

English

**Lower Secondary
Teacher Guide**



Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

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Secretary's message

This teacher guide is to be used by teachers when implementing the Lower Secondary English Syllabus (Grades 9 and 10) throughout Papua New Guinea. This teacher guide has been developed within the parameters set on the text based approach to learning as specified in the English syllabus. It builds upon the texts and genres selected for study to enhance the learning of English by speakers of other languages. The focus of learning English at the Lower secondary level is on speaking and listening, reading and viewing and writing.

This teacher guide provides teachers with added information and sample activities to allow them to teach the syllabus content using a wide range of skills and strategies.

It is anticipated that at the end of Grade 10 students will be equipped with the skills of speaking and listening, reading, viewing and writing to assist them to lead productive lives in whatever they choose to do. This teacher guide provides the opportunity and much more for students to achieve their full potential.

The framework ensures that the learning of English is society and culture oriented. It takes from society the contexts and builds upon students' prior knowledge which makes it user friendly and allows it to integrate well with other subject areas. At the same time, the language features and structures are examined in the light of familiar surroundings and contexts. All in all, this is a document that will allow for greater flexibility for both the teacher and the student.

I commend and approve this English teacher guide for use in all schools with Grades 9 and 10 students throughout Papua New Guinea.



DR JOSEPH PAGELIO
Secretary for Education

Introduction

The purpose of this teacher guide is to help you to implement the English syllabus. It is designed to assist in teaching by creating exciting and meaningful lessons by choosing relevant and purposeful activities and teaching strategies. It will encourage you to research and look for new and challenging ways of facilitating students' learning.

The teacher guide and the syllabus must be used side by side. The syllabus states the learning outcomes for the subject in each unit, and outlines the content and skills that students will learn as well as the assessment requirements.

The teacher guide provides direction for using the outcomes approach in classroom learning. Although the syllabus provides the assessment tasks at the end of each unit, the outcomes approach requires you to consider the assessment requirements early in your planning by explicitly stating these to your students in the grade so that they know what to expect in the assessments. Learning must be transparent and relevant to the needs of the students. This is why this teacher guide emphasises the use of a text based approach that relates to the resources within their communities. Students use the context of the community to form the context for learning.

This teacher guide provides examples of teaching and learning strategies for English. A sample program is placed at the beginning in Unit 9.1 to provide the direction for each unit. Other areas, including the elaboration of suggested activities, the content and the resources needed to teach English, are embedded in the units. Assessment criteria provide detailed information on how to mark the oral and the written assessment tasks which are the two common forms. The section on recording and reporting shows you how to record students' marks and how to report against the broad learning outcomes.

There is an emphasis on student-centred learning and activities, because students learn better when they take part in their own learning through the main strand activities, reading and viewing, speaking and listening and writing. They learn to make meaning of texts that they read, view and discuss. They also do small research assignments by getting out of the classroom to discover for themselves how things are done within the society in which they are a part.

The English teacher guide is designed in a way to encourage the use of students' prior knowledge with real issues from their communities. They take from their societies the issues, related events and situations to form their classroom learning contexts. For example; positioning students near a market place or a main highway can encourage them to think about what they observe around them. This can produce a poem or short story based on things that they observe and can relate to. Short stories can be written using their imagination coupled with real issues from their societal cultural backgrounds.

Importantly, you are encouraged to look beyond a few reading texts available in the school store room. There is a huge range of resources available within the community that you can draw from. Let the students take a lead in learning through creativity and self discovery methods.

Teaching and learning

How students learn

What I hear I forget.

What I hear and see I remember a little.

What I hear, see and discuss I begin to understand.

What I hear, see, discuss and do, I acquire knowledge and skill.

What I teach to another, I master.

(Active Learning Credo statement by Silberman, 1996)

In support of this are the findings that we remember:

- 20% of what we hear
- 40% if what we see
- 90% of what we see, hear, say and do or what we discover for ourselves.

A student-centred approach to learning

Different students learn in different ways. Some students learn best by writing, others by talking and discussing, others by reading and others by listening. Most of them learn by using a combination of these. They learn skills through practicing and repetition. You need to use a variety of teaching strategies to cater for the different ways your students learn.

Teaching and learning strategies

To assist and encourage students to learn, you perform certain tasks. These are referred to as teaching strategies. You need to engage students directly in learning but there are times when you have to take charge of the learning in the class and teach particular concepts or ideas.

Teaching strategies include:

- group work
- role play/drama
- skills practice
- research/inquiry
- class discussions/debates
- problem-solving activities
- teacher talk, instructions, explanations, lectures or reading aloud
- directed question and answer sessions
- audio-visual presentations
- text books or worksheets
- directed assignments
- demonstration and modelling

- guest speakers
- classroom displays.

Using groups as a teaching and learning strategy

Using groups is an important strategy in English as students learn from each other, not just from the teacher. Group work encourages students to participate in achieving a shared goal and collaborative learning. In deciding whether to use groups or not, you need to consider:

- your intended outcomes
- the extent to which the outcomes can be achieved by a group
- the lesson content
- the time allocated for the completion of the task
- the classroom setting
- available materials and resources
- the structure of the group based on gender, ability, cultural background and student preferences.

Groups work well when:

- the group decides upon their goal, timelines and tasks
- students realise that success depends on the achievement of the whole group, not individuals
- the task is broken into subtasks which must be finished to successfully complete the overall task
- the whole class is involved in the activity
- everyone has a role to play
- membership of small groups is changed regularly to provide a variety of learning experiences for all students.

Strategies for organising and managing groups:

- mixed-ability groups—the more able learners in the group can help the others to master the work so that the teacher need not teach some parts
- same-ability groups—the teacher can leave the groups of faster learners to get on with the work on their own. She/he can give extra help to individual learners in the slower groups.
- using group leaders—some teachers appoint faster, more able learners as group leaders or monitors who can help slower learners.

Place of vernacular in Lower Secondary

Maintenance of the student's language should continue when the texts that students produce relate to their societal cultural aspects meaning it is a cultural thing. However, the language of instruction at this level must be English as this is the language they are learning. In a text based approach to learning, there must be opportunity for the students to translate the information that they gather from the community or the society. Certain words can be used to describe and illustrate those things that do not have English names so that it makes sense to others.

Developing Skills

Principles and procedures

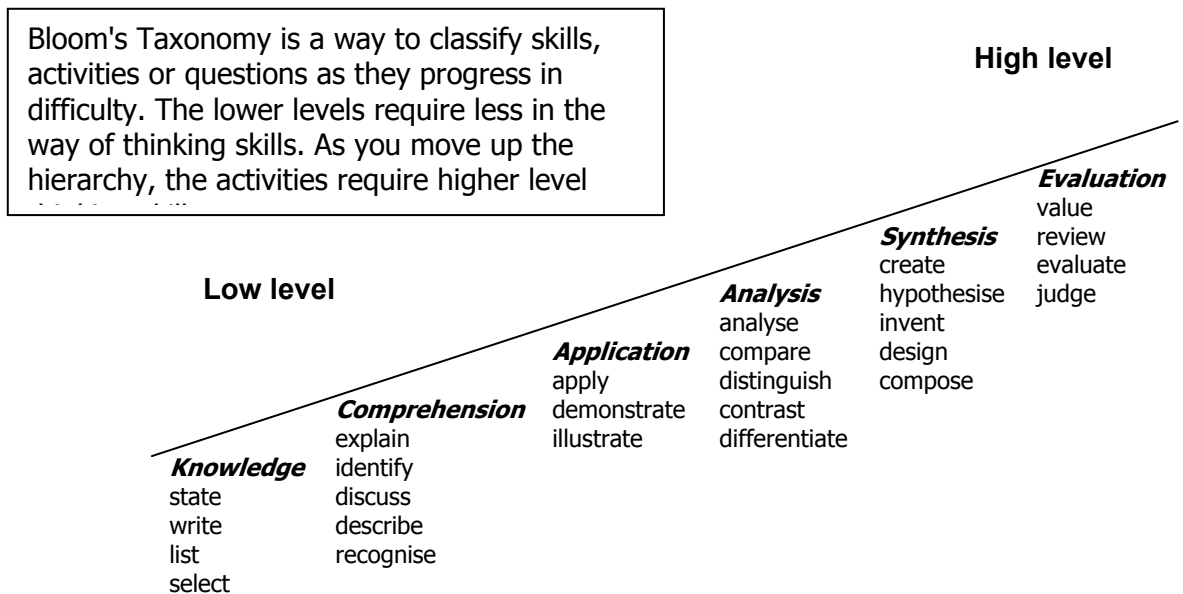
Students need to develop skills to help them learn. Skills development should happen as part of students' learning experiences and the learning and practicing of skills needs to occur in the contexts of the units being taught. In English students will need to master the art of speaking and listening, reading and viewing, analysing texts and expressing their thoughts orally or on paper. For these skills to develop successfully, learning needs to be integrated with all other subjects as well as drawing from the richness of their societies.

Skills learning tends to be most effective when:

- students go from the known to the unknown
- students understand why it is necessary to gain mastery of specific skills
- skills are developed sequentially at increasing levels of difficulty
- students identify the components of the skill
- the whole skill and the components of the skills are demonstrated
- there are frequent opportunities for practice and immediate feedback
- students are encouraged to record and diagnose their performance
- the skills being taught are varied in terms of amount and type, according to the needs of students
- the skill is used in a range of contexts.

To teach skills effectively you need to include learning activities that span the range from teacher-directed to student-centred learning, use groups of different sizes ranging from the whole class to small groups and use a range of teaching strategies which use higher order skills as your students progress.

Bloom's taxonomy of skills



Language skills for English

Students need to learn how to speak and listen, read, view and write. Students learn oral language skills through, for example:

- discussions
- debates
- oral and written reports
- interviewing opportunities.

Listening is an important activity therefore lots of opportunities should be provided. Guest speakers, CDs, tapes, radio, television, and stories read aloud are listening resources. When students come to expect a listening experience as a regular part of their classroom routine, their ability to attend to details in what they hear is quite likely to improve. Listening sessions could be completed with an oral or written account of what has been heard.

Writing skills

For every text chosen in each of the units, students must be able to write as well as read, view or listen and talk about something. Students must try to make sense and meaning in what they write. They must select appropriate words, phrases, expressions or be able to construct complete sentences to get the message across. The ability to write well takes a lot of practice therefore throughout each of the units ensure that students are provided with plenty of opportunities to write.

Using other language skills

Skill	Examples
Reading	<ul style="list-style-type: none">books, articles, magazine excerpts, newspapers, reviews, appendices and other printed matter
Viewing	<ul style="list-style-type: none">films, filmstrips, pictures, transparencies, television, DVDs as well as observing society and the cultural environment
Listening	<ul style="list-style-type: none">to records, tapes, guest speakers, teachers, parents, and peers
Speaking	<ul style="list-style-type: none">using spoken English in a range of situations from informal to formal

Place of vernacular in English

Maintenance of the student's language should continue when the texts that students produce relate to their societal cultural aspects meaning it is a cultural thing. However, the language of instruction at this level must be English as this is the language they are learning. In a text based approach to learning, there must be opportunity for the students to translate the information that they gather from the community or the society. Certain words can be used to describe and illustrate those things that do not have English names so that it makes sense to others.

Thinking and questioning skills

English assists students to analyse and think critically about the information they come across. They must be encouraged to ask questions. Students must be involved in the process of thinking critically about issues instead of simply accepting other people's ideas. The ability to think critically can be encouraged through reading, observing and being engaged in active discussions about societal issues in the classroom.

Thinking can be stimulated by presenting problems and issues and generating discussions on these. This can be built into the oral activities that are elaborated in each of the units. They could use the cues listed to prompt their questioning skills.

- What do you notice/see/find?
- what difference do you ...?
- what similarities do you ...?
- what could have happened if ...?
- what would ... be like if ...?
- how would you ...?
- what explanation would you give for ...?
- is this always so?
- does evidence of ... change the original explanation?
- if ... happened, what would happen next?

Teaching and learning strategies for English

Here are teaching and learning strategies which can be used to make learning more meaningful and interesting in English. You should vary your lessons by using different teaching strategies, making sure that the ones you use for the lesson are suitable for your lesson outcomes. Many of these strategies work together, for example developing *consequence charts* during *class discussions* helps students make realistic *decisions*.

Principles for teaching and learning English

A supportive learning environment – students should feel valued and challenged. They experience things around them safely and work collaboratively with others in class and outside. The collaborative efforts of parents and the community should be encouraged.

Opportunities to learn – where students encounter and are engaged in their learning. Students should be given opportunities to observe, practice, develop and apply new skills and understandings through talking about, listening to, reading and writing about a range of issues.

Connection and challenge – learning links to students' existing knowledge and skills. Learning should stretch what they know and can do. Allow students to venture into areas of challenge through critical analysis of issues around them through things they listen to, read about, observe or view. Their society is the best place to start.

Action and reflection – learning language is seen as an active process and a practical experience which uses the language tools for learning. Students should be encouraged to apply what they learn in the classrooms with real experiences.

Motivation and purpose – learning experiences must relate to achievement of clear and relevant outcomes that make sense to students. They must see the relationship in what they do with the wider communities and the application of the learning area.

Inclusively and difference – in a situation such as Papua New Guinea, there ought to be a build up of tolerance and respect for differences between learners and their cultural traits within different individuals. Learning to identify different cultural values through themes and issues from a range of texts should be encouraged. Language use should minimise the use of harsher words that may carry negative connotations.

Independence and collaboration – students should be encouraged to work together as much as possible ensuring that there is a grasp of concepts and ideas at a personal level. They can be encouraged to build this up through reading a wide range of materials and discussing the ideas that the texts contain and learning to summarise these collaboratively in groups.

Analysing values

Values analysis involves reading, observing and understanding how different individuals and societies establish themselves and value their practices and things that they do. Values are also about traditional lores and ways of life that determine the way a person should live. Observations, reading and discussions should be encouraged to learn about the different values systems that exist in different Papua New Guinea societies and to understand value positions held by individuals or groups within a community. The process of values analysis can assist students to:

- identify values involved in an issue, situation or problem
- distinguish facts from interpretations of facts or opinions
- identify different kinds of bias in statements.

Brainstorming

This is a technique in which an individual, a class or group meets in order to write down all the information already known on a topic, to develop new ideas or to stimulate creative thinking. Participants 'let the ideas come into their heads', write them down, sort them and decide which ideas require further research. Brainstorming is a useful way of finding out about prior knowledge of a topic and working around new ideas on an issue or topic that students can develop in their essays or other written presentations.

Classroom displays

A classroom display provides directions and gives ideas on quality work produced during class work. It stimulates learning, provides a record of learning as well as encouraging students to positively respond to learning through the quality work produced by others.

Cultural activities

Through participation in cultural activities, students are exposed to a variety of activities that give them insight into their own culture or that of others. These can be viewed and then discussed and written about in the classrooms. Programming should take into account local cultural events as well as national events.

Decision-making

Decision-making is the process of choosing from two or more alternatives. Decisions are best made after gathering information about the situation/event, considering the formation of possible alternatives before choosing between alternatives. Part of the process is the analysis and evaluation of the possible outcomes of the decision.

- Be aware of problems/situations in the class/community which require decisions to be made.

- Prepare role-plays or simulations when decision-making is involved.
- Be prepared to allow students to make decisions with unexpected outcomes.
- Use texts in media, literature, films, computer programs that involve making decisions.

Evaluation

Evaluation involves weighing options, consequences and evidence in decision-making contexts in order to make decisions and take action in just, caring and effective ways. The evaluation process often requires us to make decisions between values which are in apparent or real conflict.

Discussions

Discussions provide opportunities to express ideas and feelings and listen to others, to look at issues from other perspectives. However it is not practical with more than 20 people. If class discussions are going to be used in a large class, the class should be divided into two or more groups.

Guest speaker or visitor

A guest speaker or visitor is a person who is invited to share his/her experiences, knowledge and skills with the students. This may be a teacher from another class, a parent, a member of the local community or a representative from a group, organisation or institution.

Analysing issues

Issues can be drawn from a range of text that students study. Issues are very important for this subject as they form the context of learning in English. In literature the analysing of issues becomes very important as students engage in coming up with a main idea for speaking and writing. Writing and oral presentations should be about common issues surrounding students' lives, the world around them and beyond. Issues can be drawn from any field e.g. society, beliefs, culture or everyday happenings. It must be stressed that the essence of an issue is that there are different, often opposing views, most of which are based on reason. Different opinions about an issue may be due to:

- conflicting value stances
- use of power
- humanitarian ethics
- analyse how different contexts and situations influence personal values, attitudes, beliefs and behaviours.

Moral dilemmas

A moral dilemma depicts an apparent conflict between two or more courses of right action. The dilemma situation may be real or imaginary and should

always be discussed in a supportive atmosphere. Moral dilemmas may be drawn from a range of student experiences, current social issues, stories or important events. The dilemma may be set in a past, present or future context, or a combination of these. Discussions on a range of issues include moral dilemmas within society would be ideal for students to write stories about.

Open-ended stories

Open-ended stories are usually employed as a moral dilemma strategy. They may be used effectively with problems which may not necessarily involve moral dilemmas, e.g. to tell someone about an aspect of their behaviour that is worrying; to investigate something puzzling; to research historical events/situations. This can be used in conjunction with story telling in Units 9.3 and 10.3.

Oral history

An oral history provides a method of gathering data on a topic during a presentation by a speaker. The students listen, gathering information as an individual recounts life experiences, describing the events and/or traditions of the group(s) to which they belong. An oral history differs from an interview in that the person giving the oral history generally decides on the information that they wish to share with others. Their presentation may be more directed by the topic or an idea rather than student questions. These are stories that students can get their parents and others to relay to them.

Photographs and pictures

Photographs and pictures and other representations are visual texts. They can be used to develop numerous skills, e.g. observing, comparing, contrasting or analysing and appreciating. Photographs allow for reinvestigation of first-hand experiences at a later date. They also clarify and stimulate further inquiry. Students can take/use photographs as a means of gathering and recording information. They could also create stories from the pictures.

Presentations

Presentations are used to share or convey ideas. Presentations can be spoken, written or multimedia. They give students experience in organising, planning and presenting information and material to a particular audience and are therefore valuable experiences for both the presenter and the audience.

