

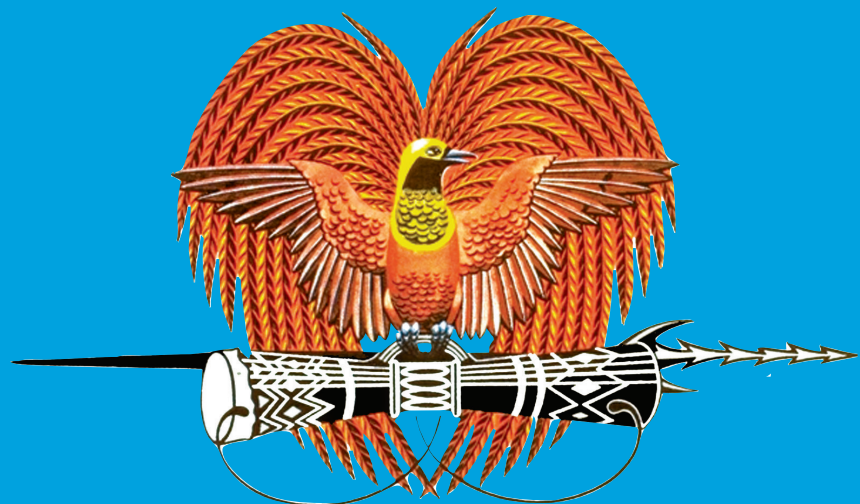
English

Teacher Guide

Grade 8



Standards Based



Papua New Guinea
Department of Education

'FREE ISSUE

NOT FOR SALE'

English

Teacher Guide

Grade 8

Standards Based



Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

Published in 2019 by the Department of Education, Papua New Guinea

First Edition

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Graphic Design & Layout by Vitus Witnes Kanua

ISBN: 978-9980-905-31-4

Acknowledgements

This Grade 8 English Teacher Guide was developed by the Curriculum Development Division of the Department of Education. The Development of this English Teacher's Guide was coordinated by Betty Bannah with assistance from the Subject Curriculum Group (SCG) members and the writing team.

Teachers, School Inspectors, Teachers College Lecturers, community members and representatives from other stake holders such as Non-Government Organizations (NGOs), assisted in the development of this Teacher Guide through workshops, meetings and consultations.

The Curriculum Panel (CP), Subject Advisory Committee (SAC) and Basic Education Board of Studies (BEBoS) Committee members are acknowledged for their recommendation and endorsement of this Teacher Guide.

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Secretary's Message

This English Teacher Guide for Grade 8 was developed as a support document for the implementation of the English Syllabus for Grades 6, 7 and 8. It contains sample guided lessons, assessment tasks and rubrics with suggested teaching and learning strategies that teachers can use to work towards the achievement of content standards and benchmarks in the syllabus.

English Language is central to students' intellectual, social and emotional development and has an essential role in all subjects taught at primary level. To succeed in a world where English is used for international interpersonal communication, it is necessary to master the English Language. Students need to develop their vocabulary and their skills in using the systems of the English Language; its phonology, grammar and text structuring. They need these skills to listen, speak, read and write, and to adapt their language to an ever increasing number of topics, areas of interest and communication situations. They must be able to distinguish between spoken and written styles and informal and formal styles. Moreover, when using the language in communication, they must also be able to take cultural norms and conventions into consideration.

The English subject contains eight lessons: Talking, Oral expression, Listening, Handwriting, Written sentences, Written expression, Spelling and Reading. The Content Standards have been expanded in the Yearly Overview to help teachers identify key knowledge, skills, attitudes and values for teaching and learning when developing activities for students. It is important that teachers cover all Content Standards prescribed for students in Grade 6. The lessons in the Teacher Guide are not teaching lessons; rather they are guided lessons to be used as samples for teachers to develop teaching and learning activities.

I commend and approve this Grade 8 English Teacher Guide to be used in all Primary and Junior High Schools throughout Papua New Guinea.



.....
DR. UKE W. KOMBRA, PhD
Secretary for Education

Introduction

Purpose

This Teacher Guide must be used in conjunction with the Grades 6, 7 & 8 Syllabus. The main purpose is to implement the syllabus in the classroom.

The Teacher Guide provides you with guidelines and directions to help you plan and develop teaching and learning activities for the achievement of Content Standards and Benchmarks. It provides you with information and processes to:

- Understand and expand on the relevant knowledge, skills, attitudes and values (KSAVs) provided in this guide
- Develop teaching programs based on your school contexts
- Plan and develop daily lesson activities
- Plan and conduct assessments to monitor students' achievements.

Teachers are required to read carefully and use the guidelines in the Teacher Guide to plan and develop teaching and learning programs. The guide contains the following main components:

- Yearly and termly overview which consists of all strands, units, topics and lesson titles
- Sample weekly program or timetable
- Suggested daily plans which consists of guided lessons and KSAVs
- Assessment tasks and rubrics
- Support resources for use when planning and programming.

How to use this Teacher Guide

Use this teacher guide to help you design your teaching programs, lesson and assessment plans. Therefore, you need to:

- read this teacher guide and the syllabus carefully to understand the content and what you will require for your classroom teaching
- become familiar with the syllabus strands, units, topics and lesson topics
- read and understand the content standards and benchmarks
- read and understand how the assessment plans and tasks are structured so that you can design appropriate assessment plans
- read and understand the structure and content of sample guided lessons and the background information to support you in the modification of your lessons.

Support Resources

The resource section contains materials that will assist teachers for implementation. Resources are aligned to strands

*Prescribed Time Allocation for Senior Primary English is 280 minutes.
1x40 minutes lesson*

Content Overview

Content Standards

Content standards are broad statements that encompasses Key concepts Knowledge skills and attitudes which students should know, understand, and be able to do in particular subjects, grade level, or school level. For example, *Pupils will be able to interact and convey simple messages using comprehensible language*

Table of Content Standards

The table below outlines the three language strands, speaking and listening, reading and writing for Grade 6-8. The strands are organized into units. The units outline the content standards towards achieving specific skills, Knowledge and values for the three strands in the English subject

Strand 1: Speaking and Listening

Unit 1: Listening Comprehension		
Grade 6	Grade 7	Grade 8
6.1.1 Listen, understand and respond to a variety of oral and visual texts to express facts and opinions on local national and global issues	7.1.1 Listen and respond to a range of presentations of ideas, information and opinions about significant local, national and international issues	8.1.1 Listen and respond to a range of complex issues of local, national and international importance
6.1.2 Listen and follow a range of specific instructions and directions in classroom situations	7.1.2 Listen and follow a range of complex instructions and directions in classroom situations	8.1.2 Listen and follow a wide range of specific instructions and directions in classroom situations
Unit 2: Talking		
6.1.3 Give a range of specific instructions and directions in structured and spontaneous classroom situations	7.1.3 Give a range of specific instructions and directions in structured and spontaneous classroom situations	8.1.3 Give a broad range of instructions and directions in structured and spontaneous classroom situations
6.1.4 Apply appropriate English grammar in a range of oral situations correctly	7.1.4 Apply appropriate English grammar in a range of oral situations correctly	8.1.4 Apply appropriate English grammar in a wide range of oral situations correctly
Unit 3: Oral Expression		
6.1.5 Predict and make inferences to written text, audio and visual references	7.1.5 Express agreement and disagreement, using appropriate language, grammar and body gestures confidently	8.1.5 Present reports accurately using different presentation modes

Unit 3: Oral Expression		
Grade 6	Grade 7	Grade 8
6.1.6 Express ideas and opinions with different types of audience	7.1.6 Use appropriate descriptive language to clearly indicate time, directions and make requests politely	8.1.6 Convey messages in different settings using appropriate vocabulary, facial expressions and body gestures.
6.1.7 Interpret and use meanings of slangs, similes and idioms correctly.	7.1.7 Interpreting song lyrics using appropriate vocabulary	8.1.7 Interpreting song lyrics using appropriate vocabulary
6.1.8 Use appropriate English language for effective communication in a range of situations	7.1.8 Use appropriate English language for effective communication in a range of situations	8.1.8 Use appropriate English language for effective communication in a range of situations

Strand 2: Reading

Unit 1: Vocabulary		
Grade 6	Grade 7	Grade 8
6.2.1 Apply a range of strategies to develop and expand knowledge of the words and the word meanings to increase vocabulary	7.2.1 Expand vocabulary through word study, literature and class discussion	8.2.1 Expand vocabulary through word study, literature and class discussion
Unit 2: Fluency		
6.2.2 Read a range of texts independently to improve fluency	7.2.2 Read a range of fiction and factual texts independently to improve fluently	8.2.2 Read a range of fiction and factual texts independently to improve fluency
Unit 3: Comprehension		
6.2.3 Read and interact with words and concepts in the text to construct an appropriate meaning	7.2.3 Read reflect and respond critically to words and concepts in the text to construct an appropriate meaning	8.2.3 Read, reflect and respond critically to a range of complex literary and factual texts
6.2.4 Read a range of fiction and non-fiction texts for information and pleasure	7.2.4 Read a range of fiction and non-fiction texts for information and pleasure	8.2.4 Read a range of fiction and non-fiction texts for information and pleasure
Unit 4: Literature		
6.2.5 Identify structure, figurative language and meanings in literary works	7.2.5 Identify structure, figurative language and meanings in a variety of literary works	8.2.5 Identify structure, figurative language and meanings in a variety of literary works

Strand 3: Writing

Unit 1: Handwriting		
Grade 6	Grade 7	Grade 8
6.3.1 Write legibly in cursive or joint italics allowing margins and correct spacing between letters in words and words in sentences		
Unit 2: Written Expression		
6.3.2 Apply appropriate writing processes	7.3.1 Apply appropriate writing processes	8.3.1 Apply appropriate writing processes
6.3.3 Create and communicate a range of familiar and unfamiliar ideas and information for various purposes and audiences	7.3.2 Create and communicate a range of familiar and unfamiliar ideas and information for various purposes and audiences	8.3.2 Create and communicate a range of familiar and unfamiliar ideas and information for various purposes and audiences
Unit 3: Grammar Usage		
6.3.4 Apply correct use of English grammar in a range of familiar and structured situations	7.3.3 Apply correct use of English grammar in a range of familiar and introduced topics	8.3.3 Apply correct use of English grammar in a range of familiar and introduced topics
6.3.5 Identify and use appropriate capitalization, punctuation and spelling in written texts	7.3.4 Identify and use appropriate capitalization, punctuation and spelling in written texts	8.3.4 Identify and use appropriate capitalization, punctuation and spelling in written texts
6.3.6 Apply and use appropriate sentence structure using different types of sentences	7.3.5 Apply and demonstrate appropriate sentence structure using different types of sentences	8.3.5 Apply and demonstrate appropriate sentence structure using different types of sentences
6.3.7 Apply a range of strategies to spell, read and write sight words and new words	7.3.6 Apply a range of strategies to spell, read and write sight words and new words	8.3.6 Apply a range of strategies to spell, read and write sight words and new words

Yearly Overview

Grade 8 Unit Overview Terms 1 - 4

Term 1							
		Strand 1 Speaking and Listening	Strand 2 Reading		Strand 3 Writing		
Theme	Theme: Home School and Leisure	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
1	Sub-theme: Home School and Leisure Text type: Narrative- Recount	Listening Narrative text Comprehen- sion questions Talking Correct oral use of English grammar Oral expression as a whole class or in pairs short oral recount 'What I did in the holidays'	Literature Structure of a recount text Reading for pleasure Figurative language Library skills Alphabetical order to 2nd letter Summarising information Vocabulary Word meanings Commonly confused words	Narrative text Class reading Comprehen- sion Small group reading Paired reading Reading and comprehen- sion Vocabulary Word meaning – from reading text	Sound /ay/ words safety, aeroplane, afraid, painting, holiday, yesterday, native, famous, obeyed, neighbour Time second, minute, hour, season, midnight, century, tonight, month, o'clock, calendar	Common and gender nouns Correct use of common and gender nouns in sentences. Examples: <i>Joe is my brother.</i> <i>Josephine is an actress.</i>	Written Composition Personal recount

Term 1

Term 1							
		Strand 1 Speaking and Listening	Strand 2 Reading		Strand 3 Writing		
Theme	Theme: Home School and Leisure	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
2	Sub-theme: Home School and Leisure Text type: Explanation	Listening Explanation text Comprehen- sion questions Talking Correct oral use of English grammar Oral expression as a whole class or in pairs Explanation of school and classroom rules	Literature Structure of an explanation text Reading for pleasure Library skills Identifying and summa- rizing information Reading and comprehen- sion Vocabulary 1.Synonyms 2.Antonyms	Explanation text Class reading Comprehen- sion Small group reading Paired reading Reading and comprehen- sion Vocabulary Word meaning – from reading text	Sound /ee/ words sneeze, meeting, reason, underneath, family, naughty, secret, female, believe, people Insects fly, mosquito, caterpillar, butterfly, wasp, cricket, grasshop per, dragonfly, ladybird, cockroach	Personal pronouns Subject pronouns I, you, he, she, it, we, they Object pronouns me, you, him, her, it, us, them Examples: <i>He plays the piano.</i> <i>They sing at church.</i> <i>Peter gave me a present.</i> <i>Kali gave her some oranges.</i>	Written Composition Explanation text

Term 1

Term 1							
		Strand 1 Speaking and Listening	Strand 2 Reading		Strand 3 Writing		
Theme	Theme: Home School and Leisure	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
3	<p>Sub-theme: Home School and Leisure</p> <p>Text type: Information narrative</p>	<p>Listening Narrative information text Comprehen- sion questions</p> <p>Talking Correct oral use of English grammar</p> <p>Oral expression to class or in pairs Sharing information on a given topic</p>	<p>Literature Structure of an explanation text Reading for pleasure</p> <p>Library skills Identifying and summarising information</p> <p>Reading and comprehen- sion Vocabulary Word meanings 1. Homo- phones 2. Homonyms</p>	<p>Narrative information text Class reading Comprehen- sion Small group reading Paired reading</p> <p>Reading and comprehen- sion Vocabulary Word meaning – from reading text</p>	<p>Sound /ie/ words tribe, mobile, decide, classify, island, remind, design, fighting, daylight, height</p> <p>Days of the week Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, week, days, fortnight</p>	<p>Adjectives and suffixes Correct use of adjectives as suffixes in sentences.</p> <p>Example: <i>Forests contain a tremendous number of the most colourful, rare and beautiful animals, birds and plants.</i></p>	<p>Written Composition Narrative information text</p>

