulty punctuation in given passages and own work and correct others' work</li> <li>● Critique the plot development with respect to different aspects of the story/play/drama</li> <li>● Identify and analyse stages of plot development in a fiction text. (exposition, setting, climax, character development, resolution)</li> <li>● Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/textual/factual open-ended questions that require interpretation, inference and personal response.</li> <li>● Evaluate the literary techniques (e.g., music/sound, imagery/visual effects, type of vocabulary and language structure) used in written and visual texts to achieve a variety of purposes.</li> </ul>
<p><b>Formative Assessment</b> Find some paired characters from the set text and consider how far they are opposite to each other. Do you find any similarities between them?</p> <p><b>Summative Assessment</b> Give students some persuasion scenes from the set play to read and ask them how successfully does one character persuade the</p>	



other?

### **Learning Activities**

#### **Activity 1**

Divide students into small groups and ask each group to read and research one aspect from the set play such as: historical background, events and context, characters, genre and structure, language, imagery, staging and stage directions.

#### **Activity 2**

Divide the class into pairs. Each pair creates a timeline for the set text, going through what happens in each act and scene.

Present the findings of this work to the whole class, and discuss the significant events. Alternatively you could ask students to put the events on a narrative arc to consider which events create the most amount of tension.

### **Competency C: Vocabulary & Grammar**

**Standard 1:** Use vocabulary accurately and appropriately as well as understand how speakers/writers put words together and use vocabulary to communicate meaning in familiar and unfamiliar settings.

**Standard 2:** Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication.

#### **Student Learning Outcomes:**

SLO: E-12-C1-04]

Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.

SLO: E-12-C1-05]

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.

SLO: E-12-C2-04]

Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect.  
Recognize and use subordinating conjunctions to connect independent clause/s to dependent clause/s.

SLO: E-12-C5-03]

Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation.

**Knowledge:**

Students will:

- Explain the meanings of how meanings of words change when used in different contexts (both in familiar and unfamiliar settings)
- Demonstrate knowledge of different figures of speech in their writing.

**Skills:**

Students will be able to...

- Locate entry word and for the etymology of the word.
- Differentiate between similes and metaphors and identify imagery, hyperbole, oxymoron, mood, meter, rhyme scheme, alliteration: assonance and consonance in a poem/play or prose.
- Use similes, metaphors, personification and imagery, hyperbole given in the text in their own writing.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use thesaurus and dictionary to locate synonyms/antonyms according to the context and use in writing.

<ul style="list-style-type: none"> <li>● Explain the meanings of how meanings of words change when used in different contexts (both in familiar and unfamiliar settings)</li> <li>● Demonstrate knowledge of different figures of speech in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>● Locate entry word and for the etymology of the word.</li> <li>● Differentiate between similes and metaphors and identify imagery, hyperbole, oxymoron, mood, meter, rhyme scheme, alliteration: assonance and consonance in a poem/play or prose.</li> <li>● Use similes, metaphors, personification and imagery, hyperbole given in the text in their own writing.</li> <li>● Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> </ul>
<p><b>Formative Assessment</b> Students are given jumbled definitions and explanations associated with each dramatic term (climax, conflict, mood, rhythm etc.) via cards/handouts. In pairs, students discuss the matching of definitions to each dramatic term and complete the columns in the table. The students and the teacher discuss the matching activity and definitions.</p> <p><b>Summative Assessment</b> Test students' understanding of the dramatic terms.</p>	
<p><b>Learning Activities</b></p> <p><b>Activity 1</b> Students are provided with a glossary of dramatic terms (climax, conflict, contrast, mood, rhythm) to memorize. There is a class discussion about other subjects or contexts in which the students may have used these words. For example, 'climax' when studying a novel or writing a narrative: 'rhythm' when playing a musical instrument.</p> <p><b>Activity 2</b> Before analyzing the text of any play, students can become familiar with the play by researching the text for new words and expressions that are created specifically for this play. Students research these words and expressions in pairs and think about what the effect of these words may have on the audience. This could help students' understanding of the language before the text is</p>	

studied in detail.

Locate the new words and expressions in the play and annotate them for independent study.

### **Activity 2**

Begin by reading a key scene. In small groups, students analyse the language of the scene to consider:

What dramatic methods are used in this scene and what effects do they produce?

Feedback each group's findings to the whole class, and compile a list of examples.

### **Competency D: Writing Skills:**

**Standard 1:** Create grade-level pieces of writing which are focused, purposeful and show an insight into the writing process; expressing increased fluency, coherence and cohesion, correct grammar and legibility, grade-level vocabulary, punctuation and spelling, for a variety of purposes.

**Standard 2:** Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types.

#### **Student Learning Outcomes:**

SLO: E-12-D2-01]

Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking.

SLO: E-12-D2-03]

Apply the techniques of writing the first draft with sufficient details; proofreading and editing details to suit the purpose and audience.

SLO: E-12-D3-02]

Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

SLO: E-12-D3-08]

Examine the mechanics of developing a book review report

Write a book review report

**Knowledge:**

Students will:

- Look for meanings of words and their synonyms in thesaurus and dictionary to use words in contexts
- Have the knowledge of different figures of speech in their writing.
- Write different types of short stories/play etc by describing the atmosphere, characters, settings etc
- Write various types of writings e.g., paragraphs/essays/stories/summaries etc following correct subject-verb agreement, sentence structure using correct tenses.

**Skills:**

Students will be able to...

Differentiate between similes and metaphors and identify imagery, hyperbole, oxymoron, mood, meter, rhyme scheme, alliteration: assonance and consonance in a poem/play or prose.

- Use similes, metaphors, personification and imagery, hyperbole given in the text in their own writing.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use thesaurus and dictionary to locate synonyms/antonyms according to the context and use in writing.
- Use chronological/sequential order of arranging detail and present comparison and contrast by giving their opinions with reasons to support perspective and give appropriate conclusions.

Add adequate supporting detail to the topic and proofread and edit texts for errors of:

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>● sentence structure.</li><li>● Subject/verb agreement.</li><li>● Noun/pronoun agreement.</li><li>● Reference words, connectives/transitional devices.</li></ul> |
|--|--|

**Formative Assessment**

Respond to the following – In what ways does a scene in your play create tension in the watching audience?

**Summative Assessment**

Write an essay in which you discuss what is the most important theme in your set text. Explain your ideas with close reference to the text.

Write an essay on an aspect (such as themes, characterisation) of the play that you are studying or respond critically to an extract from your set play.

**Learning Activities****Activity 1**

Students are given any scene from the set play and they are asked to change its setting or introduce a new character, depending on the set scene.