Problem solving

Students can be involved in identifying and working towards solutions to problems. The classroom, school grounds, community and home all contain problems which are appropriate starting points for investigation by students.

The purpose of learning through the application of problem solving skills is to link conceptual understandings with practical experiences. It is important that students be given opportunities to apply problem solving techniques to a range of issues.

The teacher's role is to:

- assist students identify problems that are relevant and solvable
- organise learning that develops skills in problem solving
- choose learning activities which encourage responsible actions

Reflective learning

Reflection is the act of thinking about what has been learnt. It often involves putting learning into a new context, looking at the experiences in a new light, interpreting what has been said or done for different applications or a new situation. Teachers need to provide time both during and at the end of any learning experience for students to contemplate the content and processes in which they have engaged. This time needs to allow for individual, small group and whole class reflection. As a result of reflective learning students may develop flexibility and creativity.

Role-play

Role-play involves taking on and acting out roles of real or imaginary individuals in varied, non-threatening simulated situations in order to clarify values and develop empathy with other people. Role-play is possible with most topics in the study of issues or current affairs.

- Explain the role-play to the whole class so that they begin from a common understanding of the situation.
- Cast beginning students with learners who are competent and relaxed. Acceptance of the role-play by some will give others more confidence.
- Avoid placing students in their usual life role as this can be self-defeating and will limit possible experiences for the students
- Be prepared to intervene where necessary
- Stop the drama after main behaviours and points have been observed
- Debrief role-play participants. This is an essential step as it helps players out of their roles. They must be disassociated from the role, both in their own eyes and the eyes of other students.

Using the internet for investigations

The Internet encompasses a number of facilities including the world wide web and electronic mail (e-mail). It is both a useful source of information on many topics and a means of communicating with people in other places. Specific skills are required to access information on the Internet and more importantly to critically evaluate and validate such information.

Assessment

Assessment is an important part of teaching and learning. It is used to:

- evaluate and improve teaching and learning
- report achievement
- provide feedback to students on their progress.

Assessment in English measures students' achievements of the unit learning outcomes described in the syllabus. It is an ongoing process of identifying, gathering and interpreting information about students' achievement of the learning outcomes and can be integrated into the students' normal learning activities.

Assessment *for* learning

Assessment *for* learning is often called formative assessment and is assessment that gathers data and evidence about student learning during the learning process. It enables you to see where students are having problems and to give immediate feedback which will help your student learn better. It also helps you plan your program to make student learning, and your teaching more effective. Often it is informal and students can mark themselves or their friends. An example is a quick class quiz to see if students remember the important points of the previous lesson.

Assessment *of* learning

Assessment of learning is often called summative assessment. It is used to obtain evidence and data that shows how much learning has occurred, usually at the end of the term or unit. End of year examinations are examples of summative assessment. It is usually done for formal recording and reporting purposes.

Assessing English

In assessing English, the content matter comes from the texts that are selected for study. The unit learning outcomes, which link to the broad learning outcomes, are assessed through specified assessment tasks. Assessment criteria for each unit outcome provide clear indications of how, when and to what extent, the achievement of the learning outcomes may be demonstrated. During the course of each unit students must complete the tasks specified in the content and the assessment tasks for the unit.

Remember, an outcomes approach to education focuses on what students must know and be able to do. At the end point of learning, your students must be able to listen to, read, view and interpret written and spoken English, as well as speaking and writing clearly themselves. Before assessing students, ample teaching must occur to ensure that they learn and know what they are expected to do in the assessment.

When you set an assessment task make sure that:

- the requirements of the task are made as clear as possible to the student
- the assessment criteria and performance standards are provided to the student so that they know what it is that they have to do
- any sources or stimulus material used are clear and appropriate to the task
- achievement is measured in terms of more than one outcome
- instructions are clear and concise
- the language level is appropriate for the grade
- it does not contain gender, cultural or any other bias
- materials and equipment needed are available to students
- adequate time is allowed for completion of the task.

Feedback

When you assess the task, remember that feedback will help the student understand why he/she received the result and how to do better next time.

Feedback should be:

- constructive so that students feel encouraged and motivated to improve
- timely so that students can use it for subsequent learning
- prompt so that students can remember what they did and thought at the time
- focused on achievement, not effort. The work should be assessed, not the student
- specific to the unit learning outcomes so that assessment is clearly linked to learning.

Feedback can take different forms such as:

- informal or indirect—such as verbal feedback in the classroom to the whole class, or person to person
- formal or direct—in writing, such as checklists or written commentary to individual student either in written or verbal form
- formative—given during the topic with the purpose of helping the student know how to improve
- summative—given at the end of the unit with the purpose of letting the students know what they have achieved.

Tests

A test is a formal and structured oral or written assessment of student achievement and progress which the teacher administers to the class.

Tests are an important aspect of the teaching and learning process if they are integrated into the regular class routine and not treated merely as a summative strategy. They allow students to monitor their progress and provide valuable information for you in planning further teaching and learning activities.

Tests assist student learning if they are clearly linked to the outcomes. Evidence has shown that several short tests are more effective for student progress than one long test. It is extremely important that tests are marked and that students are given feedback on their performance.

Principles of designing classroom tests

Tests allow a wide variety of ways for students to demonstrate what they know and can do. Therefore:

- students need to understand the purpose and value of the test
- the test must assess intended outcomes
- clear directions must be given for each section of the test
- the questions should vary from simple to complex
- marks should be awarded for each section
- the question types (true/false, fill-in-the-blank, multiple choice, extended response, short answer, matching) should be varied.

Tests should:

- be easy to read (and have space between questions to facilitate reading and writing)
- reflect an appropriate reading level
- involve a variety of tasks
- make allowance for students with special needs
- give students some choice in the questions they select
- vary the levels of questions to include gathering, processing and applying information
- provide sufficient time for all students to finish.

Who assesses?

Teacher assessment

Assessment is a continuous process. You should:

- always ask questions that are relevant to the outcomes and content
- check understanding of the previous lesson at the beginning of the next lesson through questions or a short quiz
- constantly check the students' written class exercises and homework activities
- use appropriate assessment methods to assess the tasks.

Frequency of assessment

You should schedule the specified assessment tasks to fit in with the teaching of the content of the unit that is being assessed. Spread out the assessment tasks so that some are programmed in the first few weeks of the

unit and others at the end of the term. You should take care not to overload classes with assessment tasks at the end of the term. Ensure that there are smaller pieces of assessment on a regular basis.

Judging student performance

Student achievement is recorded and reported against standards. You must use the performance standards provided in each unit of this Teacher guide when making a decision about the achievement of your students in relation to the unit learning outcomes. The performance standards describe the level at which the student has to be working to achieve a particular standard or mark.

Students should always have access to a copy of the assessment criteria and the performance standards so that they know what it is they have to know and be able to do to get a good mark in a particular task. The performance standards will help you in your marking and will help the student improve their performance in the future. They are useful when providing feedback to students as they explain what it is the student needs to do to improve.

Moderation

To ensure that you are interpreting the performance standards correctly when assessing your students, it is important to undertake subject moderation of student work within your school and with teachers of nearby schools.

To moderate student work, a common assessment task must be used and a marking scheme developed so that all students complete the same task under the same conditions, and all teachers use the same marking scheme. Teachers can then compare (moderate) the students' work and come to a common understanding of the performance standards and the requirements for a particular level of achievement.

Moderation enables you to be sure that your understanding of the required standards for levels of achievement is similar to the understanding of other teachers and that you are assessing students at the appropriate level.

Self assessment and peer assessment

Self and peer assessment helps students to understand more about how to learn. Students should be provided with opportunities to assess their own learning (self assessment) and the learning of others (peer assessment) according to set criteria.

Self and peer assessment:

- continues the learning cycle by making assessment part of learning
- shows students their strengths and areas where they need to improve
- engages students actively in the assessment process
- enables students to be responsible for their learning
- helps students understand the assessment criteria and performance standards.

Managing assessment tasks for English

The marking of assessment tasks is to be done strictly by the teacher.

To reduce the amount of work, it is necessary to get students to do smaller assessment tasks which are easier to mark than longer pieces. Teachers ought to think about their situation when it comes to planning of assessment tasks. There are significant changes from the way English has been assessed previously. In English there are two very important changes in assessments. The writing assessment and the presentation of oral work is the other change which now must be taken on board. They may seem too much at first but once teachers are able to build on the students' prior knowledge combined with new knowledge to produce texts, learning will flow smoothly. Building from simple to complex and from known to the unknown is the principle to follow in managing assessment tasks. Of the four assessment tasks prescribed, one or two can be done as assignments.

There are significant changes from the way English has been assessed previously. Each unit in the new English syllabus requires students to be actively involved in the creation and presentation of a range of written and oral texts. Each unit has two assessment tasks, both of which can be broken into smaller tasks spread evenly throughout the term to ease the demands of marking and to provide feedback for students.

Developing efficient methods of marking

Clarify assessment criteria—plan the assessment task carefully, and ensure that all students are informed of the criteria before they begin. Discuss the assignment and its criteria in class, giving examples of what is required. Distribute a written copy of the instructions and the criteria, or put them on the board. Making the assessment criteria explicit, speeds marking and simplifies feedback.

Assess in class—use class time to carry out and to assess tasks. Oral tasks should be fairly administered with equal time given to all presenters against the same conditions. Oral presentations can be supported with the inclusion of posters or other aids to support students' efforts. *Feedback to the whole class*—feedback to the whole class can cut down on the amount of individual feedback required. On returning assessed work, emphasise the criteria for judging the work, discuss the characteristics of high and low quality work, and highlight common strengths and weaknesses. The best written essay or letter can be displayed for other students to see and learn from. Common errors in features and structures of language use should be displayed for all to see.

Set group-work alternatives—group work should be encouraged. Assess one report per group. The student's mark is the group mark, but may include a component based on the contribution of the individual. A strategy for allocating an individual mark includes each member of the group using criteria to evaluate the relative contributions of each member, with the marks averaged for the individual.

Treat each task differently

Every piece of work need not be evaluated to the same degree; a mark need not be the outcome in every case; and every piece of student work need not contribute to the final grade. Assessment is designed to enhance the teaching and learning experience for the teacher and the learner, not just to give students marks.

Portfolios

Portfolios provide evidence for judgments of student achievement in a range of contexts. In Unit 10.1 students are required to present a portfolio for assessment purposes. This means that the portfolio has a clear purpose that is linked to the unit outcomes. It must contain a specific collection of student work or evidence. This collection of work should provide a fair, valid and informative picture of the student's accomplishments. It should not contain *all* the work the student has done in the unit, or be just a collection of materials that the student has put together to do with the topic. Materials for the portfolio should be specified by the teacher.

The portfolio:

- provides selected samples of a student's completed and best work
- establishes a clear link between the work samples and the unit outcomes
- should be put together from work done throughout the unit, and completed at the end of the unit for assessment purposes.

Managing the portfolio

The portfolio does not have to be a folder or binder; it can be in the form of an exercise book with the student marking the pages they want to have marked as part of their portfolio.

Written tasks

Written assessment task can be as small as a paragraph or as long as a page or two. Emphasis should be on teaching students to write. If the teaching at Grade 9 focuses on writing, reading, viewing among the other strands emphasised students will have no problem by year ten. They should be able to manage longer pieces of writing or essays and be confident writers to make meaning.

Essays and assignments

Essay writing is a complex skill which must be taught effectively and precisely. All units are designed with specific written tasks, some of which are essays. Essay writing skills must be taught adequately to ensure that students learn how to organise their thoughts together in formal written genres. When writing an essay a student can develop an extended argument, interpret, translate, apply, critique and evaluate. These skills will be further developed through the examination of the reading and viewing texts prescribed. Students can be given written assignments which would require some research into an issue or a situation which they could put together for assessing.

Oral presentations

Oral presentations provide opportunities for students to demonstrate skills developed through class activities. Audibility of voice and clarity are distinct features of an oral presentation when speaking to an audience. Students need to plan what they are going to say. They can be shown how to use small cue cards to assist them in their oral presentations. Their presentations must be timed and the content clearly defined. In group presentations, each group member has a task to perform however, as part of teaching and learning or formative assessment all group members should have an opportunity to represent the group in the oral presentation aspect. Peer assessment can be used to provide feedback to the group and presenter before the final assessment is due and the teacher can allow for this. Group presentations can also be shared among members thus allowing all members a turn at talking.

Conducting oral presentations should not take more than three periods at the most in a unit. Each student can be given less than five minutes to make the presentation. Marks can be awarded against your own criteria for speaking and listening. See a sample of oral assessment criteria given on page 24. Use this as a guide to devise your own.

Reports

Reports are an authentic form of assessment. They encourage students to develop observation and recording skills, and require organisational skills in both collecting and analysing information and communicating information clearly.

There are many different report formats. The styles of reports will depend on the units and topic, but they all have common elements.

Report writing differs from essay writing because it has a different purpose. Reports are common communication tools as they assist in the decision making process. Written for a particular purpose they usually outline a problem, provide the relevant facts and ideas relate to the situation, and then recommend a course of action.

Reports in English can be oral or written or a mixture of these. The duration of reports will vary according to the task.

Managing individual and group presentations

Group and individual oral presentations and reporting back to the whole class are a marked feature of the teaching and learning of English. Encourage a lot of these oral activities and ensure that all take part at one time or another. During presentations others can be involved in listening and taking notes or summarising the information heard.

The best approach is to allocate or allow students to choose from a variety of topics; to develop clear criteria for presentations; and to require the rest of the class (audience) to take notes, identify key points or write a summary to enhance their learning. Make sure individuals and groups have access to a fair share of adequate resources to complete the task.

For individual presentations select two or three students to present at the beginning of each lesson over several weeks rather than using 4–5 lessons in a row just listening to speeches.

A number of strategies can be used to manage group presentations.

- Assign each group a different topic or part of a topic to avoid repetition (e.g. the jigsaw approach)
- If the activity is essential learning then give all groups the same topic but ask each group to report back on one aspect of the topic only.
- Don't allocate the report back section until all groups have completed the task. For example groups pin their work sheets on the wall and you highlight one item on each sheet and ask the group to describe or explain that item.
- Rather than reporting back, all groups display their work and then students are required to read and answer questions on work from groups other than their own.
- If group work is a regular activity make sure all students have a turn at reporting back, and at different group roles.

Essays and assignments

Essay writing is a complex skill which must be taught effectively and precisely. All units are designed with specific written tasks, some of which are essays. Essay writing skills must be taught adequately to ensure that students learn how to organise their thoughts together in formal written genres. When writing an essay a student can develop an extended argument, interpret, translate, apply, critique and evaluate. These skills will be further developed through the examination of the reading and viewing texts prescribed. Students can be given written assignments which would require some research into an issue or a situation which they could put together for assessing.

Marking assessment tasks in English

The marking of written or oral assessment tasks in the units should allow for a great deal of flexibility. English is a difficult language to learn especially if students are coming from a background in which English is not commonly used. The assessment tasks allow students to demonstrate their language growth through responding to and composing a range of types of text. Students are assessed on their ability to compose texts for a range of purposes, audiences and contexts. In responding to texts students demonstrate their understanding of how meaning is shaped in texts.

Performance standards are provided for each task to guide you when making decisions about the achievement of your students in relation to the unit learning outcomes. The performance standards describe the level at which the student has to be working to achieve a particular standard or mark.

Assessment criteria for written assessments

These criteria can be used for a range of written presentations. Adjustments can be made to suit varying contexts such as a narrative, letter and report.

Introduction	<ol style="list-style-type: none"> 1. Introduce well by making a point or explicitly stating the main topic (or thesis statement) 2. Create interest to hold attention
Content/body of text	<ol style="list-style-type: none"> 1. Knowledge of subject content 2. Ability to demonstrate and develop a clear line of argument 3. Good use of ideas and language 4. Smooth flow of ideas that connect from one to the next idea 5. Cohesiveness and unity of ideas 6. Imagination, originality and creativity of ideas
Features and structure of language	<ol style="list-style-type: none"> 1. Correct use of grammar, syntax, morphology and spelling 2. Good sentence structure 3. Effective use of paragraphs to separate points of discussion
Conclusion	<ol style="list-style-type: none"> 1. Able to conclude well by effectively summarizing the argument or idea 2. Main points or important ideas reemphasized

Assessment criteria for oral presentation

These criteria can be used for an oral presentation. Adjustments can be made to suit varying contexts.

Introduction	<ol style="list-style-type: none"> 1. State the purpose of the talk 2. Present the outline of the talk 3. Create interest to hold attention
Content/body of text	<ol style="list-style-type: none"> 1. Suitability of content for purpose and audience 2. Coherence and organization of ideas 3. Presentation of main points in logical order 4. Explanation or clarification of difficult or unfamiliar issues 5. Demonstration of concepts, knowledge and understanding of content area 6. Creativity of thought and presentation of interesting views
Presentation	<ol style="list-style-type: none"> 1. Appropriate use of language 2. Ability to speak well and not read 3. Good use of supporting materials 4. Appropriate length 5. Effective use of pauses, pitch and tone of voice 6. Effective use of facial expressions and body language including posture and maintaining eye contact
Conclusion	<ol style="list-style-type: none"> 1. Effective summary of the argument or idea 2. Main points or important ideas reemphasized

Using text types to develop literacy knowledge and skills

Teaching literacy

There are multiple ways of being literate. People can be literate technologically, culturally or socially. They can be print literate, media literate, computer literate or classroom literate. Texts written and read in the contemporary world are produced through a range of technologies. Print is just one of these.

Traditionally teaching literacy has been about teaching writing (encoding) and reading (decoding) skills using alphabetic print texts. Literacy was linked to books and writing of a literary nature such as plays and poetry. Print remains an essential medium for learning to read, write and speak with confidence and effectiveness, but contemporary language and literacy education must also teach students to interpret and create texts from a range of technologies involving different media.

Being multi-literate requires mastery of communication in different modes, disciplines and technologies as well as the ability to critically analyse texts. It requires students to use different literacy knowledge and skills in various social and cultural contexts.