Term 1

Term 1							
		Strand 1 Speaking And Listening	Strand 2 Reading		Strand 3 Writing		
Theme	Theme: Home School and Leisure	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
4	Sub-theme: Home School and Leisure Text type: Transaction	Listening Transaction text (e.g. letter, interview) Comprehension questions Talking Correct oral use of English grammar Oral expression In pairs – student interviews	Literature Structure of a letter Reading for pleasure Library skills Alphabetical order Using a dictionary Reading and comprehen- sion Vocabulary Word meanings 1. Prefixes pre- 2. Suffixes -er	Transaction text Class reading Comprehen- sion Small group reading Paired reading Reading and comprehen- sion Vocabulary Word meaning – from reading text	Sound /oa/ words chosen, exploded, coaching, floating, zero, frozen, noticed, followed, sewing, although Homophones ate, eight, dear, deer, brake, break, write, right, saw, sore	Verb types Action verbs: run, jump, flew Saying verbs: shout, shout, whisper Thinking and Feeling verbs: love, imagine, forget Being verbs: am, is, are, was, were Examples: <i>Help!" <u>cried</u> the old man.</i> <i>Last week we <u>were</u> late for church.</i>	Written Composition Transaction (a letter)

Term 1

Term 1							
		Strand 1 Speaking And Listening	Strand 2 Reading		Strand 3 Writing		
Theme	Theme: Home School and Leisure	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
5	Sub-theme: Home School and Leisure Text type: Report	Listening Report Comprehen- sion questions Talking Correct oral use of English grammar Oral expression In groups – students report on an event	Literature Structure of a report Reading for pleasure Library skills Summarising information Reading and comprehen- sion Vocabulary Word meanings 1. Abstract words 2. Collective words	Report Class reading Comprehen- sion Small group reading Paired reading Reading and comprehen- sion Vocabulary Word meaning – from reading text	Sound /ue/ and /ooh/ words pollute, rescued, bamboo, tattoo, bathroom, shoes, plural, threw, juice, suitable Months September, February, December, April, October, January, November, March, July, August	Adverbs Correct use of adverbs in sentences Examples: <i>PMV buses drive <u>very</u> <u>slowly</u> in PNG. (how)</i> <i>We will be travelling to town <u>tomorrow</u>.</i> <i>(when)</i> <i>We will be travelling to town from <u>Gerehu</u>.</i> <i>(where)</i>	Written Composition Report on an event

Term 1

Term 1							
		Strand 1 Speaking And Listening	Strand 2 Reading		Strand 3 Writing		
Theme	Theme: Home School and Leisure	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
6	Sub-theme: Home School and Leisure Text type: Procedural	Listening Procedural text (e.g. recipe, safety drill) Comprehension questions Talking Correct oral use of English grammar Oral expression In groups students talk through safety procedures	Literature Structure of a procedural text Reading for pleasure Library skills Alphabetical order Using a dictionary Reading and comprehension Vocabulary Word meanings Contractions	Procedural text Class reading Comprehension Small group reading Paired reading Reading and comprehension Vocabulary Word meaning – from reading text	Sound /sh/ words sure, shore, shoulder, shadow, mushroom, machine, tradition, occupation, dictionary, discussion Question words what, where, who, when, why, which, how, are, did, can	Prepositions Correct use of prepositions indicating direction, place and time in sentences Examples: <i>The red truck drove slowly <u>along</u> the winding track.</i> <i>The tiny mouse ran <u>into</u> the hole.</i> <i>We are having the party <u>after</u> school today.</i>	Written Composition Procedure – writing instructions

Term 1

Term 1							
		Strand 1 Speaking And Listening	Strand 2 Reading		Strand 3 Writing		
Theme	Theme: Home School and Leisure	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
7	Sub-theme: Home School and Leisure Text type: Persuasive	Listening Persuasive text Comprehension questions Talking Correct oral use of English grammar Oral expression Students present an opinion to the class	Literature Structure of a persuasive text Reading for pleasure Library skills Using a dictionary Using a thesaurus Reading and comprehension Vocabulary Word meanings/ origins Words – gender	Persuasive text Class reading Comprehension Small group reading Paired reading Reading and comprehension Vocabulary Word meaning – from reading text	Sound /th/ words thrown, threat, throat, thought, grandmother, grandfather, birthday, something, death, breath Adventure story continue, damaged, exploring, frightened, happened, imagine, listening, promised, remember, separate	Sentences: subject, verb, object Identifying the subject, verb and object in sentences. Example: <i>Aunty Letti</i> (subject) <i>cooked</i> (verb) <i>the chicken</i> (object). <i>Little girls</i> (subject) <i>love</i> (verb) <i>dolls.</i> (object)	Written Composition Persuasive – a letter to the editor expressing an opinion

Term 1

Term 1							
		Strand 1 Speaking And Listening	Strand 2 Reading		Strand 3 Writing		
Theme	Theme: Home School and Leisure	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
8	Sub-theme: Home School and Leisure Text type: Recount	Listening Recount text Comprehension questions Talking Correct oral use of English grammar Oral expression Retelling something that has happened	Literature Structure of a recount text Reading for pleasure Library skills Word meaning using a dictionary Reading and comprehension Vocabulary Word building <i>Small, smaller, smallest</i> Word analogies <i>Wing is to bird as fin is to fish</i>	Recount text Class reading Comprehension Small group reading Paired reading Reading and comprehension Vocabulary Word meaning – from reading text	Sound /ch/ words cheat, chance, charged, chocolate, itchy, watched, teacher, research, question, adventure How it happened correctly, politely, luckily, fiercely, silently, wildly, carefully, suddenly, noisily, nervously	Punctuation: Capital letters and commas Correct use of capital letters in sentences, Example: 1. <i>At the start of every sentence</i> 2. <i>In direct speech</i> 3. <i>The first letter of a proper noun</i> 4. <i>The title of a book, play, song, film</i> 5. <i>A heading The personal pronoun "I"</i> Correct use of commas, e.g. 1. <i>To separate items</i> 2. <i>In a list of nouns</i> 3. <i>In direct speech</i> 4. <i>To separate items</i> 5. <i>In a list of adjectives or adverbs</i>	Written Composition Recount
9	Assessment	Assessment	Assessment	Assessment	Assessment	Assessment	Assessment

Term 1

Term 1							
		Strand 1 Speaking and Listening	Strand 2 Reading		Strand 3 Writing		
Theme	Theme: Home School and Leisure	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
10	Review and Enrichment	Review and Enrichment	Review and Enrichment Reading and comprehen- sion Vocabulary Vocabulary Enrichment Abbreviations Acronyms	Review and Enrichment	Review Select sounds and words that students have found difficult and revise them by creating your own spelling list for this week	Enrichment Vocabulary: Alliteration and sound words Correct use of alliteration and sound words in sentences Example: <i>The <u>big blue</u> balloon burst with a <u>bang</u>.</i> <i>The cockatoos <u>shrieked</u> and <u>screached</u>.</i>	Enrichment

Term 2

Term 2							
		Strand 1 Speaking and Listening	Strand 2 Reading		Strand 3 Writing		
Theme	Theme Text type	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
1	Sub-theme: Work, Communication and Technology Text type: Recount	Listening Recount text Comprehension questions Talking Correct oral use of English grammar Oral expression to class or in pairs short oral recount 'What I did in the holidays'	Literature Structure of a recount text Reading for pleasure Figurative language Library skills Vocabulary Alphabetical order to 2 nd letter Reading and comprehension Vocabulary Commonly confused words	Recount text Class reading Comprehension Small group reading Paired reading. Reading and comprehension Vocabulary Word meaning – from reading text	Sound /a/ words atlas, activity, avocado, gather, camera, capital, ladder, jacket, fantastic, champion Contractions they're, there's, won't where's, haven't, weren't who'll, she'd, hasn't I've	Proper nouns Correct punctuation and use of proper nouns in sentences. Examples: <i>Mount Lamington is an active volcano in Papua New Guinea.</i> <i>Mrs Ruimb's birthday is on the 5th of December.</i>	Written Composition Personal recount

Term 2

Term 2							
		Strand 1 Speaking and Listening	Strand 2 Reading		Strand 3 Writing		
Theme	Theme Text type	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
2	<p>Sub-theme: Work, Communication and Technology</p> <p>Text type: Procedures</p>	<p>Listening Procedural text Comprehension questions</p> <p>Talking Correct oral use of English grammar</p> <p>Oral expression to class or in pairs Explanation of school and classroom rules</p>	<p>Literature Structure of a procedural text Reading for pleasure</p> <p>Library skills Identifying and summarizing information</p> <p>Reading and comprehension. Vocabulary Related words head and shoulders, hand and foot Synonyms</p>	<p>Procedural text Class reading Comprehension Small group reading Paired reading</p> <p>Reading and comprehension Vocabulary Word meaning – from reading text</p>	<p>Sound /e/ words kept, never, entrance, strawberry, friendly, anything, headache, breath, instead, breakfast Antonyms first, last, open, closed, hello, goodbye, true, false, weak, strong</p>	<p>Pronouns Relative: which, that, who, what, whom and whose</p> <p>Demonstrative: this, that, these, those</p> <p>Interrogative: what, which, who, whose, whom</p> <p>Examples: <i>The dog <u>that</u> stole the bone ran away.</i> <i><u>That</u> is the road to Lae.</i> <i><u>Who</u> is your friend?</i></p>	<p>Written Composition Procedural text</p>

Term 2

Term 2							
		Strand 1 Speaking and Listening	Strand 2 Reading		Strand 3 Writing		
Theme	Theme Text type	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
3	Sub-theme: Work, Communication and Technology Text type: Report	Listening Report Comprehension questions Talking Correct oral use of English grammar Oral expression to class or in pairs Sharing information on a given topic	Literature Structure of a Report Reading for pleasure Library skills Identifying and summarising information Reading and comprehension Vocabulary 1. Antonyms 2. Opposite words <i>give and take, here and there</i>	Report Class reading Comprehension Small group reading Paired reading Reading and comprehension Vocabulary Word meaning – from reading text	Sounds /i/ words prison, distance, ginger mischief, mister, quickly, myth, symbol, system, building Farming farmer, animals, tractor, harvest, orchard, fruit, vegetable, crop, coffee, planting	Possessive adjectives my, your, our, its, her, his, their Pointing adjectives that, this, these, those Examples: <i>Kali is the oldest child in her family.</i> <i>That chicken laid five eggs..</i>	Written Composition Report text
4	Sub-theme: Work, Communication and Technology Text type: Information Narrative	Listening Information Text Comprehension questions Talking Correct oral use of English grammar Oral expression In pairs – student interviews	Literature Reading for pleasure Library skills Dictionary use Finding information Reading and comprehension Vocabulary Word meanings Prefixes - anti Suffixes - ment	Information text Class reading Comprehension Small group reading Paired reading Reading and comprehension Vocabulary Word meaning – from reading text	Sound /o/ October, octagon, copied, doctor, hospital, crossing, honest, washed, wallaby, what Cooking cooking, mumu, oven, barbeque, bake, grill, recipe, ingredients, fridge, roast	Verbs: present, past continuous tense Correct use of present and past continuous tense in sentences. Examples: <i>We are going to the trade store.</i> <i>I was playing rugby when the rain started.</i>	Written Composition Information Text

Term 2

Term 2							
		Strand 1 Speaking and Listening	Strand 2 Reading		Strand 3 Writing		
Theme	Theme Text type	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
5	<p>Sub-theme: Work, Communication and Technology</p> <p>Text type: Transaction</p>	<p>Listening Report Comprehension questions</p> <p>Talking Correct oral use of English grammar</p> <p>Oral expression In groups – students report on an event</p>	<p>Literature Poem Reading for pleasure</p> <p>Library skills Dictionary use Finding information</p> <p>Reading and comprehension Vocabulary 1. Gender words 2. Compound words</p>	<p>Report Class reading Comprehension Small group reading Paired reading</p> <p>Reading and comprehension Vocabulary Word meaning – from reading text</p>	<p>Sound /u/ words bunch, husband, front, something, discover, another, grandson, tongue, blood, trouble Homophones aloud, allowed, heard, herd, blue, blew, caught, court, there, their</p>	<p>Adverbs of degree er/est/ iest</p> <p>Interrogative adverbs in sentences</p> <p>Examples: <i>Why is the Hooded Pitohui an unusual bird?</i> <i>When did PNG switch to the Kina as its form of currency?</i></p>	<p>Written Composition Structure of a complaint letter</p>
6	<p>Sub-theme: Work, Communication and Technology</p> <p>Text type: Narrative - Short Story</p>	<p>Listening Procedural text (e.g. recipe, safety drill) Comprehension questions</p> <p>Talking Correct oral use of English grammar</p> <p>Oral expression In groups - students talk through safety procedures</p>	<p>Literature Narrative Text Reading for pleasure</p> <p>Library skills Dictionary use Finding information</p> <p>Reading and comprehension Vocabulary 1. Alphabetical order to 2nd letter 2. Apostrophe of possession</p>	<p>Procedural text Class reading Comprehension Small group reading Paired reading</p> <p>Reading and comprehension Vocabulary Word meaning – from reading text</p>	<p>Sound /oy/ words coin, noisy, toilet, pointed, moisture, annoyed, destroyed, royalty, enjoyment, employment Synonyms rich, wealthy, error, mistake, strange, odd, hard, difficult, dirty, filthy</p>	<p>Prepositions Adverbial phrases Correct use of prepositions and adverbial phrases in sentences</p> <p>Examples: <i>The man slept under the shady tree.</i> <i>The bus will arrive in the morning.</i></p>	<p>Written Composition Narrative story</p>