Critical literacy

Analysing texts helps develop critical literacy. Critical literacy makes the assumption that language is not neutral. In other words authors of oral or written texts bring their own values, beliefs, attitudes and cultures to the texts they produce. They are speaking or writing with the intention of influencing the audience.

Critically literate students analyse texts by questioning and challenging the attitudes, values and beliefs that lie beneath the surface. They learn to identify the hidden messages that may be trying to position or influence the audience.

Critical literacy of texts can be in written, visual or the oral form. To develop critical literacy skills students can be involved in activities where they:

- analyse meaning in texts
- identify the purpose for texts and the author's intention
- understand that texts represent particular views, omit other people's points of view and influence people's thinking
- question and challenge the ways in which texts have been composed
- interpret texts in different ways
- understand that texts may have different meanings for different people
- present their opinions on issues raised in texts.

Analysing texts

Analysing texts is a way of learning about the way language is put together or constructed. One of the most important features of a text type is the

structure and organisation of the information it contains. Letters do not look like reports, and reports are structured differently from narratives.

Students see how language changes to suit the **purpose**. For example when writing an exposition the writer is trying to persuade the audience to agree with his or her point of view on an issue. So the writer uses persuasive language and techniques to convince the audience that their point of view is correct or of great benefit. Oral language also changes to suit the purpose.

Students will also come to realise that language changes to suit the **audience**. For example when writing narratives, the writer must be aware of the age and the interests of the audience and select the appropriate language and content. If writing for young children the writer will use simple, familiar language and lots of colourful pictures to support the text. Again oral language changes to suit the audience.

Students will learn also how language changes to suit the **context**. For example students use quite different language when they are with their friends at lunch time or playing sport, than when they are giving a formal presentation or at church. Written language also changes to suit the context. Reports for example use technical terms, whereas explanations and narratives use descriptive language.

- Provide students with samples of the text type being taught. Together you and your students analyse the text examples to identify the text structure and the different language features.
- Students see from sample texts how language is put together. Take opportunities to explicitly teach conventions of language such as vocabulary, grammar, spelling, pronunciation, tense and punctuation. These skills must be taught explicitly because for most students English is a second or even third language and they need regular practice of the skills to become proficient.
- Provide plenty of opportunities for your students to work individually, in pairs or small groups to construct their own versions of the text type.

Literary texts

Literary texts include spoken and written texts that explore and interpret human experience, usually in such a way as to evoke in the reader or listener a reflective, imaginative and/or emotional response. There is a wide variety of literary texts, many of which overlap, as in the case of narrative poetry. Literary texts include not only books but other media such as magazines, film, radio, television and computers.

Factual texts

Factual texts are those that present information, ideas or issues in such a way as to inform, instruct, enlighten or persuade the reader or listener. Factual texts may be spoken or written and may include visual elements. In spoken texts an important part of the meaning comes from gestures, facial expressions and the use of technology. In written texts, meaning is also contained in visual elements such as graphs, maps, photographs, grids, diagrams, drawings and labels.

Text types (genres) and their features

The terms 'text types' or 'genres' are used to refer to the way information is organised and structured, using language features that are appropriate to the purpose and context of the text to be produced. The following text types are widely used in the community and can be used to help students understand how language is developed and used in interesting, meaningful and powerful ways for different purposes. For example, we tell, read and write narratives to share experiences for enjoyment. We use recounts to retell events for entertainment or for information. We use procedures to explain how to make or do something. We use reports to present factual information and explanations to explain why certain things happen the way they do. Arguments or expositions are usually used to present different points of view in powerful, persuasive ways.

These text types are classified for teaching purposes. In real life texts are often 'mixed'. A narrative, for example, might contain a description of a setting; a procedure might conclude with an explanation.

Literary Texts		
Text type	Purpose	Features
<p><i>Narrative</i></p> <p>for example, some picture books, short stories, novels, ballads, fairy/folk tales, myths, legends, some song lyrics, films, videos, television programs; fiction, anecdote</p>	<p>to entertain, create, stimulate emotions, motivate, guide teach</p>	<p>complication and resolution; dialogue; character development; setting; plot; descriptive language; moral or message; action verbs; often in past tense; alliteration; personification</p>
<p><i>Literary description</i></p> <p>for example, picture books, poems, myths</p>	<p>to describe in literary terms natural, physical, cultural and individual phenomena</p>	<p>adjectives, similes, metaphors, poetic language; alliteration; personification</p>
<p><i>Personal response</i></p> <p>for example, response to literature questions, some picture books, diaries, journals, some poems</p>	<p>to summarise and respond personally to a text to record events and respond to them in a personal way, not necessarily in a sequential way</p>	<p>adjectives, similes, metaphors, poetic language; alliteration; personification</p>
<p><i>Review</i></p> <p>for example, oral and written commentaries about literary texts and creative arts usually found in print, radio and television</p>	<p>to summarise/analyse a literary text such as a book or film and assess its appeal and value</p>	<p>title, author, dedication; summary of events; character assessment; positive or negative response; recommendation</p>
<p><i>Literary recount</i></p> <p>for example, short stories, fables, autobiographies, films etc</p>	<p>to entertain by dealing with a sequence of events that establish a relationship between a writer, reader, speaker, listener</p>	<p>orientation; chronological sequence, time words e.g. after, during, before, language of assessment e.g. successful, influence; personal comments; summary; past tense</p>

Factual Texts		
Text type	Purpose	Features
<p>Information report For example, scientific texts, documentaries, investigations, encyclopedia, work analysis, news reports</p>	to classify and describe general classes of phenomena; to inform objectively or persuasively	classification; description; technical details; diagrams and sketches; headings; statement of position; relevant details
<p>Procedure For example, information books, programs focusing on how to do or make things, recipes, instruction manuals, messages, directions – both spoken and written, instructions – both spoken and written, meeting agendas, experiments, instructions for craft activities, 'how to do it' kits.</p>	to tell someone how to do or make something using a set of instructions. to achieve a goal or outcome using a sequence of steps	labeling of stages; numbering of steps; action verbs; sequencing words; direct commands; list of ingredients etc; present tense; adjectives and adverbs
<p>Factual description For example, information books, documentaries, reference books, police report</p>	to describe a particular living or non-living phenomena	technical language; describes parts, qualities, characteristics; verbs of being and having
<p>Factual recount For example, oral and written histories, news articles, documentaries, biographies, investigations, personal letters</p>	to record a series of events in the sequence in which they occurred; to tell us what has happened already	orientation; chronological sequence, time words e.g. after, during, before, language of assessment e.g. successful, influence; summary; past tense
<p>Explanation For example, science texts, operation manuals, documentaries, school text books</p>	to explain how something works; to explain events and issues; to explain how and why things happen	subject specific language, objective language, causal linking words such as if, when, why; focus on non-human things; nouns; passive voice; cause-effect; comparison and contrast;
<p>Exposition (argument) For example, essay, debate, editorial, letters to the editor, propaganda</p>	to state a position with respect to an issue/event and to argue a case for or against to persuade reader or listener to take action	statement of position; organised information; supporting examples; logical presentation; impersonal style; summary; emotive words; conjunctions of reason e.g. because, since; figures of speech; rhetorical questions
<p>Discussion For example, submissions, debates, speeches</p>	to examine issues from more than one perspective and make recommendations supported by evidence	shifting points of view e.g. however, on the other hand; logical information to support case;
<p>Transactions For example, letters, memos, facsimiles, invitations, notes, advertisements, sales notices</p>	to transfer information or ideas between people (most common communication in everyday life)	different levels of formality e.g. personal letter is informal; specified conventions e.g. salutations, closures;

English requirements

There are no optional units in English. All units are to be covered. However the teacher is able to choose text types to be covered from the list in each unit. Teacher selects texts that are readily available at the schools or in the community. Newspapers are a recommended source of various text types.

Grade 10 units build on the learning in Grade 9.

If resources such as novels, play scripts etc are limited, units can be taught in different order for different classes.

Grade	Unit		Text types
9	9.1 Home and Leisure	Term 1 10 weeks	Personal letters, song lyrics, newspapers and magazines, instructions and labels, timetables and schedules, and posters and signs.
	9.2 The World of Work	Term 2 10 weeks	Workplace texts, business letters, reports, job description, classifieds
	9.3 Stories from Papua New Guinea and the World.	Term 3 10 weeks	Poem or picture stories, novels and short stories, traditional stories, legends and myths, short plays or scripts, narrative films, DVDs and video clips.
	9.4 Persuading and Informing	Term 4 10 weeks	Letters to the editor, advertisement, films and songs, debates, speeches.
10	10.1 The Home and Society	Term 1 10 weeks	Book review, narrative film review, personal recount, cartoons and comics, and short story analysis.
	10.2 The World of Work	Term 2 10 weeks	Advertisements, job advertisements, business letters, resumes and CVs Interviews, notes and summaries and graphs and tables.
	10.3 Papua New Guinea and World Literature	Term 3 10 weeks	Novels, short stories (Papua New Guinean), plays, autobiographies and biographies, narrative poems.
	10.4 Persuading and Informing	Term 4 5 weeks	Public speaking, newspaper editorials, forms of visual persuasive texts, documentaries, lyrical poems and songs.

Planning and programming units

The main purpose of planning and programming is to help you to arrange the presentation of the unit in an organised manner. This will help you to know what to teach and when to teach it. It is strongly recommended that you plan with the other teachers who teach the same grade. By planning together, you will *all* have better lessons and make better use of your limited resources.

Points to consider when programming

- Which unit learning outcomes are students working towards?
- What is the purpose of this unit/topic/learning experience?
- Which learning experiences will assist students to develop their knowledge and understandings, skills, and values and attitudes in the subject?
- What are the indicators of student learning that you would expect to observe?
- How can the learning experiences be sequenced?
- How do the learning experiences in the unit relate to students' existing knowledge and skills?
- How are individual learning needs to be catered for?
- What are the literacy demands of this unit/learning experience?
- What authentic links can be made with the content of other subjects?
- How can school events and practices be incorporated into the program?
- Do the assessment methods address the unit learning outcomes and enhance the learning?
- How can the assessment be part of the teaching and learning program?
- Which options and projects can be done to make best use of the school's resources?
- How can a balanced program be developed?

The planning process

In this teacher guide, ideas for programming and organising each unit have been provided. These have been arranged in steps to help you teach the unit. The steps follow the thinking processes involved in the outcomes approach.

Step 1 – Interpreting the unit learning outcomes

The first step is to read the unit description in the syllabus and then study the unit learning outcomes to determine what students will know and be able to do by the end of the unit.

You need to look at the action verb, concept and context of each learning outcome. This will help you see what skills and knowledge are embedded in

the outcome. Remember the unit learning outcomes link to the broad learning outcomes.

This teacher guide gives you a brief description of the main requirements of each learning outcome.

Step 2 – Planning for assessment

It is necessary to study the assessment requirements of the unit early in your planning to ensure that you teach the content and skills students need to achieve the unit learning outcomes.

The assessment tasks are described in the syllabus. They indicate what specific knowledge and skills students will need to demonstrate that they have achieved the unit learning outcomes.

You will have to decide when to schedule the assessment tasks to allow yourself time to teach the required content and time for students to develop the necessary skills. You will also need time to mark the task and provide feedback. Practical tasks may, for example, be broken into a series of stages that are marked over several weeks as students progress with making their product. It is not appropriate to leave all the assessment until the end of the unit.

This Teacher Guide provides the performance standards which you must use when you are marking the tasks. This is to ensure consistency with marks awarded to students in all schools in Papua New Guinea. However you must develop clear and detailed instructions for completing the task yourself and ensure all students know exactly what they have to do.

Step 3 – Programming a learning sequence

This step requires you to develop a program outlining a sequence of topics and the amount of time spent on each topic. You may follow the topics in the order they are listed in the syllabus or you may cover the topics through integrated activities or a thematic approach.

To develop your program you need to study the topics listed in the syllabus and to think about the learning activities that will best provide students with the opportunity to learn the content and practice the appropriate skills, and how long the activities will take. You will have to think about some major activities that last several weeks and smaller activities that may be completed in a single lesson.

Once you have completed your unit plan you will have to consider each topic in more detail. For example, if you have allocated two weeks for a topic that means you have ten lessons available (five lessons per week). You will have to develop a plan for each topic that includes in more detail what you will cover in each lesson. Your topic plan must include a sequence of student activities and teaching points that contribute to the overall achievement of the unit outcomes. Your topic plan should include what you think your students will do in each lesson, but you must remember that the individual lessons must flow logically, one from the previous and must be adjusted according to how students are progressing through the topic. You may develop outcomes for the topic and for each lesson, but these must be related to the unit outcomes.

This Teacher Guide provides a sample program for each unit. It does not provide individual lesson plans.

Step 4 – Elaboration of content and activities

Once you have mapped out your program for the term you must then develop more detailed plans for each topic in the unit. All units require students to be actively engaged in learning, not just copying from the board. Remember that the core function of the syllabus is centred on the three strands and English is best taught through the integration of all the strands.

Reading and viewing, writing and speaking should form the core activities of all English lessons. It must be ensured that all three components are included in all the activities for a topic or text type chosen. For the purpose of regular control and maintenance of lessons, it would be appropriate to design smaller activities that are manageable at the teacher's level which must not lose sight of some reading, viewing, listening, speaking and writing. A single topic could spread through out a series of lessons to ensure adequate coverage of activities specified and selected by the teacher.

Browse through the text books and teaching resources you have access to and list chapters, pages or items that you will use for each topic in your program. The text books should also provide you with ideas for activities related to the topic. You may have to collect or develop some resources for yourself.

Once you have sorted out your ideas and information you can then develop your more detailed weekly program and daily lesson plans.

This teacher guide gives examples in each unit of some activities you might like to use to ensure active learning. It also gives background information on some of the content.

Planning and programming English units

9.1 Home and Leisure

Step 1 – Interpreting the unit learning outcomes

Study the learning outcomes to determine what students will know and be able to do by the end of the unit.

Remember this unit learning outcomes link to all four broad learning outcomes.

Outcome 9.1.1: Create simple written and oral texts demonstrating control of language when communicating with familiar audiences

This outcome requires you to teach students the language features and structure of a variety texts and to provide opportunities for them to create their own texts and to speak about a range of topics using appropriate language for familiar surroundings such as the home or the community.

Outcome 9.1.2: Read, view, listen to and discuss texts about, or used in, everyday home and leisure activities in the wider Papua New Guinean community

This outcome requires you to teach reading skills and to provide many opportunities for students to view, listen to and discuss a wide range of texts used in everyday life in Papua New Guinea.

Step 2 – Planning for assessment

Study the assessment requirements of the unit. These will tell you what specific knowledge and skills students will need to demonstrate they have achieved the learning outcomes.

For assessment task one students compose an oral text or texts relevant to the home or the leisure environment.

Assessment task two requires students to compose one or more written texts relevant to the home or leisure environment.

These tasks are seeking evidence that students can write texts and speak about familiar situations or issues in the home or school. They must provide a personal view point and support the viewpoint with facts and evidence. During the course of the unit you will have to make sure students are taught these skills and that they apply them to different topics.

Assessment tasks need clear instructions to help your students meet the criteria; to help you mark consistently; and to help students see the relative importance of different components of the task.

Example of clear task instructions

Written task

Write two personal letters – one to a close friend and one to a relative describing an event or incident that has had an impact on your life. Your letters must be set out correctly including addresses, greetings and signature. The letters must have appropriate paragraphs with a smooth flow of ideas expressed in cohesive, complete sentences. Care must be taken to ensure correct grammar, syntax and spelling. The tone of each letter must match the topic and the recipient.

Example of a marking guide

Written task (2 personal letters – 25 marks each)

- | | |
|--|-----------------------|
| ▪ <i>Topic – description of event/incident, personal viewpoint</i> | <i>5 marks</i> |
| ▪ <i>Style – tone, vocabulary</i> | <i>5 marks</i> |
| ▪ <i>Structure</i> | |
| ○ <i>layout (address etc)</i> | <i>5 marks</i> |
| ○ <i>spelling, grammar, syntax</i> | <i>5 marks</i> |
| ○ <i>paragraphs, flow of ideas</i> | <i>5 marks</i> |
| | <i>Total 25 marks</i> |

The performance standards for marking the assessment tasks are at the end of the unit.

Step 3 – Programming a learning sequence

Read the information on pages 22 and 23 of this guide to help you identify the key features of the text types you have selected. There are some suggestions for you in the sample program and the elaboration section but most of the activities are for your students to complete.

Sample program			
Week	Topics	Activities	Assessment
1	Personal letters (narrative, recount) <ul style="list-style-type: none"> ▪ Parts of a letter ▪ Addresses (including the envelope) ▪ Tone and language 	<ul style="list-style-type: none"> ▪ Read and study examples of letters ▪ examine grammar features ▪ Write personal letters to friends and relatives 	
2–3	Radio programs	<ul style="list-style-type: none"> ▪ Listen to the radio for two lessons at different times of the day and take note of the components of the programs ▪ identify the audience for the programs and discuss how the programs cater for them 	
4–6	Newspapers and magazines (recount, report, exposition) <ul style="list-style-type: none"> • Parts of a newspaper • Layout of news articles • Language features of articles • Organisation of news articles – who, what, when, where, why? 	<ul style="list-style-type: none"> • discuss importance of newspapers and magazines as texts • In groups identify the parts of newspapers supplied • examine grammar features of different types of articles • write articles for a class/school newspaper 	Wk 6 Three minute oral presentation on an issue raised for examples, in the songs or newspaper articles or delivering a set of instructions
7–8	Instructions and labels (procedures, explanations)	<ul style="list-style-type: none"> • study examples of instructions and labels • in groups discuss the importance of the language used for instructions and on labels • examine language features and structures • write sets of instructions • design labels for items 	
9	Timetables and schedules (procedures, explanations)	<ul style="list-style-type: none"> • discuss the purpose, audience and language features of timetables and schedules • study samples of the text types • construct sample timetable (e.g. lesson timetable, dormitory schedule) 	Produce two written texts on, for example, issues raised in music, newspaper articles or delivering a set of instructions relating to the home.
10	Posters and signs (procedures, explanations)	<ul style="list-style-type: none"> • identify the kinds of messages communicated through posters and signs • examine language features and structures • discuss how posters or signs relay messages • analyse features such as colour, symbolic representation (visual impact) • design poster and/or signs 	

Once you have completed your unit plan you will have to consider each topic in more detail. For example, if you have allocated two weeks for a topic, that means you have ten lessons available (five lessons per week). You will have to develop a plan for each topic that includes in more detail what you will cover in each lesson. Your topic plan must include a sequence of student activities and teaching points that contribute to the overall achievement of the unit outcomes. Your topic plan should include what you think your students will do in each lesson, but you must remember that the individual lessons must flow logically, one from the previous and must be adjusted according to how students are progressing through the topic. You may develop outcomes for the topic and for each lesson, but these must be related to the unit outcomes.