Term 2

Term 2							
		Strand 1 Speaking and Listening	Strand 2 Reading		Strand 3 Writing		
Theme	Theme Text type	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
7	<p>Sub-theme: Work, Communication and Technology</p> <p>Text type: Persuasive</p>	<p>Listening Persuasive text Comprehension questions</p> <p>Talking Correct oral use of English grammar</p> <p>Oral expression Students present an opinion to the class</p>	<p>Literature Structure of a persuasive text Reading for pleasure</p> <p>Library skills Dictionary use Finding information</p> <p>Reading and comprehension Vocabulary Word origins Words occupations</p>	<p>Persuasive text Class reading Comprehension Small group reading Paired reading</p> <p>Reading and comprehension Vocabulary Word meaning – from reading text</p>	<p>Sound /ou/ words our, hour, outing, shouted, proudly, mountain, lighthouse, surrounded, drowning, downstairs</p> <p>Measurement metre, centimetre, kilometre, millimetre, litre, gram, kilogram, tonne, weight, length</p>	<p>Sentences: simple, compound and complex Writing simple, compound & complex sentences using correct punctuation.</p> <p>Examples: <i>Mary likes playing volleyball.</i> <i>Mary likes playing volleyball, <u>but</u> Simon likes playing rugby.</i> <i>Simon likes playing rugby because he can run and pass the ball quickly.</i></p>	<p>Written Composition Persuasive – a letter to the editor expressing an opinion</p>

Term 2

Term 2							
		Strand 1 Speaking and Listening	Strand 2 Reading		Strand 3 Writing		
Theme	Theme Text type	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
8	Sub-theme: Work, Communication and Technology Text type: Explanation	Listening Recount text Comprehension questions Talking Correct oral use of English grammar Oral expression Retelling something that has happened	Literature Structure of a Explanation text Reading for pleasure Library skills Dictionary use Finding information Reading and comprehension Vocabulary 1. Acrostic poem <i>Everywhere</i> <i>Good to eat</i> <i>Great to find</i> <i>Smooth shell</i> 2. Using doubles by repeating words <i>again and again, over and over</i>	Explanation text Class reading Comprehension Small group reading Paired reading Reading and comprehension Vocabulary Word meaning – from reading text	Sound /oo/ looked, cookbook, barefoot, bookmark, couldn't, wouldn't, pulling, helpful, mouthful, cushion Jobs fisherman, secretary, electrician, builder, mechanic, lawyer, chemist, reporter, butcher, waitress	Punctuation: Direct and indirect Speech Correct use of direct and indirect speech in sentences Examples: <i>"I think I know the way to the village," said Eva.</i> <i>Eva said that she thinks she knows the way to the village.</i>	Written Composition Explanation
9	Assessment	Assessment	Assessment	Assessment	Assessment	Assessment	Assessment

Term 2

Term 2							
		Strand 1 Speaking and Listening	Strand 2 Reading		Strand 3 Writing		
Theme	Theme Text type	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
10	Review and Enrichment	Review and Enrichment	Review and Enrichment Dictionary use Finding information. 1. Figurative language - similes <i>Her hair was as black as coal.</i> 2. Allit- erations words: <i>Meli was as graceful as a swan</i>	Review and Enrichment Grade level reader	Review Select sounds and words that students have found difficult and revise them by creating your own spelling list for this week	Enrichment Vocabulary: Prefixes & suffixes Correct use of prefixes and suffixes in sentences. Examples: <i>He couldn't come to school because he was <u>unwell</u>.</i> <i>Somebody who writes books is called an author.</i>	Enrichment

Term 3

Term 3							
		Strand 1 Speaking and Listening	Strand 2 Reading		Strand 3 Writing		
Term	Theme Text type	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
1	<p>Sub-theme: Papua New Guinea and Environment</p> <p>Text type: Explanation</p>	<p>Listening</p> <p>Recount text Comprehension questions</p> <p>Talking</p> <p>Correct oral use of English grammar</p> <p>Oral expression to class or in pairs</p> <p>short oral recount 'What I did in the holidays'</p>	<p>Literature</p> <p>Explanation Text Reading for pleasure Figurative language</p> <p>Library skills</p> <p>Dictionary use Finding information</p> <p>Reading and comprehension Vocabulary</p> <p>1. Alphabetical order to 3rd letter 2. Word meanings Commonly confused words</p>	<p>Recount text</p> <p>Class reading Comprehension Small group reading Paired reading</p> <p>Reading and comprehension Vocabulary</p> <p>Word meaning – from reading text</p>	<p>Sound /ar/ words</p> <p>Depart, sharpen, starving, harmful, darkness, classroom, basketball, auntie, calmly, heart</p> <p>Countries</p> <p>Countries, Papua New Guinea, Australia, America, China, Japan, England, France, Italy</p>	<p>Noun groups in sentences</p> <p>A noun group Includes a noun and words that tell more about that noun</p> <p>Examples:</p> <p><i>An old grey PMV crawled up the steep bumpy road</i></p>	<p>Written Composition</p> <p>Explanation</p>

Term 3

Term 3							
		Strand 1 Speaking and Listening	Strand 2 Reading		Strand 3 Writing		
Term	Theme Text type	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
2	<p>Sub-theme: Papua New Guinea and Environmen</p> <p>Text type: Narrative - Short story</p>	<p>Listening Narrative text Comprehen- sion questions</p> <p>Talking Correct oral use of English grammar</p> <p>Oral expression to class or in pairs Explanation of school and classroom rules</p>	<p>Literature Narrative - Short stories Reading for pleasure</p> <p>Library skills Dictionary use Finding information</p> <p>Reading and comprehen- sion Vocabulary 1. Synonyms 2. Antonyms</p>	<p>Explanation text Class reading Comprehen- sion Small group reading Paired reading</p> <p>Reading and comprehen- sion Vocabulary Word meaning – from reading text</p>	<p>Sound /er/ words skirt, thirsty, girlfriend, worth, homework, further, interesting, earn, surprised, journey</p> <p>Ocean ocean, octopus, turtle, seaweed, dophin, stingray, shipwreck, coast, seagull, starfish</p>	<p>Personal and possessive pronouns Correct use of personal and possessive pronouns in sentences</p> <p>Examples: <i>He slipped and broke his arm.</i> <i>I asked Ben if I could play with <u>him</u>.</i> <i>Is that ball <u>yours</u>?</i></p>	<p>Written Composition Narrative text</p>

Term 3

Term 3							
		Strand 1 Speaking and Listening	Strand 2 Reading		Strand 3 Writing		
Term	Theme Text type	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
3	<p>Sub-theme: Papua New Guinea and Environmen</p> <p>Text type: Procedures</p>	<p>Listening Procedural text</p> <p>Comprehension questions</p> <p>Talking Correct oral use of English grammar</p> <p>Oral expression to class or in pairs Sharing information on a given topic</p>	<p>Literature Procedural text</p> <p>Reading for pleasure</p> <p>Library skills Dictionary use Finding information</p> <p>Vocabulary Word meanings 1. Homophones 2. Homonyms</p>	<p>Procedures Class reading Comprehension</p> <p>Small group reading</p> <p>Paired reading</p> <p>Reading and comprehension Vocabulary Word meaning – from reading text</p>	<p>Sound /or/ words fortune, exploring, forwards, thoughtful, daughter, saucepan, pawpaw, withdraw, warning, smallest</p> <p>Computer words computer, keyboard, internet, mouse, email, monitor, software, graphics, download, password</p>	<p>Comparative and superlative adjectives -er/est plus adding more and most in sentences</p> <p>Examples: <i>The blue whale is the <u>biggest</u> animal in the world.</i> <i><u>Most</u> reptiles are <u>meat-eaters</u>.</i></p>	<p>Written Com-position Narrative information text</p>

Term 3

Term 3							
		Strand 1 Speaking and Listening	Strand 2 Reading		Strand 3 Writing		
Term	Theme Text type	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
4	<p>Sub-theme: Papua New Guinea and Environmen</p> <p>Text type: Transaction</p>	<p>Listening Transaction text (e.g. letter, interview)</p> <p>Comprehension questions</p> <p>Talking Correct oral use of English grammar</p> <p>Oral expression In pairs – student interviews</p>	<p>Literature Structure of a letter Reading for pleasure</p> <p>Library skills Dictionary use Finding information</p> <p>Reading and comprehension Vocabulary Word meanings Prefixes - bi Suffixes - ly</p>	<p>Transaction text Class reading Comprehension Small group reading Paired reading</p> <p>Reading and comprehension Vocabulary Word meaning – from reading text</p>	<p>Sound /air/ words spare, aware, preparing, careless, airport, repaired, fairytale, hairdresser, somewhere, prayer</p> <p>Synonyms quiet, silent, begin, start, exit, leave, centre, middle, speak, talk</p>	<p>Verbs that agree Correct usage of verbs in subject agreement in sentences.</p> <p>Examples: <i>The man (singular) is <u>chopping</u> (verb agreement) wood.</i> <i>The men (plural) <u>are chopping</u> (verb agreement) wood</i></p>	<p>Written Composition Transaction (a letter)</p>

Term 3

Term 3							
		Strand 1 Speaking and Listening	Strand 2 Reading		Strand 3 Writing		
Term	Theme Text type	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
5	<p>Sub-theme: Papua New Guinea and Environmen</p> <p>Text type: Report</p>	<p>Listening</p> <p>Report</p> <p>Comprehen-sion questions</p> <p>Talking</p> <p>Correct oral use of English grammar</p> <p>Oral expression</p> <p>In groups – students report on an event</p>	<p>Literature</p> <p>Structure of a report</p> <p>Reading for pleasure</p> <p>Library skills</p> <p>Dictionary use</p> <p>Finding information</p> <p>Reading and comprehension Vocabulary</p> <p>1. Technical words</p> <p>2. Unusual plural words</p>	<p>Report</p> <p>Class reading</p> <p>Comprehen-sion</p> <p>Small group reading</p> <p>Paired reading</p> <p>Reading and comprehension Vocabulary</p> <p>Word meaning – from reading text</p>	<p>Sound /eer/ words</p> <p>year, spear, nearly, appeared, clearly, hear, here, beer, engineer, volunteer</p> <p>Antonyms</p> <p>long, short, early, late, laugh, cry, empty, full, beautiful, ugly</p>	<p>Irregular adverbs of degree</p> <p>er/est/ iest</p> <p>Correct usage of adverbs of degree that modify or intensify the meaning of adjectives and adverbs.</p> <p>Examples:</p> <p><i>He ran <u>really</u> well.</i> (The adverb <i>really</i> strengthens the meaning of the adverb <i>well</i>).</p> <p><i>The girl spoke <u>rather</u> softly.</i></p>	<p>Written Composition</p> <p>Report on an event</p>

Term 3

Term 3							
		Strand 1 Speaking and Listening	Strand 2 Reading		Strand 3 Writing		
Term	Theme Text type	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
6	<p>Sub-theme: Papua New Guinea and Environmen</p> <p>Text type: Information Narrative</p>	<p>Listening Procedural text (e.g. recipe, safety drill)</p> <p>Comprehen- sion questions</p> <p>Talking Correct oral use of English grammar</p> <p>Oral expression In groups students talk through safety procedures</p>	<p>Literature Information Narrative text Reading for pleasure</p> <p>Library skills Dictionary use Finding information</p> <p>Reading and comprehension Vocabulary 1. Alphabetical order 3rd letter 2. Contractions</p>	<p>Information Narrative text Class reading Comprehen- sion Small group reading Paired reading</p> <p>Reading and comprehension Vocabulary Word meaning – from reading text</p>	<p>Sound /qu/ words quiz, question, quietly, quality, squeezed, squealing, squashed, acquire, equipment, liquid</p> <p>Nouns ending in ch, sh, x, z or s - plural matches, churches, watches, wishes, dishes, boxes, flying foxes, kisses, classes, dresses</p>	<p>Prepositions Adjectival phrases Adverbial phrases Correct use of prepositions, adverbial and adjectival phrases in sentences</p> <p>Examples: <i>The man dived <u>beneath the waves.</u></i> (adverbial phrase) <i>The woman <u>with the basket</u> was selling mangoes.</i> (adjectival phrase)</p>	<p>Written Composition Information narrative – writing instructions</p>

Term 3

Term 3							
		Strand 1 Speaking and Listening	Strand 2 Reading		Strand 3 Writing		
Term	Theme Text type	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
7	<p>Sub-theme: Papua New Guinea and Environmen</p> <p>Text type: Persuasive</p>	<p>Listening</p> <p>Persuasive text</p> <p>Comprehen-sion questions</p> <p>Talking</p> <p>Correct oral use of English grammar</p> <p>Oral expression</p> <p>Students present an opinion to the class</p>	<p>Literature</p> <p>Structure of a persuasive text</p> <p>Reading for pleasure</p> <p>Library skills</p> <p>Dictionary use</p> <p>Finding information</p> <p>Reading and comprehension Vocabulary</p> <p>1. Word origins</p> <p>2. Words classification</p> <p><i>mango, banana, pawpaw, pineapple</i></p>	<p>Persuasive text</p> <p>Class reading</p> <p>Comprehen-sion</p> <p>Small group reading</p> <p>Paired reading</p> <p>Reading and comprehension Vocabulary</p> <p>Word meaning – from reading text</p>	<p>Sound // words</p> <p>Lettuce, collide, volleyball, jungle, handle, miracle, double, control, special, final</p> <p>Nouns ending in y – plural</p> <p>cities, enemies, flies, duties, ferries, cherries, families, bodies, stories, puppies</p>	<p>Sentences: subject and predicate</p> <p>Identifying the subject and predicate in sentences</p> <p>Examples:</p> <p><i>The silly dog</i> (subject) <i>fell in the big hole.</i> (predicate)</p>	<p>Written Composition</p> <p>Persuasive – a letter to the editor expressing an opinion</p>

Term 3

Term 3							
		Strand 1 Speaking and Listening	Strand 2 Reading		Strand 3 Writing		
Term	Theme Text type	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
8	Sub-theme: Papua New Guinea and Environmen Text type: Recount	Listening Recount text Comprehen- sion questions Talking Correct oral use of English grammar Oral expression Retelling something that has happened	Literature Structure of a recount text Reading for pleasure Library skills Dictionary use Finding information Reading and comprehen- sion Vocabulary 1. Cinquain poems 2. Sound words <i>Splash, splutter</i>	Recount text Class reading Comprehen- sion Small group reading Paired reading Reading and comprehen- sion Vocabulary Word meaning – from reading text	Silent letters limb, climb, doubt, castel, whistle, listened, chalkboard, should, design, assignment Maths addition, subtraction, multiplica- tion, division, equation, fraction, decimal, shapes, percentage, maths	Punctuation: Apostrophes of possession Correct use of Apostrophes of possession in sentences that show ownership of something. Examples: <i>Jane's hat is red.</i> <i>The girls' hats are blue.</i>	Written Composition Recount
9	Assessment	Assessment	Assessment	Assessment	Assessment	Assessment	Assessment