Step 4 – Elaboration of content and activities

Week 1: Personal letters

Personal letters, as the name suggests, involve writing to people we know and are about subjects that are close to us. A 'personal voice' in letter writing means that the letter is written as though a conversation is being held between the two persons writing to each other. Personal letters can be about any subject. Letters serve a range of purposes such as communicating news, to complain, and to inform someone about some happenings.

A good letter will have the following components:

- appropriate layout
- a strong sense of audience
- a clear structure.

Sample activities

- Brainstorm to identify what students already know about personal letters.
- Revise parts, structure and language of letters.
- Read and discuss content of sample letters.
- Write personal letters to different people using appropriate structures and features and demonstrating change of tone and language appropriate to audience.

Grammar points – present simple tense, present continuous, future tenses, the verb: to be, past perfect

Weeks 2–3: Radio programs

- Listen to different radio programs. List the type of programs that people like to listen to. What types of program do people often like and discuss why. Identify the audience that these programs appeal to.
- Discuss the radio programs you like to listen to. What segments appeal to you most? Why?
- In small groups think about the types of radio programs that appeal to different people. Include advertisements, talkback session, music and information segments.

- Discuss why? Record their discussions on paper and share information among group members.
- Present the groups' summary to the whole class.
- In small groups create a script for a ½ hour radio program for your peers. Include advertisements, talkback session, music and information segments. If resources are available record your program.

Grammar: present perfect, past simple, past perfect.

Weeks 4–6: Newspapers and magazines

Resources: the local newspapers, magazines.

Newspapers and magazines articles and reports provide information and entertain. At the start of the article, the main facts are given before the details are added during the rest of the text. There are many different styles of newspaper articles, some to inform, for example news articles and others to entertain, for example the feature articles. Study sample newspapers and identify the different sections.

- Examine a news article and study how the whole text is organized.
- Study the layout features of newspaper articles. These are designed to catch the reader's eye.
- What do these other layout features do, for example the strap line, bolded texts, texts written in columns, the tone, vocabulary and the sentence structures?
- How have they set out the opening and the closing remarks?
- How are the paragraphs organized and why?
- Write news, feature articles and a sports section for a class, school or community newspaper.

Grammar points – third person, direct speech, quotations, active and passive voice, questions

Weeks 7–8: Instructions and labels

It is important for students to learn how to read, write and comprehend instructions for activities that are widely applicable to their home and society and to interpret product labels accurately.

It is important for students to learn something that is widely applicable to their home and society. A range of possibilities include studying instructions for building a chicken coup, sewing meriblouses, bilum or clay pot making, carvings, recipes for scones, harvesting betel nut, making copra or a process of a mumu or an igir, looking after rabbits or raising pigs. There are many others possibilities.

Sample activities

- Collect examples of instructions such as recipes, operating manuals for machines, constructions plans and compare the layout and language.
- Discuss why instructions are written as a series of steps.

- Select one of the projects from the above list, for example, building a chicken coup. These are common throughout most homesteads in PNG and it would be appropriate for students to have a set of instructions on how this is done:
 - Identify the types of materials required for this project and write out a set of instruction
 - centre discussions on why such a venture is important for the average Papua New Guinean family. They could talk of family ventures in which the spoken aspect of English could be emphasized, such as posture, tone, pronunciation and aspects of delivering a set of instructions to an audience. For example, the ideas of financial sustenance, food and nutrition and small business ventures could play a significant role here
 - develop a set of verbal instructions for classmates to follow
 - a vocabulary exercise could be drawn from this activity
 - the language features and structures used in an instruction should be examined at length. Although a practical lesson could not be possible, this is one project that could integrate well with Business studies, Agriculture and Design and Technology.
- Other activities could follow the same pattern.
- Develop a set of verbal instructions for classmates to follow, for example tying shoelaces or wrapping a parcel.
- Labels could include the examination actual labels on a product such as poisonous substances.
- Discuss the use of warning on products such as cleaning fluids, medicines that children and adults should be aware of.
- Collect empty product boxes, containers and/or labels and study the layout and language used. Develop a vocabulary list of words on the packages and labels and find out their meanings.

It is imperative that the activities selected do not lose sight of the features of language. An examination of the structures within and also the discussion points which should be closely monitored to ensure that correct speech patterns are developed.

Remember all activities must include all three strands as stated. There must be speaking and listening, reading and writing.

Grammar points – simple present tense, active and the passive voice, present perfect, and conjunctions

Week 9: Timetables and schedules

Resources: Samples of shipping information, airline schedules, television guides, events programs, school timetables

Transportation of people and things is a daily occurrence and an important activity for the economy of any country or society. Being able to read information such as shipping or flight schedules will enable people to easily get on with their lives.

- What are schedules? What information is given in such texts? Discuss these questions at length. Give students ample information and examples.

- Provide samples of schedules and time tables. These could be obtained from the airline companies that operate within the country. Other schedule or information could also be obtained such as shipping schedules from the newspapers.
- Schedules form the students' most important information literacy in their lives after school. For instance; students could discuss the importance of shipping schedules for their livelihoods. Highland's students could talk about the shipping lines in relation to their shipping of goods such as vegetables. The coastal students could discuss the importance of shipping schedules as a means of transportation of people and goods such as agricultural produce. There could be discussion on flight schedules and how to read these. What is the importance of such information and how might this information be significant to them as individuals?
- Examine the features of the school time table. At this point students could be asked to do a sample on an A3 sheet of paper for display and discuss.
- Draw up a study timetable for yourself or a sports roster or work parade roster for your grade.
- Develop a weekday and weekend schedule for an effective community PMV service.
- Study the TV lift out from a newspaper and identify all the times you could get information about world events (news, current affairs), or travel destinations.

Grammar points – headwords, structures of sentences or words, other grammar point that relates to the texts in use. These could include present simple, continuous, future tenses, enumerations, conjunction and abbreviations.

Week 10: Posters and signs

Resources: Sample posters from government and NGO groups could be collected for these activities.

- Display samples of posters and signs collected and discuss the information displayed. What is the intended meaning and purpose of the posters or the signs?
- Analyse the features of colour, symbolic representation, the structure and other linguistic devices used.
- Design a poster for a cultural day or a fundraising activity such as a dance.

Performance standards

You must use these performance standards for marking the assessment tasks. Students must have access to a copy. To ensure a fair distribution of marks there should be two oral and two written assessment pieces to collect the total 100 marks.

9.1 Performance standards for assessment task one: Compose an oral text or texts relevant to the home or leisure environment				
				50 marks
Criteria	Very High Achievement 45-50	High Achievement 35-44	Satisfactory Achievement 25-34	Low Achievement 0-24
Produce appropriate oral texts based on issues relating to the home and the leisure environment	Appropriate oral text based on significant and relevant issues relating to the home and the leisure environment	Appropriate oral text based on relevant issues relating to the home and the leisure environment	Appropriate oral text chosen on issues that closely relate to the home and the leisure environment	Oral text produced is inappropriate or unrelated to the home and the leisure environment
Use appropriate structures and content for different forms of home and leisure activities in oral texts	Excellent use of appropriate structure for the chosen text. Significant and relevant choice of content relating to home and leisure environment	Good use of appropriate structure for the chosen text. Relevant choice of content relating to home and leisure environment	Satisfactory use of appropriate structure for the chosen text. Some relevant choice of content relating to home and leisure environment	Inappropriate structure for the chosen text. Choice of content unrelated to home and leisure environment
Consider audience and adjust style to suit the purpose	Excellent choice of text for the audience and purpose. High level of adjustment of style where appropriate	Good choice of text for the audience and purpose. Consistently adjust style where appropriate	Satisfactory choice of text for the audience and purpose. Some adjustment of style where appropriate	Limited choice of text for the audience and purpose. Unable to adjust style to suit text
Create texts for familiar audiences providing a personal viewpoint supported by factual or textual information	Excellent and clear expression of personal viewpoints. Each viewpoint is supported by accurate factual or textual information	Good and clear expression of personal viewpoints. Most viewpoints are supported by accurate factual or textual information	Satisfactory expression of personal viewpoints. Some viewpoints are supported by near accurate factual or textual information	Poor expression of personal viewpoints. Viewpoints are not supported by factual or textual information

9.1 Performance standards for assessment task two: Compose one or more written texts relevant to the home or leisure environment				
50 marks				
Criteria	Very High Achievement 45-50	High Achievement 35-44	Satisfactory Achievement 25-34	Low Achievement 0-24
Produce appropriate written texts based on issues relating to the home and the leisure environment	Appropriate written text based on significant and relevant issues relating to the home and the leisure environment	Appropriate written text based on relevant issues relating to the home and the leisure environment	Appropriate written text chosen on issues that closely relate to the home and the leisure environment	Written text produced is inappropriate or unrelated to the home and the leisure environment
Use appropriate structures and content for different forms of home and leisure activities in written texts	Excellent use of appropriate structure for the chosen text. Significant and relevant choice of content relating to home and leisure environment	Good use of appropriate structure for the chosen text. Relevant choice of content relating to home and leisure environment	Satisfactory use of appropriate structure for the chosen text. Some relevant choice of content relating to home and leisure environment	Inappropriate structure for the chosen text. Choice of content unrelated to home and leisure environment
Consider audience and adjust style to suit the purpose	Excellent choice of text for the audience and purpose. High level of adjustment of style where appropriate	Good choice of text for the audience and purpose. Consistently adjust style where appropriate	Satisfactory choice of text for the audience and purpose. Some adjustment of style where appropriate	Limited choice of text for the audience and purpose. Unable to adjust style to suit text
Create texts for familiar audiences about the home and the leisure environment providing a personal viewpoint supported by factual or textual information	Excellent and clear expression of personal viewpoints. Each viewpoint is supported by accurate factual or textual information	Good and clear expression of personal viewpoints. Most viewpoints are supported by accurate factual or textual information	Satisfactory expression of personal viewpoints. Some viewpoints are supported by near accurate factual or textual information	Poor expression of personal viewpoints. Viewpoints are not supported by factual or textual information

9.2 The World of Work

Step 1 – Interpreting the unit learning outcomes

These unit learning outcomes link to all the broad learning outcomes.

Outcome 9.2.1: Create written and oral texts that are common in the world of work using appropriate structures and language features.

This outcome requires you to expose students to a range of written and oral texts relating to the world of work. Teach the structures and language features that are appropriate to the chosen texts and provide opportunities for students to create their own texts.

Outcome 9.2.2: Read, view, listen to and discuss aspects of the world of work in a range of texts from Papua New Guinea contexts and other sources.

This outcome requires you to expose the students to a range of texts from Papua New Guinea and other sources relating to the world of work. Provide students with opportunities to discuss issues, language and different experiences.

Step 2 – Planning for assessment

Assessment task one is to write one or more business letters such as a complaint, information request or an invitation. This task requires students to plan, draft and present one or more business letters. They will use a range of strategies and language features to suit the purpose and the audience.

Assessments task two is a written response where students analyse one or more workplace texts from the list of text types in the syllabus. This task requires students to read a range of work related texts and select one or more to analyse. They will analyse issues, text structures and language features and identify the purpose and audience.

Step 3 – Programming a learning sequence

Read the information on pages 22 and 23 of this guide to help you identify the key features of the text types you have selected. There are some suggestions for you in the sample program and the elaboration section but most of the activities are for your students to complete.

Sample program

Weeks	Topics	Assessment
Week 1 – 3	Business letters, e.g. letters of complaint, information, invitation	
Weeks 4 – 5	Workplace texts such as quotes invoices, messages (transactions)	Assessment task one – written task – business letters
Weeks 6 – 7	Reports	
Weeks 8 – 9	Job descriptions	Assessment task two – written task – written response (analysing one or more workplace texts)
Week 10	Classifieds such as public notices, positions vacant	

Step 4 – Elaboration of content and activities

Week 1 – 3: Business letters, e.g. Letters of complaint, information requests, invitations, promotions

Resources : Samples of business letters

Suggested activities

- Introduce business letters, letters of complaints and application letters.
- Read, view and identify the structures and language features of business letters.
- Research information or give a situation for business letters.
- Use a sample letter to plan a business letter.
- Use the ideas in the sample letter to plan and write different types of business letters.
- Edit letters for use of paragraphs, headings and graphics, e.g. use peer assessment to edit letters.
- Present written letters and submit to teacher for feedback.

Grammar points - present simple, future, continuous, perfect continual tenses.

Week 4 - 5: Workplace Texts

Resources: Samples of a range of work and business related texts such as fax forms, office minutes or memos, bank forms, phone message forms and other available texts

Suggested activities

- Talk about what workplace texts are and identify samples of workplace texts.
- Explain and examine the different kinds of workplace texts, their purpose and the audience for which each text is designed.
- Collect a range of work related texts which students could examine in small groups.
- Discuss information about content, the structure and the kind of workplace text with partner or in groups. One person from each group reports to the whole class.
- Study the language features of a range of workplace texts. Samples could include office memos, fax forms, application forms, letter of complains, phone message forms, an email format and others such as order forms and invoices.
- Collect forms form banks, government departments etc. Study the kind of information that goes on these forms and practise filling them in.
- Write casual and formal phone messages.
- Role play answering the phone and taking messages.
- Write a fax to a business (listed in the Yellow Pages) requesting information about a product.

Grammar points - present simple, future, initiatives, reported speech, preposition of time and enumerations.

Week 6-7: Reports

Resources: Samples of reports, basic formats of reports

A formal report is usually carefully researched and should contain a title page, table of contents, an introduction, a body, the conclusion and a bibliography. An informal report is used to present a set of observations or to describe a process. The key features of a report are clear layout, concise points and correct syntax.

Suggested activities

- Study samples of reports:
 - analyse language structures and features of a report.
 - give reasons why they are written and presented as such.
- Use language structures and features of reports as the teaching points before students write their own reports.
- Give a situation that allows students to find out about a rural or urban work environment. For example they may find out about the work of a rural village farmer or an urban work environment such as the work of an office person.

- Students go out to the work environment to carry out a fact finding mission before they prepare and submit their report.

Grammar points - language use including appropriate vocabulary and language features , passive form, reported speech, appropriate and formal impersonal language

Week 8-9: Job Descriptions

Resources: Brochures, pamphlets, community resources both rural and the urban.

Suggested activities

- Discuss the kinds of jobs available in both the rural and urban societies.
- In groups, discuss what kind of jobs people engage in to make a living. Include in the discussion the types of community work available in their immediate community. Get students interested in the types of activities that they could be engaged in if they cannot continue in the formal system after grade 10.
- Listen to a guest speaker such as a public servant, a community self employed person or a professional career person
- Research the types of jobs that are available by going out to the community to find out. Collect information from a range of sources. Use descriptive language to describe findings. Students could do a peer group presentation.
- Write about their findings in a mini report form using language features and structures of a formal report. This could be a one page report and could occur before the presentation so that the information tabled could be used for their presentations either in groups or in a whole class.

Grammar points - descriptive language forms, the passive forms, the present perfect form and others.

Weeks 9–10: Classifieds

Resources: Classifieds section from various newspapers and magazines

Suggested activities

- What are classifieds?
- Study the examples of classifieds supplied and identify structures and language features of classifieds.
- Make a list of the abbreviations used in classifieds and write them out in full.
- Write samples of classifieds, for example a public notice, a 'for sale' notice, a wanted notice. Set these out so they look like they came from a newspaper.

Grammar points – abbreviations, summary points

Performance standards

You must use these performance standards for marking the assessment tasks. Students must have access to a copy.

Performance standards for assessment task one: Write one or more business letters such as a complaint, information request, or an invitation				
50 marks				
Criteria	Very High Achievement 45 – 50	High Achievement 35 – 44	Satisfactory Achievement 25 – 34	Low Achievement 0 – 24
Research and record information from a variety of sources for specific purposes	Excellent use of research and recording of information. Use of range of information sources for purpose	Good use of research and recording of information. Use of different information sources for purpose	Satisfactory use of research and recording of information. Use of suitable information source for purpose	Limited use of research and recording of information. Information sources not suitable for purpose
Use paragraphs, headings and graphics where appropriate to meaningfully compose texts	High level and consistent use of paragraphs, headings and graphics.	Good level of the use of paragraphs, headings and graphics	Satisfactory level of the use of paragraphs, headings and graphics.	Limited or little use of paragraphs, headings and graphics
Use appropriate language features	Accurate use of language features of different letter types	Acceptable use of language features with few errors	Satisfactory use of language features with some errors	Language features not appropriate for letter types or full of errors
Review, proofread and edit when drafting for written work	Excellent proofreading and editing skills	Good proofreading and editing skills	Satisfactory proofreading and editing skills	Limited proofreading and editing skills

Performance standards for assessment task two: Written responses – analyse one or more workplace texts from the list of text types prescribed for this unit.				
50 marks				
Criteria	Very High Achievement 45 – 50	High Achievement 35 – 44	Satisfactory Achievement 25 – 34	Low Achievement 0 – 24
Identify and analyse aspects of the world of work in the text	Excellent identification and analysis of aspects of the world of work in the text	Good identification and analysis of aspects of the world of work in the text	Satisfactory identification and analysis of aspects of the world of work in the text	Limited identification and analysis of aspects of the world of work in the text
Identify and analyse the language features in the text	Excellent identification and analysis of most of the language features in the text	Good identification and analysis of several of the language features in the text	Satisfactory identification and analysis of some of the language features in the text	Limited identification and analysis of the language features in the text
Identify and analyse the organisational structure of the text	Excellent identification and analysis of most elements of the organizational structure of the text	Good identification and analysis of several elements of the organizational structure of the text	Satisfactory identification and analysis of some elements of the organizational structure of the text	Limited identification and analysis of elements of the organizational structure of the text

9.3 Stories from Papua New Guinea and the World

Step 1 – Interpreting the unit learning outcomes

Remember these unit learning outcomes link to all the broad learning outcomes.

Outcome 9.3.1: Create narrative texts based on Papua New Guinean experiences using appropriate structures and language features

This outcome requires you to expose students to a variety of Papua New Guinean narrative texts. You will need to teach the structures and features of narrative texts and provide opportunities for students to create their own texts.

Outcome 9.3.2: Read, view, listen to and discuss a range of narrative texts from Papua New Guinea and beyond.

This outcome requires you to expose students to a range of Papua New Guinean narrative texts. Provide students with opportunities to discuss issues, language and different experiences.

Step 2 – Planning for assessment

Assessment task one is an oral presentation where students tell a short story based on life experiences or a made up story or retell a myth or a legend. This task requires students to plan and draft their oral presentation. They will use a range of strategies and language features to suit the purpose and the audience.

Assessment task two is creative writing where students produce creative narrative(s). This task requires students to adopt organisational features of narratives. They will also address the elements of narratives such as setting, plot and character development.

Step 3 – Programming a learning sequence

Read the information on pages 22 and 23 of this guide to help you identify the key features of the text types you have selected. There are some suggestions for you in the sample program and the elaboration section but most of the activities are for your students to complete.

Weeks	Topics	Assessment
Week 1	Poems and/or picture stories	
Weeks 2 – 5	Novels and short stories (Papua New Guinea and others)	
Weeks 6 – 8	Traditional stories, legends and mythologies from Papua New Guinea and the world.	Oral story telling - the oral presentation and draft of the plan – this should include the main features of the story
Weeks 9 – 10	Narrative films, DVDs and/or video clips	Creative writing handed in

Step 4 – Elaboration of content and activities

Week 1: Poems and/or picture stories

- Define poetry and its purpose. If examining picture stories, discuss these in the same manner.
- Explore features of figurative language such as similes, metaphors, personification.
- Introduce various poetic devices.
- Read and analyse poems depicting aspects of culture in various parts of Papua New Guinea and the world.
- Write a narrative poem telling a story of one's experience in a Papua New Guinea context.
- Use local newspapers, magazines and brochures to analyse culture related cartoons.
- Take photos or collect pictures to create a collage to reflect a mood or feeling. Write a poem or story to go with your picture.
- Read a selection of poems about the same topic, e.g. sea/beach, animals. Identify the similes and metaphors, adjectives and the rhyme pattern used to describe the mood or atmosphere of the poem.

Week 2–5: Novels and short stories (Papua New Guinea and others)

Resources: Any Papua New Guinean or other novels or collections of short stories

Suggested activities

- Read for a specific purpose and critically view a range of PNG and global literature.
- Read short stories and draw out the issues. Discuss the common themes that come through these texts.
- Study the language features and structures used in short stories.

- Examine the language used and vocabulary as readings form the contexts in which new words and phrases are learned.
- Examine, discuss and analyse aspects social and cultural changes depicted in the narrative texts.
- Reflect on the readings and also on their own understandings of the Papua New Guinean beliefs, customs and the different cultural values that come through these texts.
- Read using other related short stories from abroad.
- Produce their own written narratives based on related social, cultural and societal events.
- Read a chapter of a book of your choice and make notes on the setting, plot and personality and appearance of the characters. Write the next part of the story, predicting what you think will happen. Read the next chapter of the book and compare it with your version.

Grammar points – punctuation, sentence patterns, figurative language, adjectives and adverbs, descriptive phrases and clauses

Weeks 6–8: Traditional stories, legends and mythologies from Papua New Guinea and the world

Resources: Any traditional stories, legends and mythologies from anywhere in the world

Suggested activities

- Define key terms: story, legend and mythology.
- List and discuss the different elements of narratives, i.e. the plot, character, theme, setting, style.
- View and read samples from different parts of Papua New Guinea.
- Listen to a legend from a village elder. Language use can vary. Tok Pisin could be used for the purpose of understanding the story. Generate questions and discussions based on the story.
- Look for legends, myths and stories from sources such as parents, relatives and other community members and record these for presentation to whole class.
- Generate discussions on relationships with issues especially in stories of origins, bravery in heroes and heroines and between good and evil.
- Reflect on issues of culture and different cultural values.
- Discuss the belief systems and different ways of doing certain things.
- Write a page on one of these issues to stress points raised in the discussion.
- Read legends, comics or short stories (or watch TV programs) about heroes and superheroes e.g. Zena, Hercules. Create your own superhero – describe his/her physical appearance, special powers and life-saving exploits. Draw a portrait or write a short comic strip to tell a story about your superhero.
- As a major activity research a legend or a mythology and write it in their own words. A collection could be made of the best original short stories, myths and legends. Use appropriate language features and structures.

Grammar points – paragraphing, punctuation, use of sentences, nouns, verbs, adjectives, simple past tenses and subject–verb agreement

Week 9–10: Narrative films, DVDs and video clips.

Resources: Any good film/DVD, but especially films made in Papua New Guinea or starring Papua New Guinea actors

When studying a feature film students should be taught about the social and cultural context in which the film was made, and about particular technical roles such as script writer, director, cinematographer, producer and editor. They should develop an understanding of how the film is designed to appeal to its target audience. Students should develop an understanding of the important structures and features of the film they are studying—plot structure, characterisation, theme, setting, symbolism and conflict. As appropriate they should be introduced to techniques such as camera shots, camera angles and camera movement, lighting, music and sound effects. Students should also consider any other film techniques appropriate to the film being studied—editing techniques, special effects, narrative devices or camera speed and focus.

A review and analyse of a film text consists of studying:

- What type of film is it? To what category does it belong (detective, comedy, horror film, suspense, scientific and so on)?
- What dramatic/special effects have been created by the film makers?
- The structure of the film.
- What kinds of dialogue are used?
- Description of the situation and the emotions the film evokes.
- Issues and themes coming through in the films.

Suggested activities:

- View and analyse the films.
- Oral discussions on the literary devices and other components used in the portrayal of characters, the plot, and setting, language features, artistic features used to relay themes and messages etc.
- Investigate issues and themes coming through in the films.
- Discuss the issues and do separate individual oral and written presentations.
- Formative film reviews can be submitted as a form of written submission. This could be done in groups where all students could play a specific role in submitting the final written piece.
- Examine language features and structures used in the film. Watch out for body languages and implied and intended meanings through actions.

Grammar points – exclamations, intonations, stress patterns, sentence structures, present simple, continuous and past simple

Performance standards

You must use these performance standards for marking the assessment tasks. Students must have access to a copy.

Performance standards for assessment task one: Oral presentation – story telling 50 marks				
Criteria	Very High Achievement 45 – 50	High Achievement 35 – 44	Satisfactory Achievement 25–34	Low Achievement Under 25
Develop a plan and draft for an oral narrative	The plan and draft contains highly organized information about the content and processes of oral narrative	The plan and draft contains well organized information about the content and the processes of oral narrative	The plan and draft contains satisfactory level of organization of the content and the processes of oral narrative	The plan and draft contains little or no organisation of the content and processes of oral narrative
Use pace, volume, pronunciation movement, gesture and facial expression to convey meaning when telling a story	Proficient and extensive use of each of the six strategies in storytelling	Good use of four or more of the six strategies in story telling	Use of at least three of the six strategies in story telling	Use of less than three strategies in story telling
Use narrative language features in spoken texts such as defined characters, descriptive language, dialogues and appropriate tense	Proficient use of each of the four narrative language features	Good use of three of the narrative language features	Use of two or more narrative language features	Use of less than two narrative language features

Performance standards for assessment task two: Creative writing 50 marks				
Criteria	Very High Achievement 45 – 50	High Achievement 35 – 44	Satisfactory Achievement 25–34	Low Achievement Under 25
Adopt organizational features of a narrative such as orientation, complication and resolution	Excellent use of all of the organizational features.	Good use of all of the organizational features.	Satisfactory use of most of the organizational features.	Limited or no use of organizational features.
Address the elements of a narrative including setting, plot / events, character development.	Excellent use of each of the elements.	Good use of each of the elements.	Satisfactory use of each of the elements.	Limited or no use of each of the elements.

9. 4 Persuading and Informing

Step 1 – Interpreting the unit learning outcomes

Remember these unit learning outcomes link to all the broad learning outcomes

Outcome 9.4.1: Create written and oral texts that inform, influence or persuade adopting the structure and language features of the genre

This outcome requires you to expose students to a range of written and oral texts that inform, influence or persuade. Teach the structures and language features that are appropriate to the chosen genre and provide opportunities for students to create their own written and oral texts.

Outcome 9.4.2: Read, view, listen to and discuss a range of texts designed to inform, influence and/or persuade others

This outcome requires you to expose the students to a range of texts designed to inform, influence and persuade others. Provide students with opportunities to discuss issues and different experiences and to analyse the techniques used by writers and speakers when their aim is to inform, influence and/or persuade others.

Step 2 – Planning for assessment

Assessment task one is to write a persuasive text such as a newspaper article and an advertisement. This task requires students to research ideas and information to develop a topic or an argument. They will write a persuasive text that includes reference to appropriate issues and language features to suit the purpose and the audience.

Assessments task two is an oral response where students provide information on topics or argue a point of view persuasively. This task requires students to research a range of texts on a topic or an issue. They will argue a point of view using persuasive language and the appropriate text structures and language features for the purpose and audience. Students could do two short oral tasks on different issues.

Step 3 – Programming a learning sequence

Read the information on pages #28 and 29 of this guide to help you identify the key features of the text types you have selected. There are some suggestions for you in the sample program and the elaboration section but most of the activities are for your students to complete.

Weeks	Topics	Assessment
Weeks 1–3	Advertisements – print and radio The language of advertising	
Week 4 - 5	Newspaper editorial and letters to the editor	Assessment task one – persuasive text
Weeks 6–7	Speeches	
Weeks 8–10	Debates	Assessment task two – arguing a point of view

Step 4 – Elaboration of content and activities

Weeks 1–3: Advertisements

Resources :A range of advertisements such as radio, TV, cuttings from newspapers, magazines, classifieds, billboards and others

Advertisements are persuasive texts. Successful advertisements serve the following purposes. They:

- attract attention
- sustain interest
- generate an appeal
- prompt an action
- stick in the memory.

Suggested activities

- Discuss persuasive texts and their purposes.
- Define advertising.
- View samples of advertisements used in different situations and identify elements and language features of advertising such as body texts, headlines, language in contexts, subheadings, logos and other features.
- Discuss why people advertise.
- Study the language of advertising using a range of media texts such as the radio, television, newspapers. What words are used to appeal to the audience?
- Discuss the visual impact of different advertisements and also the emotional appeal to people.
- Study different types of advertisements and become aware of devices of propaganda especially with symbolic representations and inner meanings.

- Design advertisements for products of interest to specific audiences, for example, teenagers, working mothers, car owners, sports players.

Grammar points – language of advertising with the use of adjectives, nouns, comparatives and others

Week 4 - 5: Newspaper editorials and letters

Resources: a collection of local newspapers

The editorial column of a newspaper expresses the view of the editor about significant items of news. This column is an important part of a publication because it can heavily influence public opinion. Sometimes it is intended to provoke its readers to write to the editor either agreeing or disagreeing with the view put forward.

A letter to the editor of a newspaper is a piece of expository writing. Newspapers are a vital way of communicating public opinion, and letters to the editor columns are a particularly effective way of doing this. Most letters to the editor usually stem from matters of public interest with which the writer feels strongly about. The social purpose is to persuade other people to think and act in a particular way by analysing and evaluating issues that are controversial. Sometimes letters lead to exchanges between individuals who present different points of view and readers see an argument unfold.

- Read sample editorials and study aspects of language and style used by the writer.
- Discuss the intent of editorials with issues in society.
- Discuss whether the content is all facts or does it contain some opinion as well.
- What is the line of argument used?
- Study the tone, emotive language, and the sentence structure.
- Select an editorial from a newspaper or magazine, or a letter that is obviously biased. Break down the argument into dot points and provide additional information to support the argument. Then take the opposite point of view and provide facts and examples against the argument.
- Read samples of letters to the editor.
- Study the style, layout, point of view presented, the structure and the context or points of meaning: what is the letter saying to the public or the reader?
- Make a list of topics under discussion and analyse the responses.
- Select a current issue and write a letter to the editor expressing your point of view, or select a letter from the newspaper and write a response either agreeing or disagreeing with the author

Grammar points – letter formats, emotive language, active voice

Weeks 6–7: Speeches

- Select and arrange for key people in society to come and give a talk on an issue. The topic must be important enough to warrant students to

listen to, view posters, documents or other aids used to get the message across. It must also be informative.

- It is suggested that prior talks be held with the presenter to screen the issue or subject the talk will be based on. Prepare students to use questioning skills, have proper dialogues between speaker and listener.
- Teaching point–note making and note taking skills. These are two very important skills that students need to learn and be exceptionally good in.
- Teach students how to take note of key ideas and summarizing key points to be elaborated later. Ensure that students take note of the important points of discussion.
- Set questions to ensure better understanding of the speech being made.
- Key ideas can be elaborated later in a paragraph. Students prepare a page or a short essay to complement the notes taken and to ensure that they have learnt something of the listening exercise and experience.
- The usual conventions of writing follow suit. Needs to be closely monitored by teacher ensuring that appropriate writing conventions are followed.
- The written work submitted must be manageable for the It teacher. would be reasonable to allow students to submit a paragraph or two at the most.
- Read a short speech aloud using different tones and strategies and have classmates assess the impact

Grammar points - narrative form, use of correct tenses and forms in what the students select for their speech. Past and the present forms, simple continuous, future perfect, reported speech, the passive and the active forms including participles.

Weeks 8–10: Debates

A debate is a formal argument on a given subject between two speakers or teams of speakers.

Suggested activities

- What are debates?
- Discuss and formulate ideas for debate.
- Use key ideas to build up a compelling message or a point of argument.
- Use cues to organise thoughts in order of presentation to an audience.
- Present a speech which forms part of the line of argument for the debate.
- Debate a topic using either formal debating teams and processes or a round-robin debate where each student is to make a point either for or against a topic.

Students should use appropriate sound and language features in spoken form taking note of the stylistic features of debate speeches including forceful delivery, formal language, points supported by facts and figures. They should be aware of the importance of stress, intonation, and sound when participating in a debate.

Grammar points – cause and affect in an argument through the use of conjunctions such as because, therefore; use of reasoning and words that expresses opinions; argumentative languages; different types of clauses, stress patterns, intonations, etc.

Cartoons and comics

Cartoons and comics imaginatively challenge the way we see the world and provide an exciting focus for analysis and interpretation. Cartoons often condense the main ideas of a topic into a few lines. In books cartoons become an important means for reinforcing and extending the ideas for written text. Comics have much in common with short stories. They have characters, plot, a setting, a climax, and so on.

Suggested activities

- Read and view a range of cartoons.
- Discuss the theme/ the main idea or the message. Is it concerned with a particular subject or topic of current interest?
- Analyse the characters:
 - Who is represented in the cartoon?
 - give a brief description
 - study the appearance, the face, body and clothes.
- Study the actions.
 - What are they performing and what are they saying?
- Discuss the setting
- Read and view sample comics.
- Analyse the theme:
 - What is the main idea of the sequence of frames?
- Analyse the character(s).
- Setting
 - Where is the action set?
 - What is the significance of the setting?
- Action
 - What action is depicted in the frames?
- Symbols
 - Are there any visual symbols?
 - What do they represent?
- Write a short story or action sequence and present in the form of a short comic of about eight frames.

Grammar points – present and past simple, main ideas and topic sentences, paragraphs and time sequences

Performance standards

You must use these performance standards for marking the assessment tasks. Students must have access to a copy.

Performance standards for assessment task one: Write persuasive texts such as a newspaper article or an advertisement. 60 marks				
Criteria	Very High Achievement 54 – 60	High Achievement 42 – 53	Satisfactory Achievement 30 – 41	Low Achievement 0 – 29
Use a range of ways of ways to plan writing	Use three or more ways of planning writing	Use two ways of planning writing	Use one way of planning writing	Unable to effectively plan writing
Use appropriate language forms and features for the types of texts chosen	Excellent use of language forms and features	Good use of language forms and features	Satisfactory use of language forms and features	Limited use of language forms and features
Research ideas and information to develop a topic or argument	Excellent research of ideas and information to develop a topic or argument	Good research of ideas and information to develop a topic or argument	Satisfactory research of ideas and information to develop a topic or argument	Limited research of ideas and information to develop a topic or argument

Performance standards for assessment task two: Provide information orally on topics and argue a point of view 40 marks				
Criteria	Very High Achievement 36– 40	High Achievement 28 – 35	Satisfactory Achievement 20 – 27	Low Achievement 0 – 19
Plan, draft, edit and present oral persuasive texts	Excellent evidence of the process of planning, drafting, editing and presenting oral texts	Good evidence of the process of planning, drafting, editing and presenting oral texts	Satisfactory evidence of the process of planning, drafting, editing and presenting oral texts	Limited evidence of the process of planning, drafting, editing and presenting oral texts
Use pace, volume, pronunciation, movement, gesture and facial expression to convey meaning	Proficient and extensive use of each of the six strategies in arguing a point of view	Good use of four or more of the six strategies in arguing a point of view	Use of least three of the six strategies in arguing a point of view	Use of less than three of the six strategies in arguing a point of view
Identify successful strategies used by speakers to engage audiences and attempt these in own presentations	Able to identify most of the strategies used by speakers to engage audiences. Able to use most of these strategies in their own presentations	Able to identify some of the strategies used by speakers to engage audiences. Able to use some of these strategies in their own presentations	Able to identify a few of the strategies used by speakers to engage audiences. Able to use a few of these strategies in their own presentations	Limited ability to identify strategies used by speakers to engage audiences. Limited ability to use these strategies in their own presentations

10.1 The Home and Society

Step 1 – Interpreting the unit learning outcomes

Remember these unit learning outcomes link to all the broad learning outcomes.