Term 3							
		Strand 1 Speaking and Listening	Strand 2 Reading		Strand 3 Writing		
Term	Theme Text type	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
10	Review and Enrichment	Review and Enrichment Enrichment	Enrichment Figurative language - metaphors <i>It's raining cats and dogs</i> Figurative language – Personifica- tion <i>The win howled in th night</i>	Review and Enrichment Recount text Class reading Comprehen- sion Small group reading Paired reading Reading and comprehen- sion Vocabulary Word meaning – from reading text	Review Select sounds and words that students have found difficult and revise them by creating your own spelling list for this week	Enrichment Vocabulary: homophones and homonyms Correct use of synonyms and antonyms in sentences Examples: Synonyms for the word big: <i>enormous, huge, gigantic, large,</i> Antonyms for words big: <i>small, tiny, petite</i>	Enrichment

Term 4

Term 4							
		Strand 1 Speaking and Listening	Strand 2 Reading		Strand 3 Writing		
Term	Theme Text type	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
1	<p>Sub-theme: Papua New Guinea and the World</p> <p>Text type: Procedures</p>	<p>Listening Recount text Comprehension questions</p> <p>Talking Correct oral use of English grammar</p> <p>Oral expression to class or in pairs short oral recount 'What I did in the holidays'</p>	<p>Literature Procedural Text Reading for pleasure Figurative language</p> <p>Library skills Dictionary use Finding information</p> <p>Reading and comprehension Vocabulary 1. Alphabetical order to 3rd letter 2. Word meanings Commonly confused words</p>	<p>Procedural text Class reading Comprehension Small group reading Paired reading</p> <p>Reading and comprehension Vocabulary Word meaning – from reading text</p>	<p>Sound /f/ surf, half, graph, nephew, physical, telephone, fortnight, forgotten, rough, laughter</p> <p>Creatures creatures, mammal, reptile, insect, bird, fish, nocturnal marsupial, amphibian, monotreme</p>	<p>Common, abstract and technical nouns</p> <p>Examples: <i>Boys and girls must not run in the classroom.</i></p> <p><i>The coach said he had every confidence in his players.</i></p> <p>A <i>constellation</i> is a group of stars.</p>	<p>Written Composition Procedures</p>

Term 4

Term 4							
		Strand 1 Speaking and Listening	Strand 2 Reading		Strand 3 Writing		
Term	Theme Text type	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
2	<p>Sub-theme: Papua New Guinea and the World</p> <p>Text type: Narrative</p>	<p>Listening Explanation text Comprehension questions</p> <p>Talking Correct oral use of English grammar</p> <p>Oral expression to class or in pairs Explanation of school and classroom rules</p>	<p>Literature Narrative Text Reading for pleasure</p> <p>Library skills Dictionary use Finding information</p> <p>Reading and comprehension Vocabulary 1. Synonyms 2. Related words <i>Hammer and tongs</i></p>	<p>Narrative text Class reading Comprehension Small group reading Paired reading</p> <p>Reading and comprehension Vocabulary Word meaning – from reading text</p>	<p>Sound /j/ words jetty, jigsaw, ledge, judgement, orange, stranger, changing, gigantic, magician, suggestion</p> <p>African animals tiger, giraffe, lion, crocodile, elephant, rhinoceros, leopard, monkey, zebra, hippopotamus</p>	<p>Pronouns: review Correct use of pronouns in sentences</p> <p>Examples: <i>Do you know <u>which</u> village this is?</i></p> <p><i>“That is <u>my</u> football,” the boy said to his friend.</i></p> <p><i><u>Whose</u> are these shoes?</i></p> <p><i><u>They</u> walk to school.</i></p> <p><i>When you see Josie give <u>her</u> this book.</i></p>	<p>Written Composition Narrative text</p>

Term 4

Term 4							
		Strand 1 Speaking and Listening	Strand 2 Reading		Strand 3 Writing		
Term	Theme Text type	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
3	<p>Sub-theme: Papua New Guinea and the World</p> <p>Text type: Recount</p>	<p>Listening</p> <p>Recount text Comprehension questions</p> <p>Talking</p> <p>Correct oral use of English grammar</p> <p>Oral expression to class or in pairs</p> <p>Sharing information on a given topic</p>	<p>Literature</p> <p>Recount Text Reading for pleasure</p> <p>Library skills</p> <p>Dictionary use Finding information</p> <p>Reading and comprehension Vocabulary</p> <p>1. Antonyms 2. Opposite words <i>come and go</i></p>	<p>Recount text</p> <p>Class reading Comprehension</p> <p>Small group reading Paired reading</p> <p>Reading and comprehension Vocabulary</p> <p>Word meaning – from reading text</p>	<p>Sound /s/ words</p> <p>sandwich, silence, scientist, peace, piece, chance, certain, practice, except, exercise</p> <p>Shapes</p> <p>circle, square, triangle, diamond, pentagon, octagon, rectangle, cylinder, pyramid, sphere</p>	<p>Adjectives, nouns and articles</p> <p>Correct use of articles as they apply to nouns and adjectives in sentences</p> <p>Examples:</p> <p><i>We use <u>a</u> spoon to eat soup.</i></p> <p><i>Peter saw <u>an</u> eel.</i></p> <p><i>The man is too old to climb <u>the</u> steep mountain.</i></p>	<p>Written Composition</p> <p>Narrative information text</p>

Term 4

Term 4							
		Strand 1 Speaking and Listening	Strand 2 Reading		Strand 3 Writing		
Term	Theme Text type	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
4	<p>Sub-theme: Papua New Guinea and the World</p> <p>Text type: Transaction</p>	<p>Listening Transaction text (e.g. letter, interview)</p> <p>Talking Comprehension questions</p> <p>Oral expression Correct oral use of English grammar</p> <p>In pairs – student interviews</p>	<p>Literature Structure of a letter Reading for pleasure</p> <p>Library skills Dictionary use Finding information</p> <p>Reading and comprehension Vocabulary 1. Prefixes - tri 2. Suffixes - fy</p>	<p>Transaction text Class reading Comprehension</p> <p>Reading and comprehension Vocabulary Small group reading Paired reading Word meaning – from reading text</p>	<p>Sound /n/ words siren, taken, knitting, knives, against, skinny, planning, beginner, bargain, introduction</p> <p>Feelings emotions, bored, excited, confident, unhappy, curious, disappointed, anxious, cheerful, impatient</p>	<p>Past tense regular and irregular verbs Correct use of past tense verbs (regular and irregular) in sentences.</p> <p>Examples: <i>The men <u>danced</u> at the Goroka Show.</i> <i>The men <u>drove</u> back to their village.</i></p>	<p>Written Composition Transaction (a letter)</p>

Term 4

Term 4							
		Strand 1 Speaking and Listening	Strand 2 Reading		Strand 3 Writing		
Term	Theme Text type	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
5	<p>Sub-theme: Papua New Guinea and the World</p> <p>Text type: Report</p>	<p>Listening Report Comprehension questions</p> <p>Talking Correct oral use of English grammar</p> <p>Oral expression In groups – students report on an event</p>	<p>Literature Structure of a report Reading for pleasure</p> <p>Library skills Dictionary use Finding information</p> <p>Reading and comprehension Vocabulary 1. Word association <i>Tree/leaves</i> 2. Word analogies <i>Day is to week as month is to year</i></p>	<p>Report Class reading Comprehension Small group reading Paired reading</p> <p>Reading and comprehension Vocabulary Word meaning – from reading text</p>	<p>Sound /c/ words colour, captain, Christian, kindness, check, pocket, bucket, shocking, backache, accurate</p> <p>'nice' nice, pleasant, wonderful, fine, polite, lovely pretty, enjoyable, attractive, excellent</p>	<p>Apostrophes of contractions Using punctuation marks correctly to show apostrophes of contractions in sentences.</p> <p>Examples: <i>The chicken <u>hasn't</u> laid any eggs. (has not)</i> <i>I know what <u>you're</u> doing. (you are)</i></p>	<p>Written Composition Report on an event</p>

Term 4

Term 4							
		Strand 1 Speaking and Listening	Strand 2 Reading		Strand 3 Writing		
Term	Theme Text type	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
6	<p>Sub-theme: Papua New Guinea and the World</p> <p>Text type: Information narrative</p>	<p>Listening Procedural text (e.g. recipe, safety drill)</p> <p>Talking Correct oral use of English grammar</p> <p>Oral expression In groups students talk through safety procedures</p>	<p>Literature Structure of a procedural text Reading for pleasure</p> <p>Library skills Dictionary use Finding information</p> <p>Reading and comprehension Vocabulary 1. Alphabetical order to 3rd letter 2. Apostrophe of possession</p>	<p>Information narrative text Class reading Comprehension Small group reading Paired reading</p> <p>Reading and comprehension Vocabulary Word meaning – from reading text</p>	<p>Sound /z/ words zero, zipper, zigzag, dizzy, cousin, reason, visitor, beause, business, scissors</p> <p>Position words around, along, under, over, across, between, through, down, towards into</p>	<p>Conjunctions Correctly connecting words, phrases, clauses in sentences</p> <p>Examples: <i>Kila did not arrive at the party <u>until</u> it was almost over.</i> <i>Everyone watched <u>while</u> the car rolled slowly down the hill.</i></p>	<p>Written Composition Procedure – writing instructions</p>

Term 4

Term 4							
		Strand 1 Speaking and Listening	Strand 2 Reading		Strand 3 Writing		
Term	Theme Text type	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
7	<p>Sub-theme: Papua New Guinea and the World</p> <p>Text type: Persuasive</p>	<p>Listening</p> <p>Persuasive text</p> <p>Comprehension questions</p> <p>Talking</p> <p>Correct oral use of English grammar</p> <p>Oral expression</p> <p>Students present an opinion to the class</p>	<p>Literature</p> <p>Persuasive text</p> <p>Reading for pleasure</p> <p>Library skills</p> <p>Dictionary use</p> <p>Finding information</p> <p>Reading and comprehension Vocabulary</p> <p>1. Word origins</p> <p>2. Sounds made by objects</p> <p><i>hissing of steam</i></p>	<p>Persuasive text</p> <p>Class reading</p> <p>Comprehension</p> <p>Small group reading</p> <p>Paired reading</p> <p>Reading and comprehension Vocabulary</p> <p>Word meaning – from reading text</p>	<p>Silent letters</p> <p>build, guilty, know, knowledge, knuckle, wreck, wrinkle, wrapped, ghost, scenery</p> <p>Senses</p> <p>senses, sight, touch, smell, taste, hearing, feeling, vision, listen, sound</p>	<p>Sentences Paragraphs</p> <p>Identifying paragraphs in a short text.</p>	<p>Written Composition</p> <p>Persuasive – a letter to the editor expressing an opinion</p>

Term 4							
		Strand 1 Speaking and Listening	Strand 2 Reading		Strand 3 Writing		
Term	Theme Text type	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
8	<p>Sub-theme: Papua New Guinea and the World</p> <p>Text type: Explanation</p>	<p>Listening Explanation text</p> <p>Comprehension questions</p> <p>Talking Correct oral use of English grammar</p> <p>Oral expression Retelling something that has happened</p>	<p>Literature Explanation text</p> <p>Reading for pleasure</p> <p>Library skills Dictionary use Finding information</p> <p>Reading and comprehension Vocabulary 1. Rhyming words <i>hat cat</i> <i>Ate eight</i></p> <p>2. Rhyming poems <i>Mum please baked a cake for my best friend Jake</i></p>	<p>Explanation text Class reading Comprehension</p> <p>Small group reading Paired reading</p> <p>Reading and comprehension Vocabulary Word meaning – from reading text</p>	<p>Words with a prefix untidy, uncomfortable, misfortune, misbehave, invisible, inexpensive, disobey, dishonest, impatient, improper</p> <p>Weather rainfall, humid, monsoon, sunshine, showers, temperature, forecast, lightning, drizzle, thunder</p>	<p>Punctuation: review Using full stops, commas, semicolons, colon, apostrophes, hyphens, talking marks, question marks, exclamation marks...</p> <p>Examples: <i>Who will cook dinner?</i> <i>I <u>don't</u> know.</i></p> <p><i>Mary's hat is under the chair.</i></p> <p><i>Ruth is a bright, happy, smart and cheerful student.</i></p> <p><i>"Whose bag is that?" asked the teacher.</i></p>	<p>Written Composition Explanation</p>
9	Assessment	Assessment	Assessment	Assessment	Assessment	Assessment	Assessment

Term 4

Term 4							
		Strand 1 Speaking and Listening	Strand 2 Reading		Strand 3 Writing		
Term	Theme Text type	Listening Talking Oral expression	Literature Library skills Vocabulary	Reading Fluency Comprehension	Spelling	Grammar & Usage	Writing
Week							
10	Review and Enrichment	Review and Enrichment	Review and Enrichment Reading and comprehen- sion Vocabulary 1. Proverbs <i>Don't count your chickens before they hatch</i> 2. Figurative language – idiom <i>I can hear <u>as clear as a bell</u></i>	Review and Enrichment Class reading Comprehen- sion Small group reading Paired reading Reading and comprehen- sion Vocabulary Word meaning – from reading text	Review Select sounds and words that students have found difficult and revise them by creating your own spelling list for this week	Enrichment Vocabulary: similes, metaphors Correct use of similes and metaphors in sentences Examples: <i>I tried to catch the cat, but it was <u>as slippery as an eel</u>.</i> <i>The sun is a huge yellow beach ball kicked high into the sky.</i> Figurative language Correct use of figurative language in sentences Examples: <i>The small boy is <u>as timid as a mouse</u>.</i> <i>The crocodile's teeth are <u>like white daggers</u>.</i> <i>Books are keys to our imagination.</i>	Enrichment

Grade 8 English-Time Table for 40 minutes period

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Period					
1	Speaking & Listening	Speaking & Listening	Speaking & Listening	Speaking & Listening	Speaking & Listening
	Listening Comprehension (L1) 10 m Talking 5 min	Oral Expression (L1) 10 min	Listening Comprehension (L2)10 min	Oral composition (L2) 10 min	Listening Comprehension (L3) 10 min
	Reading	Reading	Reading	Reading	Reading
	Reading and comprehension Literature (L1) 25 min	Reading and comprehension Vocabulary: Word meaning (L2) 30 min	Reading for fluency (L3) 30min Grade level reader	Reading for fluency Vocabulary: Commonly confused words (L4) 20 min	Reading for pleasure Library skills: Alphabetical order (L5) 20 min
		Writing		Writing	Writing
		Spelling (L2 – topic words - Phonics) 5 min		Hand writing 10 min	Spelling test 10 min Dictation
2	Writing	These periods will be taken up by other subjects	Writing	These periods will be taken up by other subjects	
	Spelling (L1 – sound words - Phonics) 15 min		Spelling (L3 Group words) 10 min		
	Grammar and usage Conventions of English Punctuation (L1) 25 min		Written composition (L1) 30 min		

Sample Guided Lesson Plans

Strand 1: Speaking and Listening

Listening Sample Lesson Plans

Week 1 Lesson 1

Strand: Speaking and Listening

Unit: Listening

Lesson Topic: Poem (*The laughing Cup-School Journals J2, 2009*).

Content Standard: 8.1.1 Listen and respond to a range of complex issues of local, national and international importance

Benchmarks: 8.1.1.3 Listen to non-fiction, fiction, oral and visual texts and extract the major ideas and supporting evidence in supporting information and persuasive messages.

Objective: Students will be able to:

1. listen for specific information.

Content

Knowledge: How to listen for specific information.

Skills: Ability to listen for specific information.

Attitudes: Value listening as a tool of effective communication.

Materials: Poems (*School Journal 2-2009*)

Introduction:

1. Introduce the lesson by reading out loud a very short but interesting poem with an obvious message behind it.
2. Ask students what the message is behind the poem.
3. Explain the focus of the lesson to the students; listening for specific information.

Body:

1. Do activity 1:
 - a) Answer the following questions whilst listening to the teacher reading out loud the poem titled 'The Laughing Cup'. Give the questions in advance for students to familiarise themselves with them before listening to the poem being read.
 - (i) What is the title of the Poem?
 - (ii) What is a cup used for?
 - (iii) Why is it called a laughing cup?
 - (iv) What else do you think should go into the cup beside sugar and tea?
 - (v) Explain why? Where can you find a cup?
 - (vi) Name other things that go with the cup family.
 - b) Questions for students:
 - (i) What is the title of the Poem?
 - (ii) What is a cup used for?
 - (iii) Why is it called a laughing cup?
 - (iv) What else do you think should go into the cup beside sugar and tea?
 - (v) Explain why? Where can you find a cup?
 - (vi) Name other things that go with the cup family.
2. Correct activity as a class.

Conclusion:

Emphasise the importance of listening skills for effective communication to take place.

Assessment

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Oral presentation	<ol style="list-style-type: none"> 1. Answer questions correctly 2. Mime a poem 	Knowledge content of poem	<ol style="list-style-type: none"> 1. SAPS 2. Check list

Week 1 Lesson 2**Strand:** Speaking and Listening**Unit 1:** Listening Comprehension**Lesson Topic:** Main ideas – A Paragraph**Content Standard: 8.1.1** Listen and respond to a range of complex issues of local, national and international importance.**Benchmark: 8.1.1.3** Listen to non-fiction, fiction, oral and visual texts and extract the major ideas and supporting evidence in supporting information and persuasive messages;**Objective:** Students can:

1. Pick up main points only by listening

Content**Knowledge:** What main points are.**Skills:** Ability to pick up main points or ideas from listening.**Attitudes:** Being silent and attentive.**Materials:** Newspaper**Introduction:** (4mins)

1. Introduce the lesson by informing the students that this is a listening comprehension lesson.
2. Go through the basic listening skills

Body: (5mins)

1. Do Activity 1:

Activity 1

- Teacher reads aloud a selected newspaper article on a current, hot national issue.
- Students listen attentively and take down at least 3 main points from the reading.

2. Each student reads aloud what they took down as main points of the reading and teacher affirms accordingly.

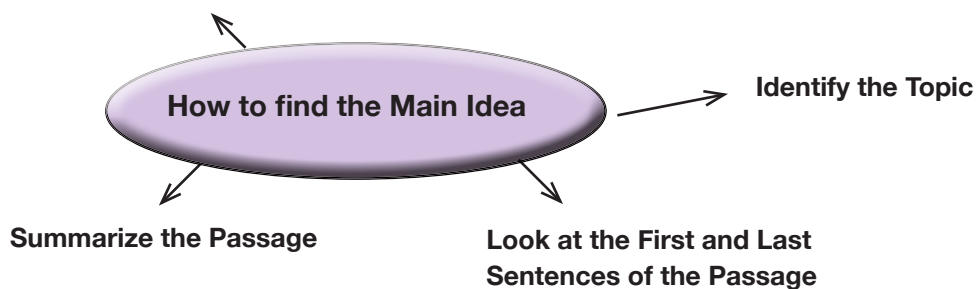
Conclusion: (1min)

1. Stress the main points only.

Teacher's Background notes:

The most important or central thought of a paragraph or larger section of text, which tells the reader what the text is about:

The main idea of a paragraph is the point of the passage, minus all the details. It is the main point or concept that the author wants to communicate to the readers about the topic. Hence, in a paragraph, when the main idea is stated directly, it is expressed in what is called the topic sentence. It gives the overarching idea of what the paragraph is about and is supported by the details in the paragraph.

Look for Repetition of Ideas

Week 1 Lesson 3**Strand:** Speaking and Listening**Unit 1:** Listening Comprehension**Lesson Topic:** Paraphrasing – A Paragraph**Content Standard: 8.1.1** Listen and respond to a range of complex issues of local, national and international importance.**Benchmark: 8.1.1.3** Listen to non-fiction, fiction, oral and visual texts and extract the major ideas and supporting evidence in supporting information and persuasive messages.**Objective:** Students can:

- i) Take notes whilst listening.
- ii) Paraphrase main points by listening.

Content**Knowledge:** Paraphrasing main ideas.**Skills:** Ability to paraphrase main points.**Attitudes:** Appreciate the importance of proper not-taking when paraphrasing.**Materials:** Newspaper**Introduction:** (4mins)

1. Introduce the lesson by recapping the previous lesson.
2. Go through the basic note-taking skills and paraphrasing techniques - especially of direct speeches.

Body: (5mins)

1. Do Activity 1:

Activity 1

Paraphrase 3 direct speeches in the reading.

2. Each student reads aloud his/her reported speech and teacher affirms accordingly.

Conclusion: (1min)

3. Stress the main points only.

Teacher's Background notes:

- A restatement of a text or passage giving the meaning in another form, as for clearness; rewording.
- The act or process of restating or rewording.

Oral Expression Sample Lesson Plans

Week 1 Lesson 1

Strand: Speaking and Listening

Unit: Oral Expression

Lesson Topic: Stories
(*Sakora Dances; School journals J2,2002*)

Content standard: 8.1.2 Convey messages in different settings using appropriate vocabulary, facial expressions and body gestures

Benchmark: 8.1.2.1 Role play using appropriate language and body gestures to convey messages in different settings;

Objective: Students will be able to:

1. use onomatopoeia in simple writings
2. imitate such sounds

Content

Knowledge: What onomatopoeia is and how it makes writings interesting.

Skills: Ability to make word sounds and embrace its usage in simple writings.

Attitudes: Appreciate how onomatopoeia makes writings interesting.

Materials: Library books, School journals, A working example chart.

Introduction: (?min)

1. Introduce the lesson by making some familiar sounds and getting the students to identify what makes those sounds.
2. Explain what onomatopoeia is with notes (handout/chart). Use a short poem; read it out loud to the class, stressing the onomatopoeias.

Body: (?min)

1. Do Activity 1 as a class:
Make the sounds that these things make. Select volunteers.

Word	Sound
Bee	
Snake	
Clock	

2. Do Activity 2:
Create a short poem of one verse only with the use of onomatopoeias. Say out loud your poem to the class.
3. Make verbal corrections as students say out loud their poems.

Teacher's Background notes:

Onomatopoeia is the use of words (such as *hiss* or *murmur*) that imitate the sounds associated with the objects or actions they refer to. Adjective: *onomatopoeic* or *onomatopoetic*. An *onomatope* is a particular word that imitates the sound it denotes. Onomatopoeia is sometimes called a *figure of sound* rather than a *figure of speech*. Onomatopoeia is a fortunate by-product of *meaning*; few words, and relatively few arrangements of words, have sounds which are meaningful in themselves. (*Leading Questions, 1992*).

For Example:

“Chug, chug, chug. Puff, puff, puff. Ding-dong, ding-dong. The little train rumbled over the tracks.”

Week 1 Lesson 2**Strand:** Speaking and Listening**Unit:** Oral Expression**Lesson Topic:** School holidays**Content Standard: 8.1.1** Express agreement and disagreement using appropriate language, grammar and body gestures.**Benchmark: 8.1.1.1** Dramatize a situation using appropriate dialogues in particular scenes to demonstrate agreement and disagreement using correct language styles, grammar and body gestures.**Objective:** Students will be able to use appropriate language and gestures to express an opinion.**Knowledge:** How to express opinions convincingly.**Skills:** Ability to be creative and expressive.**Attitudes:** Value and appreciate each other's views and experiences.**Materials:** Students express agreement or disagreement in a small group.**Introduction:** (?mins)

Say: *I think that the school holidays are too long. Students should spend more time learning at school.*

Ask if students agree or disagree.

Body: (?mins)

1. Students work in small groups. They introduce themselves and express agreement or disagreement that school holidays are too long. Student time would be better spent in school.
2. Teacher moves between groups to observe and encourage any students who lack confidence in expressing their views.

Conclusion: (?min)

Select students to present their views to the whole class.

Assessment

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Oral presentation	A clear and confident expression of opinion about the length of school holidays.	Speaking clearly and confidently using correct grammar and vocabulary	1. SAPS 2. Check list

Strand 2: Reading

Weekly Program - Reading - Terms 1-4

Reading program has five lessons. Follow the reading program to develop your daily lesson plans. A 1-week daily lesson plan has been done to assist you.

Refer to the resources section for guidelines to the reading process and more ideas.

Term 1

Term 1					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Theme	Home, School and Leisure				
Week					
Week 1 Text type: Narrative Short story Fable Myth Song Personal recount Reading material Short narrative texts Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Sound /ay/ (safety, afraid, yesterday, obeyed, neighbour)	Reading and comprehension Vocabulary Alphabetical order 2 nd letter	Reading and comprehension Vocabulary Commonly confused words	Reading for pleasure Library skills Dictionary use Finding and summarising information
Week 2 Text type: Explanation Reading material Explanation texts that explain how or why Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Sound /ee/ (sneeze, reason, naughty, secret, people)	Reading and comprehension Vocabulary Synonyms	Reading and comprehension Vocabulary Antonyms	Reading for pleasure Library skills Dictionary use Finding and summarising information
Week 3 Text type: Information narrative Reading material Speech Poetry Song (social comment) Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Sound /ie/ (mobile, classify, design, height)	Reading and comprehension Vocabulary Homophones	Reading and comprehension Vocabulary Homonyms	Reading for pleasure Library skills Dictionary use Finding and summarising information

Term 1					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Theme	Home, School and Leisure				
Week					
Week 4 Text type: Transaction Reading material Survey Complaint Apology Interview Letter Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Sound /oa/ (chosen, coaching, notices, sewing, although)	Reading and comprehension Vocabulary Prefixes sub-	Reading and comprehension Vocabulary Suffixes -en	Reading for pleasure Library skills Dictionary use Finding and summarising information
Week 5 Text type: Report Reading material Information reports Descriptive reports Investigative reports Scientific reports Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Sounds /ue/ and /ooh/ pollute, rescued, tattoo, plural, threw, suitable)	Reading and comprehension Vocabulary Abstract words	Reading and comprehension Vocabulary Collective words	Reading for pleasure Library skills Dictionary use Finding and summarising information
Week 6 Text type: Procedures Reading material Directions Instructions Recipes Rules Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Sound /sh/ (sure, shoulder, machine, dictionary)	Reading and comprehension Vocabulary Alphabetical order to 1st letter	Reading and comprehension Vocabulary Contractions	Reading for pleasure Library skills Dictionary use Finding and summarising information
Week 7 Text type: Persuasive Reading material Advertisement Letter Discussion Argument Cartoon Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Sound /th/ (thrown, grandmother, breathe)	Reading and comprehension Vocabulary Word origins	Reading and comprehension Vocabulary Words – gender	Reading for pleasure Library skills Dictionary use Finding and summarising information

Term 1					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Theme	Home, School and Leisure				
Week					
Week 8 Text type: Recount Reading material Short recount texts Personal Factual Imaginative Biography Autobiography Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Sound /ch/ (cheat, itchy, watched, question, adventure)	Reading and comprehension Vocabulary Word building <i>Small, smaller, smallestt</i>	Reading and comprehension Vocabulary Word analogies <i>Wing is to bird as fin is to fish</i>	Reading for pleasure Library skills Dictionary use Finding and summarising information
Week 9 Assessment	Reading and comprehension Vocabulary Term 1	Reading and comprehension Phonics Term 1 sounds	Reading and comprehension Vocabulary Term 1	Reading and comprehension Vocabulary Term 1 topics	Reading for pleasure Library skills Term 1
Week 10 Review and Enrichment	Review	Review	Enrichment Abbreviations	Enrichment Acronyms	Review

Term 2					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Theme	Work, Communication, Technology				
Week					
Week 1 Text type: Recount Reading material Short recount texts Personal Factual Imaginative Biography Autobiography Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Sound /a/ (atlas, camera, fantastic)	Reading and comprehension Vocabulary Alphabetical order to 2 nd letter	Reading and comprehension Vocabulary Commonly confused words	Reading for pleasure Library skills Dictionary use Finding and summarising information
Week 2 Text type: Procedures Reading material Directions Instructions Recipes Rules Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Sound /e/ (kept, friendly, anything, breakfast)	Reading and comprehension Vocabulary Synonyms	Reading and comprehension Vocabulary Related words <i>Heart and soul, hand and foot</i>	Reading for pleasure Library skills Dictionary use Finding and summarising information