Outcome 10.1.1: Create written and oral texts about issues relating to the home and social environments using language appropriate to contexts and purposes.

This outcome requires you to expose students to a range of written and oral texts about issues relating to the home and social environment. Teach the structures and language features that are appropriate to the chosen genres and provide opportunities for students to create their own texts.

Outcome 10.1.2: Recognise and use literacy strategies to develop inter-cultural competence for understanding, responding to, and initiating effective communication.

This outcome requires you to expose students to a range of literacy strategies. Provide students with opportunities to use these strategies when making meaning in response to texts and when communicating in written and oral form.

Step 2 – Planning for assessment

For assessment task one students construct a portfolio consisting of at least four texts used in, or about the home or social environment.

One text must be song lyrics and one text must display examples of critical information such as warning texts or time tables and schedules. Each text must be analysed in relation to the messages and information conveyed and the language used.

During the course of the term students should be provided with appropriate sample texts and taught interpretation and annotation skills before selecting their own texts for the portfolio.

Assessments task two is a listening comprehension test. This task requires students to listen to a chosen oral text on issues about the home environment and the wider society. They will respond to a series of comprehension questions by taking notes and identifying key ideas.

You will have to select an appropriate passage, story, article or recorded text that deals with the home or wider society and prepare a series of listening comprehension questions. You may do two or more smaller listening activities throughout the term to make up the marks.

Step 3 – Programming a learning sequence

Read the information on pages 22 and 23 of this guide to help you identify the key features of the text types you have selected. There are some suggestions for you in the sample program and the elaboration section but most of the activities are for your students to complete.

Weeks	Topics	Assessment
Weeks 1–3	Reviews – book and film	
Weeks 4–5	Song lyrics	
Week 6	Personal and specialised recounts	
Weeks 7 – 8	Pamphlets, brochures, posters and leaflets	Assessment task one Construct a portfolio of at least 4 different text types
Weeks 9 – 10	Television programs – lifestyle and travel	A listening comprehension test

Step 4 – Elaboration of content and activities

Weeks 1–3: Reviews

Evaluation is a common and an important function of any written genre. A review is a genre in which evaluation is the main function. Reviews basically involve commenting on the content, style, and structure of the book, film, play etc under review as well as expressing a personal reaction/response.

A review's structure can be summarised as the opening sentence which encapsulates the main point the review will make, the summary of the action, comparison of some technical features and the conclusion which delivers the judgment. No words are wasted. Adjectives are carefully chosen and weighted.

The language of the review of a film, book, video or any kind of text is determined by the audience for which it is intended and by the purpose of the reviewer. The purpose of the reviewer is to provide information about the subject. In the course of the review, the text or subject within is also evaluated. In a review, the readers are frequently attracted by being entertained or by the reviewer being persuasive and provocative.

Resources: Sample reviews of books or films related to everyday life, or focusing on different cultures than Papua New Guinea

Suggested activities

Book review

- Revise the main elements of a novel: the setting, characters, storyline, feelings, themes and the stylistic devices
- Point out that reading for a specific purpose involves predicting, analysing, and summarising.
- Use sample book and film reviews to highlight the language features and structure of reviews.
- Discuss the language features.
- Allow students to choose their book of choice for the review and provide them with enough time to do their reading and present their review to class or group.
- Provide the information that they need for the review or the format and features and structures of the kind of language to use.
- Submit a written book review to the teacher to check and comment on.

A narrative film review

Electronic sources such as film and video can provide students with experiences and information which is uniquely different from other sources of communication. Begin with some general discussions of films. Choice of film text may depend on the current films that interest students.

- View a film and allow students to discuss their general response to it.
 - Do they like it?
 - Are the characters and situations believable?
 - What do they like most about it?
 - Who are the characters of the film? What do they say or think? What are their motives?
 - Discuss the themes: Are there ideas or messages coming through the film? For example: most themes are about good and evil and objectives needed to achieve certain values.
 - How do they relate to the realities of society?
 - Visual symbols—there are items often called props in films that represent or are associated with something; example: toys left on the floor indicating the presence of children, dirty plates indicating untidiness etc.
 - Consider the camera framing: Camera shots and angles are of ten used for different purposes. Why the scenes are shot in the manner in which they are. What are the effects of different camera angles?
- Write a review of the film.

Grammar points – narrative structure, past simple, present simple, reported speech, adjectives, adverbs and the use of the present perfect for the report or the analysis

Weeks 4–5: Song lyrics

Resources such as CDs, TV, radio, cassettes

General discussions

- What effect does music in general have on people?
- What does music portray in society?
- Why people write songs and do performances?

The language of music

- Listen to a variety of songs.
- Discuss the language features and structures used.
- Identify words and phrases in a piece of music by filling in blanks.
- Write a reflection on an issue from the musical piece or song using appropriate language features.
- Select two songs with the same theme and compare the language used to present the theme.
- Choose a song to present to the class followed by providing a critical analysis of the messages relayed by the song. Students tell why they liked or didn't like the musical piece.

Grammar points – rhyme patterns, adjectives and adverbs, similes and metaphors

Week 6: Personal and specialised recounts

Suggested activities

- What is a recount?
- Discuss the purpose of a recount.
- Examine the varieties of recounts: factual and the literary from a personal perspective or specialised recounts.
- Study the features and structures of language used in recounts such as:
 - newspaper reports
 - interviews
 - conversations
 - eyewitness accounts
 - letters.
- Study language use and vocabulary.
- Write recounts of a range of incidences or issues that concerns them and the society.
- Write a recount of an incident as if you were a reporter, or a police officer or a crime writer.

Grammar points – simple present, past tense, time sequence and other grammar points

Week 7–8: Pamphlets, brochures, posters and leaflets

Resources: samples of brochures etc available from organisations, shops, travel companies etc

The most common type of reading done by people on a daily basis other than reading a newspaper is the reading of materials supplied by government organisations, businesses and industries, usually in the form of easy-to-read brochures or pamphlets.

Suggested activities

- In groups collect a series of sample materials distributed freely or displayed in public places. Classify your samples in terms of content, language and presentation.
- Develop a pamphlet advising young people about safe sex or other important lifestyle practices.
- Pretend you are a candidate in an election. Write a pamphlet to distribute in your electorate to convince people to vote for you.

Week 9–10: Television programs

Resources: Recordings of selection of different types of television programs suitable for class viewing, for example travel, gardening and lifestyle programs

Much of our leisure time, particularly in urban locations, is spent watching television. Students need to understand that television programs are visual versions of a range of texts such as narratives, recounts, reports.

Suggested activities

- Watch drama or crime programs. Discuss characterisation, conflict, dramatic tension rising to climax followed by a resolution. Rewrite the episode as a short story.
- Share their short stories with their peers in class. Other students can make notes of issues in the short stories presented.
- Discuss these issues as a whole class activity.
- Discuss the differences in opinions. Encourage students to ask questions to different presenters.
- Survey the class to create a list of the most popular programs. Students also survey their parents and families to create another list. How and why are the lists different?
- How and why are television programs rated? What is the difference between a children's program and one for adults?
- Study the language features and vocabulary used in different programs and identify the intended audience.
- Identify and describe programs that are devoted to improving the home environment.

Grammar points – past simple, past continuous, future tense, adjectives, time sequence, main ideas, summary and paragraphs

Performance standards

You must use these performance standards for marking the assessment tasks. Students must have access to a copy.

Performance standards for assessment task one: Construct a portfolio consisting of at least four texts used in or about the home or social environment				
60 marks				
Criteria	Very High Achievement 54-60	High Achievement 42-53	Satisfactory Achievement 30-41	Low Achievement 0-29
Select an appropriate range of everyday texts used in or about the home or wider society	Include in the portfolio an extensive range of everyday texts appropriate to the home or wider society	Include in the portfolio a good range of everyday texts appropriate to the home or wider society	Include in the portfolio a satisfactory range of everyday texts appropriate to the home or wider society	Include in the portfolio a limited range of everyday texts showing little relationship to the home or wider society
Identify the language forms and features of the selected texts	Excellent analysis of language forms and features	Good analysis of language forms and features	Satisfactory analysis of language forms and features	Limited analysis of language forms and features
Make notes, select information and identify key ideas	Excellent display of skills in note making, selection of information and identifying key ideas	Good display of skills in note making, selection of information and identifying key ideas	Satisfactory display of skills in note making, selection of information and identifying key ideas	Limited display of skills in note making, selection of information and identifying key ideas
Analyse messages and information in relation to the home and social environments	Excellent analysis of the messages and information in relation to the home and social environments	Good analysis of the messages and information in relation to the home and social environments	Satisfactory analysis of the messages and information in relation to the home and social environments	Limited analysis of the messages and information in relation to the home and social environments

Performance standards for assessment task two: Listening comprehension test				
40 marks				
Criteria	Very High Achievement 36-40	High Achievement 28-35	Satisfactory Achievement 20-27	Low Achievement 0-19
Listen with accuracy and understanding of audio text	Demonstrate excellent understanding by reproducing ninety percent or more accuracy of information to the questions asked	Demonstrate good understanding by reproducing over seventy percent accuracy of information to the questions asked	Demonstrate satisfactory understanding by reproducing over fifty percent accuracy of information to the questions asked	Demonstrate limited understanding by reproducing less than fifty percent accuracy of information to the questions asked
Take notes and identify key issues	Excellent detail and clarity of note making Clear identification of all key issues	Good detail and clarity of note making Clear identification of most key issues	Satisfactory detail and clarity note making. Identification of some key issues.	Limited detail and clarity of note making Identification of little or no key issues

10.2 The World of Work 2

Step 1 – Interpreting the unit learning outcomes

Remember these unit learning outcomes link to all the broad learning outcomes.

Outcome 10.2.1: Create written and oral texts to demonstrate views related to different types of formal and informal work available in the community.

This outcome requires you to introduce students to text types used for work and business either formal or informal, for example a loan application or a business plan. Provide students with opportunities to demonstrate understanding of formal and informal work practices by creating their own written and oral texts.

Outcome 10.2 .2: Read, view, listen to and respond to a range of complex texts used in the workplace.

This outcome requires you to expose the students to a range of complex texts used in the work place. This can be done through making a collection of typical documents used in the workplace. Provide students with opportunities to read, view, listen to and respond to these texts to making meaning about work place practices.

Step 2 – Planning for assessment

Assessment task one is a report about a job. This task requires students to survey workers in a workplace environment or to research information about their types of jobs and related activities. They write a report containing details of findings from the survey or the researches conducted and present their views about the job. The second part requires an oral presentation of the findings

Assessments task two is a general language test. This task requires students to answer questions based on the language work undertaken in this and the preceding units. They will need to respond to a range of language questions such as tense, vocabulary, adjectives, nouns, verbs and others.

Step 3 – Programming a learning sequence

Read the information on pages 22 and 23 of this guide to help you identify the key features of the text types you have selected. There are some suggestions for you in the sample program and the elaboration section but most of the activities are for your students to complete.

Weeks	Topics	Assessment
Weeks 1	Note making and research skills	
Week 2–3	Job advertisements	
Weeks 4	Letters of application	Report about a job.
Weeks 5–6	Resumes and CVs	Oral presentation of findings about the job.
Weeks 7	Job interviews	
Week 8	Graphs and tables	
Weeks 9–10	Texts used in the workplace	Language test

Step 4 – Elaboration of content and activities

The focus of this unit is on a range of workplace texts, both written and oral. There is also a focus on research skills and report writing or presentation of an oral report for assessment purposes.

Questionnaires and surveys about formal and informal work

In this unit a questionnaire is a set of questions aimed at getting the opinions of a number of people on different types of formal and informal work available in the community.

It can be left for people to fill out, or the questions may be asked directly in an interview situation.

A survey is a method of gathering information for a specific purpose.

- Determine the purpose of the survey — what information do we need to obtain?
- Consider the form of survey most appropriate to gather the information needed on types of jobs.
- Be aware that if questions are used, they should be carefully formed to elicit the required information. Your English students should frame precise questions, perhaps discovering that responses to broad questions often confuse rather than clarify the purpose of the investigation.
- Supervision, safety and student protection issues, need to be considered and discussed e.g. when conducting a survey in town or surveying adults. Students should undertake surveys in groups.

Research

One of the best ways to learn about any subject is to think of the questions you want answered or what you want to know and inquire about the things which interest you. This means doing your own research to find the answers. The same applies to your students.

There are a number of steps involved in doing research and the best results are achieved if they do things in the right order and ask the following questions.

- What do I want to find out?
- Where can I find the information I need
- What information do I really need?
- How can I best use this information?
- How can I present this information?
- How does the audience affect my presentation?

Week 1: Note making and note taking - researching job requirements and employment opportunities

To *summarise* information means to reduce it to a few words or to express it in a concise way. Key points to keep in mind when preparing a summary are:

- read carefully the notes or information to be summarised
- highlight the key points
- list key points on another sheet of paper
- link key points and important information together
- check the summary and try to recall key points.

Effective note taking

- Note taking is a valuable way to record quickly things that are heard or seen in class, lectures, exhibitions, interviews, films and videos. The following need to be kept in mind:
 - be prepared, write clearly and quickly
 - don't try to write it all
 - record key ideas
 - clarify issues
 - write up notes as soon as possible.

Suggested activities

- Explain note taking skills to students.
- Arrange for students to listen to a tape, a speech or view a video or any other activity that can give them note taking practices.
- Check their notes and compare with your notes.
- Summarise their notes after going over the skills of summarising.
- Discuss their summarised notes in class or in groups.

- Select and arrange for key people in society to come and give a talk on an aspect of work or employment opportunities. Students take notes of the speech or presentation and elaborate the key ideas later in a paragraph.

Grammar points—use of abbreviations, symbols to represent longer words and others applicable to context.

Weeks 2-3 : Job advertisements

Resources: Newspapers, magazines, special gazettes and other audiovisual forms of job advertisements

Suggested activities

- Read, view or listen to a range of job advertisements.
- Study the requirements of the job advertisements.
- What features of language are used in the advertisements?
- Plan and discuss replies to a range of advertisements.
- Brainstorm ideas and how students will respond to the job advertisement. This is a practice activity in which all features of language use, the grammar and the contexts are thoroughly examined.
- Identify the ten most desirable jobs identified in a class survey and research the education requirements for those jobs. Write up the findings in a mini report form using all the language features and structures of a formal report.

Grammar points – use of abbreviations, job and workplace vocabulary

Week 4: Letter of application

Resources: Text book, samples of letters of application

A letter of application should have the following attributes:

- an enthusiastic and confident tone
- open with reference to the job that is being applied for and the source of the job advertisement
- establishment of suitability for the job by drawing attention to career interests, relevant course and previous work experience
- a clear layout
- does not mention in any detail the information supplied in the resume.

Activities

- Students select a particular job advertisement and respond to it. The letter must be planned so that it will do the following:
 - attract the reader’s attention
 - create the reader’s interest in the applicant as a prospective employee
 - make the reader want to hire the applicant.

- When writing the letter:
 - do a general brainstorm of ideas to put in the letter.
 - draft the letter
 - pass to others for critiquing
 - make changes to the letter if there are changes required.
- Write a formal letter of application for an advertised job. Include an addressed envelope.

Grammar points – formal language, workplace vocabulary, letter punctuation

Weeks 5–6: Resumes and/or Curriculum Vitae

Resources: samples of resumes and CVs; examples of resume and CV formats

A resume and a CV are written for similar purpose, they differ to a certain degree. A CV is much longer than a resume, it may run several pages and used by top level professionals.

A resume is an individually designed summary, usually 1 – 2 pages of your personal, educational experiential qualifications as they relate to the type of employment that you are seeking. The focus is on your unique background as related to your career goals. It clarifies for a potential employer your skills and job objectives. The resume should be an honest, concise and well organised presentation reflecting your interests, skills, abilities and accomplishments.

- Study samples of resumes from a range of text books or from companies and firms. Examine their structure and language features.
- Consider the information supplied or not supplied and decide on the adequacy of the purpose of resumes in general.
- Identify your skills, work related experiences and hobbies.
- List all your academic, sporting and other achievements.
- Design and develop a resume including the details you have identified above.
- Discuss the importance of references. Who writes or gives references?
- Students write their own or another person's reference. Attention could be given to the use of appropriate language. If they are using computers, this is one lesson which could be integrated with computing.
- Discuss skills and experiences required by different work organisations. What happens if applicant has no skills or experience? Discuss this.

Grammar points – headings, capital letter use, formal and informal language

Week 7: Interviews

Resources: Community resource people, peer interviews, formal requirements of an interview and others.

Most people are apprehensive with formal interviews in the workplace as they can be quite intimidating experiences. Confidence in an interview is very important as it sells you, the interviewee, with all your potential. The

person being interviewed will be assessed on the basis of speech, manners, appearance, attitude, commonsense, resourcefulness, self-assurance and values.

Before an interview:

- Ensure that you dress sensibly and formally. Personal appearance is important as people make judgments about your appearance.
- The way you hold yourself, move and gesture will affect the way people regard you.
- Research the organisation that has granted you the interview.
- Prepare a portfolio containing; a resume, academic results, references or any other documental evidence that supports your application.
- Be punctual.

During the interview:

- On entering the interview room, be polite; wait to be invited to take a seat.
- Once seated, avoid slouching or lounging but assume a position that is comfortable and one in which allows you to be attentive.
- Ensure that eye contact is maintained when you are asked questions as well as when you give answers.

The interviewer will have:

- a thorough knowledge of the requirements of the job
- a list of qualities required by the successful applicant.
- assessed written applications
- obtained and checked references
- drawn up a checklist of questions to further assess the applicant's specialist abilities, working qualities, potentials, personal dispositions, interests and circumstances.

Suggested activities:

- Highlight the key points that are required in an interview.
- Work on questions that the interviewer might like to use.
- Students take turns at role playing the part of the interviewer and applicant.

Grammar points – interrogative skills, use of questions, spoken language forms complete with stress, intonation, audibility of voice and the use of voice itself such as moods

Week 8: Graphs and tables

Resources: Newspapers, magazines, pamphlets and others

Tables and graphs are crucial for communicating complex information. They provide content rich information at a glance in which attention is focused on the content rather than the method. Information presented in this way is condensed and easily conveyed. It is important to be able to understand what information table and graphs display and also to make statements about the information given.