Term 2					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Theme	Work, Communication, Technology				
Week					
Week 3 Text type: Report Reading material Information reports Descriptive reports Investigative reports Scientific reports Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Sound /i/ (prison, mischief, symbol, building)	Reading and comprehension Vocabulary Antonyms	Reading and comprehension Vocabulary Opposite words <i>give and take, here and there</i>	Reading for pleasure Library skills Dictionary use Finding and summarising information
Week 4 Text type: Information narrative Reading material Speech Poetry Song (social comment) Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Sound /o/ and /oa/ (hole, whole, hospital, hones, washed)	Reading and comprehension Vocabulary Prefixes anti-	Reading and comprehension Vocabulary Suffixes -ment	Reading for pleasure Library skills Dictionary use Finding and summarising information
Week 5 Text type: Transaction Reading material Survey Complaint Apology Interview Letter Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Sounds /u/ (bunch, front, something, grandson, blood)	Reading and comprehension Vocabulary Gender words	Reading and comprehension Vocabulary Compound words	Reading for pleasure Library skills Dictionary use Finding and summarising information
Week 6 Text type: Narrative Short story Fable Myth Song Personal recount Reading material Short narrative texts Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Sound /oy/ (coin, moisture, annoyed)	Reading and comprehension Vocabulary Alphabetical order to 2 nd letter	Reading and comprehension Vocabulary Apostrophe of possession	Reading for pleasure Library skills Dictionary use Finding and summarising information

Term 2					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Theme	Work, Communication, Technology				
Week					
Week 7 Text type: Persuasive Reading material Advertisement Letter Discussion Argument Cartoon Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Sound /ou/ (our, outing, mountain, down)	Reading and comprehension Vocabulary Word origins	Reading and comprehension Vocabulary Words occupations	Reading for pleasure Library skills Dictionary use Finding and summarising information
Week 8 Text type: Explanation Reading material Explanation texts that explain how or why Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Sound /oo/ (looked, couldn't, pulling)	Reading and comprehension Vocabulary Acrostic poem	Reading and comprehension Vocabulary Using doubles by repeating words <i>so and so, round and round</i>	Reading for pleasure Library skills Dictionary use Finding and summarising information
Week 9 Assessment	Reading and comprehension Vocabulary Term 2	Reading and comprehension Phonics Term 2 sounds	Reading and comprehension Vocabulary Term 2	Reading and comprehension Vocabulary Term 2 topics	Reading for pleasure Library skills Term 2
Week 10 Review and Enrichment	Review	Review	Enrichment Figurative language - similes <i>Meli was as graceful as a swan</i>	Enrichment Alliterations words: <i>Spic and span</i>	Review

Term 3					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Theme	PNG Culture				
Week					
Week 1 Text type: Explanation Reading material Explanation texts that explain how or why Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Sound /ar/ (depart, classroom, basketball, auntie, heart)	Reading and comprehension Vocabulary Alphabetical order to 3 rd letter	Reading and comprehension Vocabulary Commonly confused words	Reading for pleasure Library skills Dictionary use Finding and summarising information

Term 3					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Theme	PNG Culture				
Week					
Week 2 Text type: Narrative Short story Fable Myth Song Personal recount Reading material Short narrative texts Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Sound /er/ (thirsty, worth, further, interesting, journey)	Reading and comprehension Vocabulary Synonyms	Reading and comprehension Vocabulary Antonyms	Reading for pleasure Library skills Dictionary use Finding and summarising information
Week 3 Text type: Procedures Reading material Directions Instructions Recipes Rules Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Sound / or/ (fortune, thoughtful, saucepan, pawpaw, warning)	Reading and comprehension Vocabulary Homophones	Reading and comprehension Vocabulary Homonyms	Reading for pleasure Library skills Dictionary use Finding and summarising information
Week 4 Text type: Transaction Reading material Survey Complaint Apology Interview Letter Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Sounds /air/ (aware, airport, somewhere, prayer)	Reading and comprehension Vocabulary Prefixes bi-	Reading and comprehension Vocabulary Suffixes -ly	Reading for pleasure Library skills Dictionary use Finding and summarising information
Week 5 Text type: Report Reading material Information reports Descriptive reports Investigative reports Scientific reports Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Sound /ear/ (year, hear, here, volunteer)	Reading and comprehension Vocabulary Technical words	Reading and comprehension Vocabulary Unusual plural words	Reading for pleasure Library skills Dictionary use Finding and summarising information

Term 3

Day	Day 1	Day 2	Day 3	Day 4	Day 5
Theme	PNG Culture				
Week	PNG Culture				
Week 6 Text type: Information narrative Reading material Speech Poetry Song (social comment) Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Sound /qu/ (quiz, question, acquire, liquid)	Reading and comprehension Vocabulary Alphabetical order 3 rd letter	Reading and comprehension Vocabulary Contractions	Reading for pleasure Library skills Dictionary use Finding and summarising information
Week 7 Text type: Persuasive Reading material Advertisement Letter Discussion Argument Cartoon Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Sound // (collide, handle, miracle, special)	Reading and comprehension Vocabulary Word origins	Reading and comprehension Vocabulary Words classification <i>mango, banana, pawpaw, pineapple</i>	Reading for pleasure Library skills Dictionary use Finding and summarising information
Week 8 Text type: Recount Reading material Short recount texts Personal Factual Imaginative Biography Autobiography Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Double letters (struggled, soccer, beginning, comment, ribbon, office)	Reading and comprehension Vocabulary Cinquain poems	Reading and comprehension Vocabulary Sound words <i>Splash, splutter...</i>	Reading for pleasure Library skills Dictionary use Finding and summarising information
Week 9 Assessment	Reading and comprehension Vocabulary Term 3	Reading and comprehension Phonics Term 3 sounds	Reading and comprehension Vocabulary Term 3	Reading and comprehension Vocabulary Term 3 topics	Reading for pleasure Library skills Term 3
Week 10 Review and Enrichment	Review	Enrichment Silent letters (limb, castle, whistle)	Enrichment Figurative language - metaphors <i>It's raining cats and dogs</i>	Enrichment Figurative language – Personification <i>The win howled in the night</i>	Review Dictionary use Finding and summarising information

Term 4					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Theme	PNG and the World				
Week					
Week 1 Text type: Procedures Reading material Directions Instructions Recipes Rules Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Sound /f/ (surf, graph, nephew, fortnight, rough, laugh)	Reading and comprehension Vocabulary Alphabetical order to 3 rd letter	Reading and comprehension Vocabulary Commonly confused words	Reading for pleasure Library skills Dictionary use Finding and summarising information
Week 2 Text type: Narrative Short story Fable Myth Song Personal recount Reading material Short narrative texts Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Sound /j/ (jetty, ledge, orange, suggestion)	Reading and comprehension Vocabulary Synonyms	Reading and comprehension Vocabulary Related words <i>Hammer and tongs</i>	Reading for pleasure Library skills Dictionary use Finding and summarising information
Week 3 Text type: Recount Reading material Short recount texts Personal Factual Imaginative Biography Autobiography Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Sound /s/ (sandwich, scientist, piece, except, exercise)	Reading and comprehension Vocabulary Antonyms	Reading and comprehension Vocabulary Opposite words <i>come and go</i>	Reading for pleasure Library skills Dictionary use Finding and summarising information
Week 4 Text type: Transaction Reading material Survey Complaint Apology Interview Letter Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Sound /n/ (taken, knives, skinny, introduction)	Reading and comprehension Vocabulary Prefixes tri-	Reading and comprehension Vocabulary Suffixes -fy	Reading for pleasure Library skills Dictionary use Finding and summarising information

Term 4					
Day	Day 1	Day 2	Day 3	Day 4	Day 5
Theme	PNG and the World				
Week					
Week 5 Text type: Report Reading material Information reports Descriptive reports Investigative reports Scientific reports Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Sound /c/ (colour, Christmas, kindness, check, accurate)	Reading and comprehension Vocabulary Word association <i>Tree/leaves</i>	Reading and comprehension Vocabulary Word analogies <i>Day is to week as month is to year</i>	Reading for pleasure Library skills Dictionary use Finding and summarising information
Week 6 Text type: Information narrative Reading material Speech Poetry Song (social comment) Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Sound /z/ (zero, dizzy, cousin, business, scissors)	Reading and comprehension Vocabulary Alphabetical order to 3 rd letter	Reading and comprehension Vocabulary Apostrophe of possession	Reading for pleasure Library skills Dictionary use Finding and summarising information
Week 7 Text type: Persuasive Reading material Advertisement Letter Discussion Argument Cartoon Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Silent letters (build, guilty, know, wrapped, ghost, scenery)	Reading and comprehension Vocabulary Word origins	Reading and comprehension Vocabulary Sounds made by objects <i>hissing of steam</i>	Reading for pleasure Library skills Dictionary use Finding and summarising information
Week 8 Text type: Explanation Reading material Explanation texts that explain how or why Class Readers	Reading and comprehension Vocabulary Word meaning – from reading text	Reading and comprehension Phonics Words with a prefix (untidy, misfortune, invisible, disobey, impatient)	Reading and comprehension Vocabulary Rhyming words <i>hat cat</i> <i>Ate eight</i>	Reading and comprehension Vocabulary Rhyming poems <i>Mum please baked a cake for my best friend Jake.</i>	Reading for pleasure Library skills Dictionary use Finding and summarising information
Week 9 Assessment	Reading and comprehension Vocabulary Term 4	Reading and comprehension Phonics Term 4 sounds	Reading and comprehension Vocabulary Term 4	Reading and comprehension Vocabulary Term 4 topics	Reading for pleasure Library skills Term 4
Week 10 Review and Enrichment	Review	Review	Enrichment Proverbs <i>Don't count your chickens before they hatch</i>	Enrichment Figurative language – idiom <i>I can hear <u>as</u> clear as a bell</i>	Review

Strand 2: Reading

Literature

Week 1 Lesson 1

Subject: English

Strand: Reading and viewing

Lesson: One (1) - Literature

Content Standard 8.2.1: Identify structure, figurative language, sound devices and meaning in a variety of literary works

Benchmark 8.2.1.1: Identify and explain figurative language, including symbolism, imagery, metaphors, personification, similes and idioms.

Objective: By the end of the lesson students will be able to:

1. Explain the three figurative languages; Personification, metaphor and similes.
2. Identify figurative languages in the poem
3. Use figurative expressions in poem writing

Content

Knowledge: What the figurative languages are; personification, similes and metaphor.

Skills: Ability to recognize a figurative expression and apply it in poem writing.

Attitudes: Appreciate the 'live-like' image that figurative languages bring about in poem writing.

Materials:

1. Handouts
2. Poetry Speaks (resource book Page No_)

Introduction:

Use common figurative languages/ expressions of the day (e.g: 'the sun is smiling today', 'the bell is calling', etc) to find out how much the students already know about figurative languages/expressions and their effects in each context as used.

Body:

1. *Poem Sample:* On a chart, have the short poem 'Sun' from the book 'Poetry Speaks' on the board. Underline figurative languages and label accordingly.
2. *Notes/Content:* Produce notes on the use of figurative languages in poetry and explain notes. Allow for questions.
3. *Activity 1:* Identify figurative languages in the poem given (not the poem 'Sun'). Correct activity and move to next.
4. *Activity 2:* Write a short poem on anything that interests you. Make sure to add a simile, a metaphor and a personification. Underline each figurative language and label it so. Mark individual books.

Conclusion:

1. Read out loud the best poem in class.
2. Emphasize the importance of the use of figurative expressions in poem writing.

Assessment

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Assignment	Write a poem. Utilize figurative languages (<i>metaphor, simile & personification</i>) to make your poem interesting and lively.	Figurative languages: -logical -effective	SAPS

Week 1 Lesson 2**Subject:** English**Strand:** Reading**Unit:** Vocabulary**Lesson:** Reading – Vocabulary**Content Standard: 8.2.2:** Expand vocabulary through word study, literature and class discussion**Benchmark: 8.2.2.5:** Identify and use synonyms, antonyms, homonyms and homophones to determine meaning of words and phrases;**Objective:** By the end of the lesson, students will be able to:

- Identify and use of abstract words that will help determine meanings of words and phrase
- To read longer text for meaning with fluency.
- Identify and use homophones that will help determine meanings of words and phrases.

Content Knowledge:

- Identify different type of abstract words and find meanings and use them in sentences.
- To read and comprehend a longer text.
- Identify homophones and find meanings and use them in sentences.

Skills:

- Discuss and list down different type of abstract words.
- Fluency in reading aloud.
- Look for homophones; find meanings and use in good sentences.

Attitude:

- To comprehend the words and make up sentences to show meaning of different abstract words.
- Confidence in reading aloud.
- To comprehend homophones and use them correctly according to the meanings.

Materials: PNG History Through Stories , Book 2, Pages 107 – 111.**Introduction:**

Together with the class, explain the topic and tell the students what activity will be carried out and in pairs, in groups or individually.

Body:**Abstract Words**

1. Teacher explains what 'abstract words are:

“Abstract Words - are words that cannot be described through the five senses. They are emotions, qualities, ideas and characteristics. For example, words such as ‘liberty, freedom, greed.’”

2. Students do Activity 1: Find the meaning of these abstract words

Abstract Words	Meaning
Justice	
Joy	
Talent	
Honesty	
Delay	

Use these abstract words in sentences.

Homophones**Activity 1:**

Fill in the blank space with homophones listed in brackets

- _____ was arranging the chairs in _____ at the chapel.(Rose/rows)
- The Tongans were disappointed at the new heir to the _____ and _____ rocks at his new palace. (throne /thrown)
- The pastor chose _____ to give a _____ for next week's liturgy. (hymn/him)
- His _____ is to _____ all these mats and put them away. (role/roll)
- This new bus offside of bus number 501 did great by being _____ with the bus _____. (fare/fair)

Biography**Activity 1.**

Read through the text on pages 107 – 111 of PNG HISTORY THROUGH STORIES BOOK 2

1. Write facts about each of the following founders of Papua New Guinea:
 - Sir Michael Somare
 - Sir Albert Maori Kiki

- Sir Tei Abal
- Sir John Kaputin
- Sir John Guise

Conclusion:

- Use abstract words in sentence to show their understanding.
- Give correct words to complete sentences
- Write facts about the founders of Papua New Guinea.

Assessment:

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Listening to reading	Reading aloud for meaning with fluency and accuracy	<ul style="list-style-type: none"> • Correct punctuation • Stress • Intonation • Appropriate expression • Confidence • Eye contact 	Checklist

Week 1 Lesson 3**Subject:** English**Strand:** Reading**Lesson:** Reading –Fluency in reading**Content Standard: 8.2.1** Read a range of fiction and factual texts independently to improve fluency.**Benchmark: 2.2.1.1:** Read regularly in independent-level texts in which no more than 1 in 20 words is difficult for the readers' fluency and accuracy with appropriate speed, intonation and expression.**Objective:** By the end of the lesson students will be able to read a story from school journal confidently and fluently.**Content****Knowledge:** Read and recognise letter sounds, phrase, and punctuation in a sentence.**Skills:** Express the piece of story through reading aloud**Attitude:** love, appreciate and value the story**Materials:** *School journal Senior 2 (2009).* page 22. Title: *The last Prayer.***Introduction:**

Introduce the school journal to the class. Ask the students if they like reading books from school journals. What makes them reading school journal books? Read a story to them.

Body:

1. Tell students turn to the page and explain the activity
2. Ask the students of the author and title of the story.
3. Students read in own phase
4. Monitor students and assist with difficult words and expression
5. Individual presentation in class

Conclusion:

Select a good reader to present to all class.

Assessment:

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Presentation	Confidently, read, express the story to the class,	Clear voice -5mks Pronunciation -5mks Eye brow and body language -10mks Confident -3mks Complete story -2mks	Checklist

Week 1 Lesson 4**Strand:** Reading and Viewing**Unit 2:** Comprehension**Lesson Topic:** Library Skills – Dictionary Use.**Content Standard:** 8.2.2 Read fiction and factual texts for information and pleasure.**Benchmark:** 8.2.1.9 Clarify meaning by questioning and re-reading; confirm and revise predictions as needed when reading.**Objective:** Students will be able to:

- i) Use the dictionary to pronounce and stress words correctly
- ii) Use appropriate voice intonation and facial expressions when reading.

Content**Knowledge:** Using dictionary to help pronounce words and stress words correctly when reading accompanied by proper voice intonation and facial expression.**Skills:** Pronounce words correctly with the help of the dictionary.**Attitudes:** Appreciate Dictionaries for what they are – aid.**Materials:** Dictionary, Newspaper**Introduction:** (5mins)

1. Write a word that is commonly mispronounced on the board and get the students to say it on voluntary basis without the aid of a dictionary.
2. Direct students' attention to the dictionary to aid the pronunciation of the word. Let them try to pronounce the word with the aid of the dictionary.
3. Give the correct pronunciation using the aid of the dictionary.
4. Show students how to use a dictionary to help with word pronunciations.

Body: (5mins)

1. Do Activity 1:

Activity 1

Give the correct pronunciation of the following commonly mispronounced words. make sure that the stress is evident in your pronunciations.

woman, women, there, their, this, these, those, she, see,

2. Correct activity 1 and do Activity 2.

Activity 2

Assign a short paragraph to each student to read aloud in class with correct pronunciation, stress, voice intonation and facial expressions.

3. Critic each reading, making corrections where necessary.

Conclusion: (1min)

1. Stress the main points only.

Week 1 Lesson 5**Strand:** Reading**Unit 3:** Comprehension**Lesson Topic:** Reading and Comprehension - Skimming and Scanning**Content Standard 8.2.1:** Read fiction and factual texts for information and pleasure.**Benchmark 8.2.1.4:** Summarise and paraphrase information including main idea and significant supporting details in texts.**Objective:** Students will be able to:

- Apply the skimming and scanning techniques to locate specific information.
- Comprehend what they read.

Content**Knowledge:** How to locate information quickly in a reading passage and how to define the words as used in the reading.**Skills:** Skimming and scanning for information as well as defining terms as used in readings.**Attitudes:** Appreciate skimming and scanning techniques.**Materials:** Handouts.**Introduction:** (4 mins):

1. Refer students to a short paragraph on the hand-out and ask them to find a particular information in less than 30 seconds.
2. Tell them that the techniques they used to find the information quickly are skimming and scanning.
3. Introduce the lesson and tell them what the lesson is all about – Reading and Comprehension.

Body: (15 mins)

1. Do Activity 1.

Exercise

1. What was the name of the common language used between the Melanesians and the colonial employers?
2. 'Melanesians' in the reading refers to which group of people.
3. Define the term 'business' and Explain how it relates to Pidgin
4. How old is this language?
5. How did Papua New Guinean's adapt this language?
6. Why is this language referred to as a mixed language?

2. Check students' exercises and make corrections as a class.

Conclusion: (1 min)

1. Volunteers show how fast they can locate a specific information.

Teacher's Background notes:

(Create and Communicate Book 2, Page 17-18)

Pidgin languages are unusual. They are trade languages. In fact, the word Pidgin comes from the English word business. The type of pidgin used in P.N.G. is called Tok Pisin. Tok Pisin is only just over 100 years old. It started during colonial times, when men from the island of Melanesia left their homes to work on plantations. They had no language in common, either with each other or with their colonial employers. So, a new language emerged, belonging to nobody, but which everybody could learn very quickly. This was the ancestor of Tok Pisin. It was the mixture of languages. The vocabulary was based mostly on English, but with a much smaller number of words. The grammar, on the other hand, was a simplified form of several Melanesian languages. Consequently it was very easy to learn.

Strand 3: Writing

Weekly Program - Spelling - Term 1-4

The program is designed for teachers to plan daily lessons. There are two parts to the spelling and dictation activity in a week. Part 1 has weekly spelling words with a sound or phonic focus. Part 2 consists of family group words taken from the weekly themes. Spelling has two lessons per week it is important that teachers teach the spelling words thoroughly for the week.

Sample lesson plans assist you develop your spelling lessons.

Term	Term 1	Term 2	Term 3	Term 4
Week				
1	<p>Sound /ay/ words safety, aeroplane, afraid, painting, holiday, yesterday, native, famous, obeyed, neighbour</p> <p>Time second, minute, hour, season, midnight, century, tonight, month, o'clock, calendar</p>	<p>Sound /a/ words atlas, activity, avocado, gather, camera, capital, ladder, jacket, fantastic, champion</p> <p>Contractions they're, there's, won't where's, haven't, weren't who'll, she'd, hasn't I've</p>	<p>Sound /ar/ words Depart, sharpen, starving, harmful, darkness, classroom, basketball, auntie, calmly, heart</p> <p>Countries Countries, Papua New Guinea, Australia, America, China, Japan, England, France, Italy</p>	<p>Sound /f/ surf, half, graph, nephew, physical, telephone, fortnight, forgotten, rough, laughter</p> <p>Creatures creatures, mammal, reptile, insect, bird, fish, nocturnal marsupial, amphibian, monotreme</p>
2	<p>Sound /ee/ words sneeze, meeting, reason, underneath, family, naughty, secret, female, believe, people</p> <p>Insects fly, mosquito, caterpillar, butterfly, wasp, cricket, grasshopper, dragonfly, ladybird, cockroach</p>	<p>Sound /e/ words kept, never, entrance, strawberry, friendly, anything, headache, breath, instead, breakfast</p> <p>Antonyms first, last, open, closed, hello, goodbye, true, false, weak, strong</p>	<p>Sound /er/ words skirt, thirsty, girlfriend, worth, homework, further, interesting, earn, surprised, journey</p> <p>Ocean ocean, octopus, turtle, seaweed, dophin, stingray, shipwreck, coast, seagull, starfish</p>	<p>Sound /j/ words jetty, jigsaw, ledge, judgement, orange, stranger, changing, gigantic, magician, suggestion</p> <p>African animals tiger, giraffe, lion, crocodile, elephant, rhinoceros, leopard, monkey, zebra, hippopotamus</p>
3	<p>Sound /ie/ words tribe, mobile, decide, classify, island, remind, design, fighting, daylight, height</p> <p>Days of the week Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, week, days, fortnight</p>	<p>Sounds /i/ words prison, distance, ginger mischief, mister, quickly, myth, symbol, system, building</p> <p>Farming farmer, animals, tractor, harvest, orchard, fruit, vegetable, crop, coffee, planting</p>	<p>Sound /or/ words fortune, exploring, forwards, thoughtful, daughter, saucepan, pawpaw, withdraw, warning, smallest</p> <p>Computer words computer, keyboard, internet, mouse, email, monitor, software, graphics, download, password</p>	<p>Sound /s/ words sandwich, silence, scientist, peace, piece, chance, certain, practice, except, exercise</p> <p>Shapes circle, square, triangle, diamond, pentagon, octagon, rectangle, cylinder, pyramid, sphere</p>

4	<p>Sound /oa/ words chosen, exploded, coaching, floating, zero, frozen, noticed, followed, sewing, although</p> <p>Homophones ate, eight, dear, deer, brake, break, write, right, saw, sore</p>	<p>Sound /o/ October, octagon, copied, doctor, hospital, crossing, honest, washed, wallaby, what</p> <p>Cooking cooking, mumu, oven, barbeque, bake, grill, recipe, ingredients, fridge, roast</p>	<p>Sound /air/ words spare, aware, preparing, careless, airport, repaired, fairytale, hairdresser, somewhere, prayer</p> <p>Synonyms quiet, silent, begin, start, exit, leave, centre, middle, speak, talk</p>	<p>Sound /n/ words siren, taken, knitting, knives, against, skinny, planning, beginner, bargain, introduction</p> <p>Feelings emotions, bored, excited, confident, unhappy, curious, disappointed, anxious, cheerful, impatient</p>
5	<p>Sound /ue/ and /oo/ words pollute, rescued, bamboo, tattoo, bathroom, shoes, plural, threw, juice, suitable</p> <p>Months September, February, December, April, October, January, November, March, July, August</p>	<p>Sound /u/ words bunch, husband, front, something, discover, another, grandson, tongue, blood, trouble</p> <p>Homophones aloud, allowed, heard, herd, blue, blew, caught, court, there, their</p>	<p>Sound /eer/ words year, spear, nearly, appeared, clearly, hear, here, beer, engineer, volunteer</p> <p>Antonyms long, short, early, late, laugh, cry, empty, full, beautiful, ugly</p>	<p>Sound /c/ words colour, captain, Christian, kindness, check, pocket, bucket, shocking, backache, accurate</p> <p>'nice' nice, pleasant, wonderful, fine, polite, lovely pretty, enjoyable, attractive, excellent</p>
6	<p>Sound /sh/ words sure, shore, shoulder, shadow, mushroom, machine, tradition, occupation, dictionary, discussion</p> <p>Question words what, where, who, when, why, which, how, are, did, can</p>	<p>Sound /oy/ words coin, noisy, toilet, pointed, moisture, annoyed, destroyed, royalty, enjoyment, employment</p> <p>Synonyms rich, wealthy, error, mistake, strange, odd, hard, difficult, dirty, filthy</p>	<p>Sound /qu/ words quiz, question, quietly, quality, squeezed, squealing, squashed, acquire, equipment, liquid</p> <p>Nouns ending in ch, sh, x, z or s - plural matches, churches, watches, wishes, dishes, boxes, flying foxes, kisses, classes, dresses</p>	<p>Sound /z/ words zero, zipper, zigzag, dizzy, cousin, reason, visitor, because, business, scissors</p> <p>Position words around, along, under, over, across, between, through, down, towards, into</p>
7	<p>Sound /th/ words thrown, threat, throat, thought, grandmother, grandfather, birthday, something, death, breath</p> <p>Adventure story continue, damaged, exploring, frightened, happened, imagine, listening, promised, remember, separate</p>	<p>Sound /ou/ words our, hour, outing, shouted, proudly, mountain, lighthouse, surrounded, drowning, downstairs</p> <p>Measurement metre, centimetre, kilometre, millimetre, litre, gram, kilogram, tonne, weight, length</p>	<p>Sound /l/ words Lettuce, collide, volleyball, jungle, handle, miracle, double, control, special, final</p> <p>Nouns ending in y - plural cities, enemies, flies, duties, ferries, cherries, families, bodies, stories, puppies</p>	<p>Silent letters build, guilty, know, knowledge, knuckle, wreck, wrinkle, wrapped, ghost, scenery</p> <p>Senses senses, sight, touch, smell, taste, hearing, feeling, vision, listen, sound</p>

8	<p>Sound /ch/ words cheat, chance, charged, chocolate, itchy, watched, teacher, research, question, adventure</p> <p>How it happened correctly, politely, luckily, fiercely, silently, wildly, carefully, suddenly, noisily, nervously</p>	<p>Sound /oo/ looked, cookbook, barefoot, bookmark, couldn't, wouldn't, pulling, helpful, mouthful, cushion</p> <p>Jobs fisherman, secretary, electrician, builder, mechanic, lawyer, chemist, reporter, butcher, waitress</p>	<p>Silent letters limb, climb, doubt, castel, whistle, listened, chalkboard, should, design, assignment</p> <p>Maths addition, subtraction, multiplication, division, equation, fraction, decimal, shapes, percentage, maths</p>	<p>Words with a prefix untidy, uncomfortable, misfortune, misbehave, invisible, inexpensive, disobey, dishonest, impatient, improper</p> <p>Weather rainfall, humid, monsoon, sunshine, showers, temperature, forecast, lightning, drizzle, thunder</p>
9	Assessment	Assessment	Assessment	Assessment
10	<p>Review (select sounds and words that students have found difficult and revise them by creating your own spelling list for this week)</p>	<p>Review (select sounds and words that students have found difficult and revise them by creating your own spelling list for this week)</p>	<p>Review (select sounds and words that students have found difficult and revise them by creating your own spelling list for this week)</p>	<p>Review (select sounds and words that students have found difficult and revise them by creating your own spelling list for this week)</p>

Spelling Sample Lessons

Week 1 Lesson 1

Subject: English

Strand: Writing

Lesson: One (1) - Spelling

Content Standard: 8.3.4 Apply a range of strategies to spell, read and write sight words and new words.

Benchmark: 8.3.4.1 Write all grade level sight words correctly.

Objective: By the end of the lesson students should be able to:

1. spell /ay/ words and Time words correctly
2. define the meaning of the words using dictionaries/encyclopedias/Internet.

Content

Knowledge: How to spell /ay/ words and Time words.

Skills: Read, write and understand words with /ay/ sound and Time words and define their meanings

Attitudes: Respect, self-confidence in writing and appreciate correction.

Materials: Black board, chalk, flash cards, markers, reference materials like dictionaries

Introduction: (?)

In class ask the students to write two different words that have the same sounds but different meanings and define the words meanings. At least 5-6 words.