- Discuss what tables and graph are and what are they for?
- Discuss the importance of graphs and tables in a practical application.
- Teaching point could include how to read and interpret information on graphs and tables.
- Teacher could use samples of some types of graphs and tables.
- Draw discussions from students on the sample texts available.
- Students could be asked to look for the information represented on graphs and tables to study and discuss further. How might such information be important to them and society? (For information literacy purposes).
- Study workplace graphs and tables, for examples sales figures, profit and loss, expenditure and respond to comprehension questions about the graphs and tables.
- Collect information about a school or local business activity and present the information gathered as a table or graph. This activity could be integrated with a Maths or Business Studies lesson.

Grammar points: Nouns and adjectives

Weeks 9–10: Texts used in the workplace

Resources: Workplace documents such as bank statements, prospectus, faxes, memos, minutes, emails

Emails, memos and faxes have specific layout and language features. They are short, and the language used is simple and concise

For example:

Memorandum
Date: September 30, 2006
From: Nancy Waim
To: Head Teacher, Enga Secondary School
Subject: Reform Curriculum
The purpose of this memo is to notify you that the school will be receiving the new curriculum materials next week. Please notify me if they do not arrive ph:300967.

Email: An email is like an electronic memo.

From: June@educationpng.gov.pg [mailto:J_Lemma@educationpng.gov.pg]

Sent: Friday, 16 June 2006 9:19 AM

To: Dorcas_Solomon@educationpng.gov.pg;

Subject: Curriculum officers of CU and TVET meeting 21/6/06

A very important meeting between two Divisions is organised to take place on Wednesday 21 June starting at 9:00am to 12:00 noon in the media centre conference room, CDD. The purpose of this meeting is to establish common understanding between TVET officers and CU officers regarding linkages in school curriculum and TVET curriculum.

I hope that this timing is appropriate for you all.

June

CDD

Ph: 322 7506

Suggested activities

- Students discuss types of workplace texts and their purpose
- Students study the language structures, layout and features of sample workplace texts.
- Set up hypothetical workplaces e.g. office, school, store and create a range of documents used in these places e.g. invoices, receipts, advertisements, memos, staff notices, brochures, faxes.
- Write emails to each other if students have access to computers and the internet.

Grammar points – forms and structures of memos and email messages.

Performance standards

You must use these performance standards for marking the assessment tasks. Students must have access to a copy.

Performance standards for assessment task one: Written and oral report				
Research different types of jobs or professions and present findings as a written and oral report				60 marks
Criteria	Very High Achievement 54-60	High Achievement 42-53	Satisfactory Achievement 30-41	Low Achievement 0-29
Demonstrate use of appropriate report structure	Excellent demonstration of the use of report structure	Good demonstration of the use of report structure	Satisfactory demonstration of the use of report structure	Limited demonstration of the use of report structure
Include appropriate content, relevant to the chosen jobs or professions and based on research information	Content includes high degree of relevance to jobs or professions Content based on excellent research information	Content includes good degree of relevance to jobs or professions. Content based on good research information	Content includes some degree of relevance to jobs or professions Content based on some research information	Content includes limited degree of relevance to jobs or professions Content based on limited research information
Use appropriate language forms and features for the written and oral texts.	Excellent use of all language features	Good use of all language features.	Some use of all language features	Limited use of all language features

Performance standards for assessment task two: General language test				
				40 marks
Criteria	Very High Achievement 36-40	High Achievement 28-35	Satisfactory Achievement 20-27	Low Achievement 0-19
Demonstrate an understanding of a range of language features from the texts studies	Demonstrate excellent understanding by reproducing ninety percent or more accuracy of information to the questions asked.	Demonstrate good understanding by reproducing over seventy five percent accuracy of information to the questions asked.	Demonstrate satisfactory understanding by reproducing over fifty percent accuracy of information to the questions asked.	Demonstrate limited understanding by reproducing less than fifty percent accuracy of information to the questions asked.

10.3 Papua New Guinea and World Literature

Step 1 – Interpreting the unit learning outcomes

Remember these unit learning outcomes link to all the broad learning outcomes.

Outcome 10.3.1: Create sustained written and oral texts which apply knowledge of language features for a range of purposes and cultural contexts.

This outcome requires you to introduce at least four different types of Papua New Guinea and world literature texts from the list in the syllabus. Provide students with opportunities to demonstrate understanding of language features for range of purposes and cultural contexts by creating written and oral texts.

Outcome 10.3.2: Read, view, listen to and respond to a range of complex texts about Papua New Guinea and beyond to enhance perception of their broadening world and their relationship with it.

This outcome requires you to expose the students to a range of complex literature texts created by Papua New Guinea and world authors and provide students with opportunities to read, view, listen to and respond to these texts to make meaning about their broadening world and their relationship with it.

Step 2 – Planning for assessment

For assessment task one students compose at least two critical written responses to the novel, short stories, poems or drama scripts selected for study. This task requires you or your students to select and read a novel, short stories, poems or drama scripts. You will have to teach students about critical responses to literature so that they are able to compose their own written responses for assessment.

Assessments task two is a review of two texts of the students' own choosing. Students compose written reviews containing reflections on themes/issues presented in the texts as well as analysis of text structures and language features.

Step 3 – Programming a learning sequence

Read the information on pages 22 and 23 of this guide to help you identify the key features of the text types you have selected. There are some suggestions for you in the sample program and the elaboration section but most of the activities are for your students to complete.

You may choose to introduce the same literature text to all students, i.e. the whole class studies the same novel or play etc if there are enough copies for the whole class. If resources are limited you may allow different groups of students to select their own literature texts for detailed study.

Weeks	Topics	Assessment
Week 1 – 3	Novels	Critical written responses to literature texts
Weeks 4 – 6	Short plays or scripts	
Weeks 7– 8	Autobiographies and biographies	Reviews of texts selected by students
Weeks 9 – 10	Poetry study	

Step 4 – Elaboration of content and activities

Weeks 1–3: Novels

Resources: Class set of a novel or enough different novels for each student to have their own copy

Through novels, a reader can exist at any time and any place. Through novels readers can share the experiences of the characters. Through the characters' exploits, students can learn about their own desires, ambitions and values. Novels stimulate the imagination and educate people about the world as it is.

Suggested activities

- Read and discuss a novel.
 - What are the themes of the chapters?
 - Who are the central characters?
 - What mood or feeling does the setting convey? What are the details of the setting?
 - Give a brief summary of the main points of the plot development.
 - From what point of view is the story told? Is the narration in the first or third person?
- Consider the intention of the author, authenticity of the voice.
- Look at Papua New Guinean perspective if it is a Papua New Guinean novel. What are the issues coming through in this novel? What values are discussed within the novel? Students write reflective and/or critical comments in response to the issues and themes.
- Discuss the style of the novel including the language features and the structures used.
- Discuss these and write about one in an essay using all the appropriate language features and appropriate skills of writing.

- Consider the mood and the language used.
- Question the issues in the novel as a whole.

Grammar points – punctuation, sentence patterns, adjectives, verbs, adverbs, present perfect and other aspects appropriate for a written narrative

Weeks 4–6: Short plays or scripts

Resources: short plays or script written by Papua New Guinean or other authors portraying society or social issues to discuss and make meaning. ‘Which Way Big Man?’ by Nora Vagi Brash is suggested.

Suggested activities

- Introduce short plays and scripts.
- Read, discuss and analyse a short play such as ‘Which Way Big Man?’ by Nora Vagi Brash or other appropriate Papua New Guinean plays.
- Explore the figurative language used by playwrights to reveal character motives.
- Identify the key people and the parts they play.
- Note the social, political and historical contexts in specific play texts.
- Write and present a short play involving costumes, props, stage setting, characters, and plot, make up, theme and sound effects. This activity could be integrated with Arts.

Grammar points – punctuation, sentence patterns, descriptive language, figurative language

Week 7–8: Autobiographies and biographies

Resources: Ten Thousand Years in a Lifetime by Albert Maori Kiki

An autobiography is an account of someone’s own life, written by him or herself. When these texts are read it is expected that the reader learns about the person involved – perhaps about someone famous or important in history or someone admired.

A biography is an account of someone’s life written by another person. Biographies are written to learn about people others find interesting or admire or to see how they live, what their backgrounds are like and the challenges they have faced.

Suggested activities

- Read extracts from selected autobiographies and biographies and discuss what is learnt of the subject’s life, attitudes, and habits.
- Comment on the way the texts are organised.
- Make note of specific language features which are used by the writer to bring the subject’s life alive.
- Compare the techniques biographers use to bring subjects to life.
- Identify differences in style between autobiographies and biographies.

- Think about what the main message is, whether it is factual or based on opinion and who it is aimed at.

Grammar points – third person narrative voice – usually he, she is used; controlled descriptive language; narrative structure

Weeks 9–10: Poetry study

Resources: selection of narrative poems, ballads, haiku and odes

- Read a number of poems paying particular attention to the poet's intentions, creation of mood and the effectiveness of poetic devices and imagery.
- Read or perform poetry aloud to hear the language. Perform poetry in small groups with different students reading different lines or stanzas.
- Write structured verse, free verse and prose to tell a story.
- Read a number of poems and choose three: one that you'd like to read aloud, one that you'd choose for a friend and one that you want to copy out and keep. Explain why you selected those examples.
- Use the three-stage poem framework or model to write poems. The first stanza begins with the line, "When I was ..."; the second stanza begins with the line "When I am ..."; and the third stanza begins with the line, "When I can ...". Students can write three or four lines for each stanza.
- Provide students with short poems written without line breaks and invite them to put the breaks back in. This is a practical way to teach about the effects of rhyme and rhythm.
- Ask students to make an artistic response to the imagery or sounds in a poem by either drawing the images or reproducing the sounds. This helps students understand mood and imagery

Performance standards

You must use these performance standards for marking the assessment tasks. Students must have access to a copy.

Performance standards for assessment task one: Critical written responses to the novel, short stories, poetry or drama scripts selected for study				
50 marks				
Criteria	Very High Achievement 45–50	High Achievement 35–44	Satisfactory Achievement 25–34	Low Achievement 0–24
Use appropriate vocabulary to express ideas and meanings	Excellent use of appropriate vocabulary to express ideas and meanings	Good use of appropriate vocabulary to express ideas and meanings	Satisfactory use of appropriate vocabulary to express ideas and meanings	Limited use of appropriate vocabulary to express ideas and meanings
Explore links between language, culture and world view	Demonstrate excellent understanding of links between language, culture and worldview	Demonstrate good understanding of links between language, culture and worldview	Demonstrate satisfactory understanding of links between language, culture and worldview	Demonstrate limited understanding of links between language, culture and worldview
Compose reflections which demonstrate an understanding of the text studied	Reflections demonstrate an excellent understanding of the text	Reflections demonstrate a good understanding of the text	Reflections demonstrate a satisfactory understanding of the text	Reflections demonstrate a limited understanding of the text
Construct critical and analytical responses to literature texts	Critical and analytical response demonstrates thorough understanding of text/s	Critical and analytical response demonstrates good understanding of text/s	Critical and analytical response demonstrates some understanding of text/s	Critical and analytical response demonstrates limited understanding of text/s

Performance standards for assessment task two: A review of two texts of the students own choosing				
50 marks				
Criteria	Very High Achievement 45–50	High Achievement 35–44	Satisfactory Achievement 25–34	Low Achievement 0–24
Show understanding of text features	Demonstrate excellent understanding of text features	Demonstrate good understanding of text features	Demonstrate some understanding of text features	Demonstrate limited understanding of text features
Compose reflections on content of text (theme/issues)	Reflections demonstrate clear understanding and analysis of themes and/or issues	Reflections demonstrate good understanding and analysis of themes and/or issues	Reflections demonstrate some understanding and analysis of themes and/or issues	Reflections demonstrate limited understanding and analysis of themes and/or issues
Use appropriate language features	Demonstrate excellent use of language features	Demonstrate good use of language features	Demonstrate some use of language features	Demonstrate limited use of language features

10.4 Persuading and Informing 2

Step 1 – Interpreting the unit learning outcomes

Outcome 10.4.1: Create sustained written and oral texts that inform, influence or persuade adopting the conventions of a range of genres.

This outcome requires you to expand on the range of persuasive and information texts studied in Grade 9. Provide students with opportunities to adopt the conventions of these texts by creating their own written and oral texts.

Outcome 10.4 .2: Read, view, listen to and respond critically to a range of texts designed to inform, influence and/or persuade others.

This outcome requires you to expose the students to a greater range of texts that inform, influence and/ or persuade others. Provide students with opportunities to read, view, listen to and respond to these texts in order to argue, take a position on an issue and justify it, record, organize and store the information.

Step 2 – Planning for assessment

Assessment task one is to write a letter to the editor, or make a speech in response to a documentary.

This task requires you to revise the format and language of persuasive and informative letters. Students will either plan, draft and write a letter to the editor containing appropriate layout and inclusion of main ideas or make a speech. They will need to see demonstrations of effective public speaking strategies and be provided with opportunities to practice oral persuasive techniques.

Step 3 – Programming a learning sequence

Read the information on pages 22 and 23 of this guide to help you identify the key features of the text types you have selected. There are some suggestions for you in the sample program and the elaboration section but most of the activities are for your students to complete.

Weeks	Topics	Assessment
Week 1	Public speaking – speeches	
Weeks 2	Information reports	
Weeks 3	Visual persuasive texts – magazine and television advertising	Assessment task one – letter or speech
Weeks 4–5	Documentaries	

Step 4 – Elaboration of content and activities

Week 1: Public speaking – speeches

Resources: Speeches from newspapers, magazines, radio speeches

A speech is a monologue requiring the speaker not only to convey the facts of a topic or an issue in question, but it also requires the speaker to be something of an entertainer of the audience to capture and keep their attention. The key components of keeping and holding the audience's attention is some humour, interesting anecdotes or analogies delivered in simple language. If a speech is easy to read it will be easy to listen to.

- Study the different purpose/s of the speeches. Think about why these speeches were given – what do the speakers hope to achieve?
- Work out the audience. Who are the speeches aimed at? How are they supposed to affect the intended audience?
- Analyse the structure: How do the speeches progress? Study the opening and the ending of the speeches and the significances of both. How do the different points link?
- Examine the tone: How do they sound? Do they feel manipulative or are they an innocent and sincere sounding plea?
- Read a short speech aloud using different tones and strategies and have classmates assess the impact.

Grammar points – persuasive language forms, present tense, present perfect tense, present continuous forms and the imperative moods

Week 2: Information reports

Resources: Samples of reports, basic formats of reports

A formal report is usually carefully researched and should contain a title page, a table of contents, an introduction, a body, a conclusion and bibliography. An informal report is used to present a set of observations or to describe a process. The key features of a report are clear layout, concise points and correct syntax.

Suggested activities

- Study samples of reports:
 - analyse language structures and features of a report
 - give reasons why they are written and presented as such.
- Use language structures and features of the report as the teaching points before students write their own reports.
- Give an imaginary situation and students write a similar report.

Grammar points – language use including appropriate vocabulary and language features, passive form, reported speech, appropriate and formal impersonal language

Week 3: Visual persuasive texts

Resources: television and magazine advertisements

Visual images often convey powerful messages immediately. Images may attract, repulse, delight, sadden, anger or confuse. The important point of this type of image is that the message is effectively received by the viewer. Visual texts aim to make their readers buy, think, say or do something.

- Centre discussions around the following ideas after viewing a persuasive text:
 - Why has the text been produced? (Has it been produced to sell or promote a product, service or an idea?)
 - What is the main idea or argument in the text?
 - What are the supporting arguments?
 - What arguments or ideas are suggested by the images of the texts?
- Study different advertisements from magazines. What are the messages being conveyed? Are they powerful messages? Why? How is colour used to enhance the message?
- Select a topic or issue of interest to you or your group and brainstorm ideas for presenting factual content and opinions to a selected audience. Design a colour advertisement or poster to promote your message.

Grammar points – persuasive language, imperative moods.

Week 4–5: Documentaries (Papua New Guinean or others)

Resources: The EMTV for copies of documentaries, publishers, local radio stations, the local television station or the print media.

Documentaries come in three forms.

- Television documentaries
- Documentary films
- Radio documentaries

Documentaries have the unique power to inform, empower, and enlighten. They attempt to present actual people, places, activities and events. Documentary is a style that deals primarily with fact and not fiction.

- What are documentaries?
- Students should be encouraged to watch the '60 Minute program or the Sunday Night Commentary on the local EMTV station. Prior to this teacher could do his/her own recording. This is for areas not covered by EMTV and for students in the remote areas. Note that any type of documentaries can be used.
- Think critically about the information gathered from the documentaries they listen to, view or read about. Analyse the issues involved.

- How do the reporters extract the desired information under the different conditions? What techniques are involved in probing for such information?
- The information relayed: Is it all facts or is there bias?
- What are the students' views? Their thoughts can be written through questions that the teacher can set.
- Students' views could also be presented in group discussions and group presentations.

Grammar points—questions, statements, argumentative moods, adjectives and the use of adverbs.

Performance standards

You must use these performance standards for marking the assessment tasks. Students must have access to a copy.

Performance standards for assessment task one: Write a letter to the editor, or make a speech in response to a documentary. 50 marks				
Criteria	Very High Achievement 45–50	High Achievement 35–44	Satisfactory Achievement 25–34	Low Achievement 0–24
Use appropriate layout and language conventions for the text type	Excellent use of layout and language features	Good use of layout and language features	Satisfactory use of layout and language features	Limited use of layout and language features
Demonstrate an understanding of main ideas	Demonstrate an excellent understanding of main ideas	Demonstrate good understanding of main ideas.	Demonstrate satisfactory understanding of main ideas	Demonstrate limited understanding of main ideas
Create text that informs influences or persuades	Create text that informs, influences or persuades with powerful impact on the reader	Create text that informs, influences or persuades with high impact on the reader	Create text that informs, influences or persuades with some impact on the reader	Create text that fails to inform, influence or persuade the reader
Proofread drafts using checklists for conventions, punctuations, grammar, and spelling	Excellent use of each editing skill	Good use of each editing skill	Satisfactory use of each editing skill	Limited use of each editing skill

Recording and reporting

All schools must meet the requirements for maintaining and submitting student records as specified in the *Grade 10 Assessment, Examination and Certification Handbook*.

Recording and reporting student achievement

When recording and reporting student achievement you must record the achievement of the students in each unit and then, at the end of the year make a final judgment about the overall achievement, or progress towards achievement, of the broad learning outcomes.

To help you do this, descriptions of the levels of achievement of the broad learning outcomes are provided in the Broad Learning Outcome Performance Standards. When reporting to parents, the school will determine the method of recording and reporting. In an outcomes based system, student results should be reported as levels of achievement rather than marks.

Remember that the final school-based mark will be statistically moderated using the external exam results. The students overall level of achievement may change.

Levels of achievement

The level of achievement of the broad learning outcomes is determined by the students' performance in the assessment tasks. Marks are given for each assessment task with a total of 100 marks for each 10 week unit, or 50 marks for each five week unit. The marks show the student's level of achievement in the unit, and therefore *progress* towards achievement of the broad learning outcomes.

There are four levels of achievement:

1. Very high achievement
2. High achievement
3. Satisfactory achievement
4. Low achievement

A very high achievement means overall, that the student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

A high achievement means overall that the student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

A satisfactory achievement means overall that the student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

A low achievement means overall that the student has a basic knowledge and some understanding of the content and has achieved limited or very limited level of competence in the processes and skills.

Below the minimum standard overall means that the student has provided insufficient evidence to demonstrate achievement of the learning outcomes.

Achievement Levels					
Total marks	Very High Achievement	High Achievement	Satisfactory Achievement	Low Achievement	Below minimum standard
700	630 – 700	490 – 629	350 – 489	200–349	0 – 199
600	540– 600	420 – 539	300 – 419	120 –299	0 – 119
500	450 – 500	350 – 449	250 – 349	100–249	0 – 99
400	360 – 400	280 – 359	200 – 279	80–199	0 – 79
300	270 – 300	210 – 269	150 – 209	60–149	0 – 59
200	180 – 200	140 – 199	100 – 139	40–99	0 – 39
100	90 –100	70 – 89	50 – 69	20–49	0 – 19
60	54– 60	42 – 53	30 – 41	12 –29	0 – 11
50	50 – 45	35 – 44	25 – 34	10–24	0 – 9
40	36 – 40	28 – 35	20– 27	8–19	0 – 7
30	27 – 30	21 – 26	15 – 20	6–14	0 – 5

Sample format for recording assessment task results over two years in English

Grade 9			
Unit	Assessment task	Marks	Student mark
9.1	Compose an oral text or texts relevant to the home or leisure environment	50	
9.1	Compose one or more written texts relevant to the home or leisure environment.	50	
9.2	Write one or more business letters such as a complaint, information request or an invitation.	50	
9.2	Written response – analyse one or more workplace texts from the list of text types prescribed for this unit	50	
9.3	Oral presentation – story telling	50	
9.3	Creative writing	50	
9.4	Write persuasive texts such as a newspaper article or an advertisement.	50	
9.4	Provide information orally on topics and argue a point of view	50	
Total Grade 9 marks		400	

Grade 10			
Unit	Assessment task	Marks	Student mark
10.1	Construct a portfolio consisting of at least 4 texts used in or about the home or social environment.	60	
10.1	Two listening comprehension tests	40	
10.2	Written and oral report	60	
10.2	A general language test	40	
10.3	Critical written responses to a novel, a short stories, poetry or drama selected for study	50	
10.3	A review of two different texts of the students own choosing	50	
10.4	<i>Write a letter to the editor or make a speech</i>	(50)*	
Total Grade 10 marks		300	
Total Grade 9 and Grade 10		700	

10.4 is not included in the overall mark of 700 as it is done in term 4.

Broad learning outcomes and levels of achievement

Levels of achievement in Grade 9 and Grade 10 are recorded and reported against the broad learning outcomes. There are four broad learning outcomes in English. The performance standards for the levels of achievement are described in the following table.

Broad Learning Outcome Performance Standards					
	Very High Achievement	High Achievement	Satisfactory Achievement	Low Achievement	Below minimum standards
1. Use and understand English structures and forms according to rules and conventions for functional and creative purpose	Excellent use of the English structures and forms. A very high level of knowledge and display of the rules and conventions for functional and creative purposes	Good use of the English structures and forms. A high level of knowledge and display of the rules and conventions for functional and creative purposes	Satisfactory use of the English structures and forms. Some knowledge and display of the rules and conventions for functional and creative purposes	Uses little or none of the English structures and forms. Lacks knowledge and does not apply the rules and conventions for functional and creative purposes	Has not met the minimum standard required
2. Communicate ideas and information in a variety of ways(written, oral, and visual) according to purpose, audiences and context	Excellent communication of complex ideas and information using an extensive range of written, oral and visual forms according to purpose, audiences and context	Good communication of complex ideas and information using a broad range of written, oral and visual forms according to purpose, audiences and context	Satisfactory communication of ideas and information using some written, oral and visual forms according to purpose, an audience and context	Lacks skills of communication of information or ideas. Uses a limited range of either written, oral or visual forms. Does not consider audience and purpose	Has not met the minimum standard required
3. Respond to and analyse a variety of texts on a range of issues from Papua New Guinea and the world	Demonstrate a high level of response and analysis of a wide variety of texts on a range on issues based on Papua New Guinea and the world	Demonstrate appropriate level of response and analysis of a range of texts on issues based on Papua New Guinea and the world	Demonstrate some level of response and analysis of some selected texts on an issue based on Papua New Guinea and the world	Little or no response and analysis of a selected text on an issue based on Papua New Guinea and the world	Has not met the minimum standard required
4. Respond to and value different cultures through the study of literature and other texts	Demonstrate appropriate high level of response to different issues of cultures and demonstrates attitudes which show respect and value of different cultures through the study of literature and other texts	Demonstrate appropriate response to different issues of cultures and respect for different cultural values through the study of literature and other texts	Demonstrate some response to different issues of cultures and some respect for different cultural values through the study of some form of literature and texts	Little or inappropriate response to issues of cultures and little or no respect for different cultural values studied in at least one text	Has not met the minimum standard required

Steps for awarding final student level of achievement

5. Assess unit tasks using unit performance standards and assessment criteria
6. Record results for each task in each unit
7. Add marks to achieve a unit result and a term result
8. Add term marks to get a year result
9. Determine the overall achievement using the achievement level grid
10. Report results using the broad learning outcome performance standards.

Example of reporting using the Broad Learning Outcomes performance descriptors

Student: ***Nancy***

Subject: ***English***

School-based assessment: ***High achievement***

This means Nancy can demonstrate

- Good use of the English structures and forms. A high level of knowledge and display of the rules and conventions for functional and creative purposes.
- Good communication of complex ideas and information using a broad range of written, oral and visual forms according to purpose, audiences and context.
- Appropriate level of response and analysis of a range of texts on issues based on Papua New Guinea and the world.
- Appropriate response to different issues of cultures and respect for different cultural values through the study of literature and other texts.

Note: for reporting to parents it might be necessary to translate the broad learning outcome descriptors into Tok Pisin or vernacular if there is limited understanding of English.

Resources

Texts are the most important resource for English. Learning becomes more interesting and meaningful when you use a variety of text resources and materials in your teaching. You should be always trying to adapt, improvise, make or write material that will be useful for lessons in any subject. The school library, collections of newspapers, magazines, pamphlets, brochures, old gazettes, and posters can be very useful.

There are local people in the community – parents, village leaders, people with special skills and knowledge, local workers, business people, government officers and many more who can be invited to talk to students. It is important to take students outside the school to expose them to the ‘real world’. There is usually something in every topic which can be done outside or related to the students’ community.

Students own researches through speaking with the community members about certain issues or topics of discussions in the classroom will boost learning and build the confidence that many of them lack. The community must now play a significant role in the students learning. Use the community as much as possible.

Types of resources that could be included in teaching

Materials used to teach the former English syllabus are still useful because the new syllabus requires exposure to a broad range of text types.

Print materials

- Fiction and non-fiction books,
- Play scripts
- Poetry
- Song lyrics
- Reference books
- Magazines and newspapers
- diagrams, maps, charts, graphs
- Posters
- Worksheets, information sheets
- Pamphlets, brochures.

Audio visual material

- Television and radio broadcasts,
- Video, DVDs, film, film strips
- Audio recordings
- Computer software, interactive video
- Overhead transparencies

Using the internet for English activities

Planning

- Where appropriate, incorporate computer sessions as part of planned learning experiences.
- Design activities that provide the opportunity for students to access, compare and evaluate information from different sources.
- Check protocols, procedures and policies of your school and system regarding the use of the Internet.

Managing

- Ensure that all students have the opportunity to explore and familiarise themselves with the technologies, navigation tools, e-mail facilities and texts on the Internet. It is likely that students will have varying degrees of expertise in searching for information and navigating the Internet. Students will also have varying experiences and familiarity with the way texts are presented on the World Wide Web.
- Ensure that all students have an understanding of how to access the Internet and how to perform basic functions, e.g. searching, sending and receiving e-mail.
- Students with more experience in using the Internet may have information that will benefit the whole class. Provide opportunities for students to share their experiences, interests, information and understandings. As well as planning lessons to instruct students in these skills, pairing students, and peer tutoring on the computer can enable more experienced students to assist other students.
- Ensure that students critically analyse information gathered on the Internet just as they would for any other text. They should be aware that material posted on the World Wide Web is not necessarily subject to the conventional editorial checks and processes generally applied to print-based publications. When evaluating information students might consider:
 - the intended audience of the site
 - bias in the presentation of information, or in the information itself including commercial or political motives
 - accuracy of information
 - balanced points of view
 - currency of information, including publishing dates
 - authority of source or author (institution, private individual)
 - ownership of the website (corporate, small business, government authority, academic)
 - cultural or gender stereotyping.
- Ensure that software and hardware (computer, modem) are maintained in good working order
- Ensure that all students are given equal opportunities to use the computer.

Assessing student work containing material from the internet

- Students can download large quantities of information from the internet. By itself this information provides very little evidence of student effort or student achievement. Students must make judgments about the validity and safety of information when working from the World Wide Web. They must consider the purpose of the text, identify bias, and consider the validity of arguments presented and the nature and quality of the evidence provided.
- When assessing student work that includes material drawn from the Internet, therefore, it is important to recognise how students have accessed the particular information, what value they place on it and how they have used it for the particular topic being studied in class. It is useful to look for evidence of critical evaluation, and the development of students' capacities to access, manipulate, create, restore and retrieve information.

Glossaries

Assessment and examinations glossary

Syllabus outcomes, criteria and performance standards, and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the syllabus and teacher guide documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgment about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logical questioning, reflection and quality to (analyse/evaluation)
Criteria	Criteria for each unit outcome provide clear indications of how, when and to what extent, the achievement of the learning outcomes is demonstrated
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between

Evaluate	Make a judgment based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

English glossary

Alliteration	Collection of words (phrase or sentence) following each other, or close to, which begin with the same phoneme e.g. Silent slithering snake, free phone
Ambiguity	A phrase or a statement which can be interpreted in more than one way
Anecdotal	Written or oral record of happenings observed / assessed
Annotate	Add notes to written work or diagram to explain it
Appendix	A section in addition to a document which give further information about some of the content
Aptitude	The possible ability demonstrated by someone if given the opportunity or relevant education

Assessment	<p>Continuous – judging students on the basis of work done during a study course rather than, or in addition to, a formal examination at the end</p> <p>Formative – occurs when assessment, whether formal (e.g. Testing) or informal (e.g. Class-room observation), undertaken in order to use resulting information to support a student achieve knowledge or understanding</p> <p>Summative – used to find out a student's level of achievement at the end of a course of study</p>
Assonance	Vowel sound repetition e.g. wrong, long, song
Attainment	(level of) The amount of something (knowledge/understanding/mark/effort/speed etc) that can be judged to be achieved or reached
Audience	The person or people to whom a text is written or to whom words are spoken e.g. listeners, readers, TV viewers
Autobiography	The life story of an individual written by that person
Bibliography	Texts listed in reading material which contains the titles of texts consulted by the writer. Such list can also refer to texts written on a specific subject and texts written by a particular author
Bilingual (adjective)	The regular use of two languages
Bilingualism (noun)	The ability to speak two or more languages fluently
Biography	The life story of an individual written by someone else
Blurb	Information about a book that is written to attract people's interest
Character	The personality of an individual in a story, poem or a play which becomes know through the dialogue, feelings and actions
Chronological	Organised in terms of sequence of events/dates
Colloquial	language use in familiar informal contexts
Cognitive	Concerned with knowledge and intellectual (thinking) skills
Cohesion	the unity of language features in making up a text. Cohesion can involve referring words such as pronouns
Competence	The level of efficiency or excellence
Comprehension	<p>The level of understanding of a text</p> <p>Literal – the reader can understand content which is actually detailed</p> <p>Inferred – the reader can understand meaning which is not directly explained e.g. In the sentence "There had been no rain now for over six months" the reader could realise water was scarce or non-existent and there was a huge social and ecological problem</p> <p>Critical – the reader is able to offer an opinion on the purpose of a text, its appropriateness or effectiveness</p>

Contextual information	Background knowledge, shared experiences and subject-specific vocabulary, as well as how text relates to the context of the situation – village visit for interview
Curriculum	Course of study followed by a pupil or student e.g. Language curriculum, school curriculum
Developmental sequence	Sequence of learning development at different level – elementary, primary, secondary
Dialogue	A conversation between two people or two groups of people
Differentiation	Different methods and approaches of teaching according to ability
Draft	One of the first written forms of a document. Texts can gradually develop through several drafts before reaching a final and finished stage
Edit	Checking own or another's work after drafting in order to make sure all necessary amendments have been made e.g. Checking facts, sentence construction, and spelling
Empathy	To be able to share another person's feeling and emotions as if it yourself
Explicit	To be very clear and exact when teaching / modelling a new skill
Fact	Observable or accepted. However, what is accepted as true can alter overtime as new evidence becomes available. Facts must be supported by evidence. If evidence is not available, facts can only be regarded as opinion
Feature	Notable part of anything e.g. Language
Fiction	Imaginary characters, settings and events are created by writer or speaker. In some instances, one of these features may be factual
Figurative language	Use of metaphor or simile to create an image or mood
Footnote	Further information which is given at the bottom of the page instead of in the main part of the text
Genre	This term refers to different types of writing which have their own specific features. Their characteristics are related to origin e.g. Legend, folk tale, or to the Interest of the reader e.g. Science fiction, adventure, mystery, romance, humour. Texts can also be of more than one genre combining some features e.g. Historical thriller
Generic structure	The manner in which texts are arranged to suit their purpose and their structures are observable by the reader e.g. Explanatory, instructional, narrative, argumentative, persuasive texts.
Grammar	the conventions which build the relationships between words in any language, e.g. Syntax (word order), semantics (meaning). It is important, supporting effective communication and reading and writing skills
Idiom	Phrase not meant literally. The meaning is understood by the group of people who use it but it cannot be understood from knowledge of the individual words , e.g. Under the weather (not feeling well)

Imagery	Use of language to create a vivid picture appealing to the senses
Inclusive	Giving equal opportunity (e.g. Gender, special needs, beliefs, traditions and geographical, social and economical toleration) to all listeners
Language	<p>Acquisition – to acquire (obtain/gain/get) the skills of speaking and listening, reading and writing</p> <p>Approach – method of teaching language (the word teaching is inferred)</p> <p>Aptitude – capacity of language</p> <p>Function – the special purpose of that language (e.g. to question, persuade, argue, describe, and complain)</p> <p>Indigenous – language natural to a country</p> <p>Of instruction – the language in which students are being taught</p> <p>Register – range of speech</p> <p>Subject-specific – a range of vocabulary and language forms relevant to one particular subject of the curriculum e.g. conduction, convection, radiation (science syllabus). it is important students are made aware of and understand subject specific language which can sometimes be technical</p> <p>Whole language used in relevant and meaningful texts and contexts</p> <p>(It, therefore, follows that a whole language learning approach is used to explore and extend knowledge whilst using communication skills for a purpose, to a specified audience and in different situations)</p>
Legend	A traditional story possibly based on truth but which may have been altered or exaggerated over the years
Legible	Easily read; clear
Linguistics	The structural formation of language
Literacy	A communication skill referring to reading and writing. This word can now be applied to other forms of communication e.g. Media literacy, computer literacy
Literate	Able to read and write
Metaphor	A substitution by the writer referring to something as something else e.g. The jewel of our soil (kaukau)
Obituary	Public notice of an individual's death sometimes including an account of the person's life
Outcome	An outcome is a clear statement of knowledge, skills and attitudes expected to be gained by most students as a result of effective teaching and learning
Phoneme	Smallest unit of sound in a word. This sound can be represented by one of
Scan	To read quickly to find information by locating key word(s)
Simile	Image created by the writer or speaker when comparing the subject to something else and using the words 'as' or 'like' e.g. Mountains like a row of jagged teeth

Skim	To read quickly to obtain initial overview of texts and main Ideas
Standard English	To communicate effectively in a range of situations, written and oral, English language users need access to Standard English as well as their own interpretation or dialect, so that they can select the appropriated register. A recognised Standard English for coherent communication and the lingua franca of the modern business world and the sky's airways is, therefore, taught in classrooms across the globe. A language that is alive changes to meet constantly new and future needs of its speakers, it purposes and experiences
Storyboard	A series of pictures. Students can draw a storyboard to plan a piece of writing or to demonstrate their understanding of a text after reading
Sub matter	The topic or content of a text, e.g. interview with family members include knowledge about family relationship, the number of members and generations
Text	Refers any written, spoken or visual communication with language, including pictures, novels, newspapers, letters, conversations, speeches, performances
Theme	Subject or focus of a piece of writing. This can be stated or inferred
Vernacular	Commonly spoken language of a country
Visual processing	Decoding and comprehending words and texts based on appearance

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