Examples:

- a) been - being.
- b) ate – eight change this homonym (e.g: heat –
- c) four - for

Body: (?)

1. *Word reading:* Teacher to read the spelling words to the students. The students listen and write them down in their exercise book:
safety, aeroplane, afraid, painting, holiday, yesterday, native, famous, obeyed, and neighbor, second, minute, hour, season, midnight, century, tonight, month, o'clock, calendar.
2. Then make spelling correction on the blackboard.
3. *Define meaning of words:* Students will use a dictionary to find the meaning of the spelling words.
4. *Passage writing:* students write a short story using some of the spelling words. The passage should have two paragraphs.

Conclusion: (?)

Ask students to orally read out a sentence using one of the spelling words and select few students who completed their short stories.

Assessment:

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Spelling test	Students will correctly spell the words dictated by the teacher	Correct spelling of words	SAPS

Week 1 Lesson 2**Strand:** Writing**Unit 2:** Spelling**Lesson Topic:** Silent Letters- Words**Content Standard: 8.3.4** Apply a range of strategies to spell, read and write sight words and new words.**Benchmark: 8.3.4.5** Silent Letters**Objective:** Students can:

1. Identify silent letters in a word.
2. Count how many syllables a word has.
3. Identify in which syllable the silent letter is.

Knowledge: That silent letters in a word is not pronounced when saying it.**Skills:** Phonetics**Attitudes:** Appreciate word building**Materials:** Black board**Introduction:** (5mins)

1. Write the word “Environment” on the board and ask the students to say the word.
2. Ask the students how many syllables dose the word “Environment” has? Have students show it so on the board.
3. Ask students to show in which syllable is the silent letter.

(Let them do 1 and 2, before you move to 4).

4. Give the correct pronunciation and show the correct syllable break-up of the word.

En / vi / ron / ment

Body: (9 mins)

1. Do Activity 1

Activity 1

1. Identify the silent letters in each of these words.

Whistle, Knowledge, Know, Climb, dumb, Fluorescent, Scissors, Tomb

2. How many syllables are there in each word? Show the break up.

2. Check students’ activities and make corrections as a class.

Conclusion: (1min)

1. Get volunteers to show the syllable break-up of a much longer word or words and have the pronounce it so..

Teacher’s Background notes:

Silent Letter Words

Many words in English have silent letters. Silent letters are letters that you can’t hear when you say the word, but that are there when you write the word. Examples include:

Silent B:	Silent C:	Silent D:	Silent G:	Silent H:	Silent K:	Silent M:	Silent N:	Silent P:
comb	ascent	sandwich	sign	cholera	knee	mnemonic	column	psychology

Silent T:	Silent U:	Silent W:
castle	build	wrack

Week 1 Lesson 3**Subject:** English**Strand:** Writing**Unit:** Grammar and Usage**Content Standard: 8.3.4** Apply a range of strategies to spell, read and write sight words.**Benchmark: 8.3.4.7** Words with “-ize,” “-yze,” “-ise,” “-ent,” and “-ant” Endings**Objective:** By the end of lesson the students can be able to:

- i. Identify and list down suffixes correctly.
- ii. Spell words using the correct suffixes.

Content**Knowledge:** What suffixes are and how to use them to aid spelling.**Skills:** Identify, spell and write suffixes correctly**Attitudes:** Appreciate and value Suffixes in writing.**Materials:** Black board, chalk, chart papers, markers, A4 papers**Introduction:**

1. Teacher writes one sentences on the board and asks students to read the sentences carefully.
2. Students are then asked to correct the sentence by changing the words in the bracket by adding suffixes.
3. Student volunteers are asked to correct the sentences
4. Teacher makes correction and explains further.

Example:

- Mary had to (*apology*) to Jane for being rude to her.
- Mary had to apologise to Jane for being rude to her.

Body:

1. Do activity # 1

Rewrite each of the following sentences, by changing the nouns and adjectives to verbs using the suffixes “ise”, “ize”, “ent”, “ant”, “ify”

- i. The Europeans (*colony*) the Pacific islands to get resources from them.
 - ii. Elizabeth wanted to (*beauty*) her front yard so she bought orchids to plant.
 - iii. Willimon was (*threat*) to be killed by the criminals.
 - iv. His trousers was too long so he (*short*) it by two centimeters.
 - v. They (*critique*) his math’s presentation for improvement.
 - vi. Issac was crying to (*sharp*) his pencil to use in the classroom.
2. Teacher gives time to students to complete activity.
 3. Student volunteers to read out sentences.
 4. Teacher makes correction as a class.

Conclusion:

Teacher makes correction and explains further.

Assessment

Assessment Method	Assessment Task	Assessment Criteria	Recording Method

Week 1 Lesson 4**Strand:** Writing**Unit 2:** Grammar and Usage**Lesson Topic:** Dictation**Content Standard: 8.3.3d** Apply a range of strategies to spell, read and write sight words and new words.**Benchmark: 8.3.2b.a** Write about 600-700 words using a variety of text types.**Objective:** Students will be able to:

1. Spell words correctly
2. Write a paragraph by listening.

Knowledge: How to spell words correctly.**Skills:** Listening**Attitudes:** Desire to spell all words correctly**Materials:** Dictation Passage**Introduction:** (3mins)

1. Ask the class to give any word that has the /ay/; they are to pronounce it correctly placing emphasis where the stress is, spell it correctly and show where the /ay/ is. Have 3 – 4 volunteers.
2. Introduce the lesson and go through the instructions carefully.

Body: (11 mins)

1. Do Activity 1: Dictation
 - Read the passage 3 times; normal pace, slow and slower.

Dictation Passage

Our neighbour says/ that he would love to fly /in an **aeroplane** sometime./ He has never flown in one before. /My parents have decided/ to make his wish come true this holiday /as he has been very good and helpful to the family /and all. /The **painting** of the **famous** bird of paradise/ on our wall was done by him. /Yesterday, at about twelve **o'clock**, /something strange happened. /The family's **safety** was at great risk /but thanks to our good **neighbour** all went well. /I decided to note everything that had happened /in my **dairy**. /I checked the **calendar** /to confirm the month / and looked down at my wrist watch /to get the time correct; **second, minute, hour**. /My dairy began, /"It was the rainy **season** of the year, /it all began at about **midnight** /and continued to the day. /If only I had **obeyed** my parents, /none of these would have happened. /If only I had **obeyed** (sigh)".

Conclusion: (1min)

1. Stress the marking criteria and collect all exercise books for marking.

Weekly Program - Grammar and Usage

The program of Talking Sentences in Speaking and Listening lay the oral foundations for Grammar and written sentences. Daily oral practice of the correct forms of English creates a solid foundation for all language learning. Here are the grammar topics and written sentence to assist you develop your daily lesson plans. Use the lesson samples in the resource section for more ideas.

Term	Term 1	Term 2	Term 3	Term 4
Theme	Home, School and Leisure	Work, Communication & Technology	PNG Culture & Environment	PNG and the World
Week				
Wk 1	<p>Common and gender nouns</p> <p>Correct use of common and gender nouns in sentences.</p> <p>Examples: <u>Joe</u> is my <u>brother</u>. <u>Josephine</u> is an <u>actress</u>.</p>	<p>Proper nouns</p> <p>Correct punctuation and use of proper nouns in sentences.</p> <p>Examples: <u>Mount Lamington</u> is an active volcano in <u>Papua New Guinea</u>. <u>Mrs Ruimb's</u> birthday is on the 5th of <u>December</u>.</p>	<p>Noun groups in sentences</p> <p><i>A noun group Includes a noun and words that tell more about that noun</i></p> <p>Examples: <u>An old grey PMV</u> crawled up <u>the steep bumpy road</u></p>	<p>Common, abstract and technical nouns</p> <p>Examples: <u>Boys and girls</u> must not run in the <u>classroom</u>. The coach said he had every <u>confidence</u> in his players. A <u>constellation</u> is a group of stars.</p>
Wk 2	<p>Personal pronouns</p> <p><u>Subject pronouns</u> I, you, he, she, it, we, they <u>Object pronouns</u> me, you, him, her, it, us, them</p> <p>Examples: <u>He</u> plays the piano. <u>They</u> sing at church.</p> <p><u>Peter</u> gave <u>me</u> a present. <u>Kali</u> gave <u>her</u> some oranges.</p>	<p>Pronouns</p> <p>Relative: which, that, who, what, whom and whose</p> <p>Demonstrative: this, that, these, those</p> <p>Interrogative: what, which, who, whose, whom</p> <p>Examples: The dog <u>that</u> stole the bone ran away. <u>That</u> is the road to Lae. <u>Who</u> is your friend?</p>	<p>Personal and possessive pronouns</p> <p>Correct use of personal and possessive pronouns in sentences</p> <p>Examples: <u>He</u> slipped and broke his arm. I asked Ben if I could play with <u>him</u>. Is that ball <u>yours</u>?</p>	<p>Pronouns: review</p> <p>Correct use of pronouns in sentences</p> <p>Examples: Do you know <u>which</u> village this is? "That is <u>my</u> football," the boy said to <u>his</u> friend. <u>Whose</u> are these shoes? <u>They</u> walk to school. When you see Josie give <u>her</u> this book.</p>

Term	Term 1	Term 2	Term 3	Term 4
Theme	Home, School and Leisure	Work, Communication & Technology	PNG Culture & Environment	PNG and the World
Week				
Wk 3	<p>Adjectives and suffixes</p> <p>Correct use of adjectives as suffixes in sentences.</p> <p>Example: <i>Forests contain a <u>tremendous</u> number of the most <u>colourful</u>, rare and <u>beautiful</u> animals, birds and plants.</i></p>	<p>Possessive adjectives</p> <p><i>my, your, our, its, her, his, their</i></p> <p>Pointing adjectives <i>that this these those</i></p> <p>Examples: <i>Kali is the oldest child in <u>her</u> family. <u>That</u> chicken laid five eggs.</i></p>	<p>Comparative and superlative adjectives</p> <p>-er/est plus adding more and most in sentences</p> <p>Examples: <i>The blue whale is the <u>biggest</u> animal in the world. <u>Most</u> reptiles are meat-eaters.</i></p>	<p>Adjectives, nouns and articles</p> <p>Correct use of articles as they apply to nouns and adjectives in sentences</p> <p>Examples: <i>We use <u>a</u> spoon to eat soup. Peter saw <u>an</u> eel. The man is too old to climb <u>the</u> steep mountain.</i></p>
Wk 4	<p>Verbs: verb types</p> <p>Action verbs: <i>run, jump, flew</i></p> <p>Saying verbs: <i>shout, shout, whisper</i></p> <p>Thinking and Feeling verbs: <i>love, imagine, forget</i></p> <p>Being verbs: am, is, are, was, were</p> <p>Examples: <i>Help!" <u>cried</u> the old man. Last week we <u>were</u> late for church.</i></p>	<p>Verbs: present, past continuous tense</p> <p>Correct use of present and past continuous tense in sentences.</p> <p>Examples: <i>We <u>are going</u> to the trade store. I <u>was playing</u> rugby when the rain started.</i></p>	<p>Verbs that agree</p> <p>Correct usage of verbs in subject agreement in sentences.</p> <p>Examples: <i>The <u>man</u> (singular) <u>is chopping</u> (verb agreement) wood. The <u>men</u> (plural) <u>are chopping</u> (verb agreement) wood.</i></p>	<p>Past tense regular and irregular verbs</p> <p>Correct use of past tense verbs (regular and irregular) in sentences.</p> <p>Examples: <i>The <u>men</u> <u>danced</u> at the Goroka Show. The <u>men</u> <u>drove</u> back to their village.</i></p>
Wk 5	<p>Adverbs</p> <p>Correct use of adverbs in sentences</p> <p>Examples: <i>PMV buses drive very <u>slowly</u> in PNG. (how) We will be travelling to town <u>tomorrow</u>. (when) We will be travelling to town from <u>Geruhu</u>. (where)</i></p>	<p>Adverbs of degree</p> <p><i>er/est/ iest</i></p> <p>Interrogative adverbs in sentences</p> <p>Examples: <i><u>Why</u> is the Hooded Pitohui an unusual bird? <u>When</u> did PNG switch to the Kina as its form of currency?</i></p>	<p>Irregular adverbs of degree</p> <p><i>er/est/ iest</i></p> <p>Correct usage of adverbs of degree that modify or intensify the meaning of adjectives and adverbs.</p> <p>Examples: <i>He ran <u>really</u> well. (The adverb really strengthens the meaning of the adverb well) The girl spoke <u>rather</u> softly.</i></p>	<p>Apostrophes of contractions</p> <p>Using punctuation marks correctly to show apostrophes of contractions in sentences.</p> <p>Examples: <i>The chicken <u>hasn't</u> laid any eggs. (has not) I know what <u>you're</u> doing. (you are)</i></p>

Term	Term 1	Term 2	Term 3	Term 4
Theme	Home, School and Leisure	Work, Communication & Technology	PNG Culture & Environment	PNG and the World
Week				
Wk 6	<p>Prepositions</p> <p>Correct use of prepositions indicating direction, place and time in sentences</p> <p>Examples: <i>The red truck drove slowly <u>along</u> the winding track.</i> <i>The tiny mouse ran <u>into</u> the hole.</i> <i>We are having the party <u>after</u> school today.</i></p>	<p>Prepositions Adverbial phrases</p> <p>Correct use of prepositions and adverbial phrases in sentences</p> <p>Examples: <i>The man slept <u>under the shady tree</u>.</i> <i>The bus will arrive <u>in the morning</u>.</i></p>	<p>Prepositions Adjectival phrases Adverbial phrases</p> <p>Correct use of prepositions, adverbial and adjectival phrases in sentences</p> <p>Examples: <i>The man dived <u>beneath the waves</u>.</i> (adverbial phrase) <i>The woman <u>with the basket</u> was selling mangoes.</i> (adjectival phrase)</p>	<p>Conjunctions</p> <p>Correctly connecting words, phrases, clauses in sentences</p> <p>Examples: <i>Kila did not arrive at the party until it was almost over.</i> <i>Everyone watched while the car rolled slowly down the hill.</i></p>
Wk 7	<p>Sentences: subject, verb, object</p> <p>Identifying the subject, verb and object in sentences.</p> <p>Example: <i><u>Aunty Letti</u> (subject) <u>cooked</u> (verb) <u>the chicken</u> (object).</i></p>	<p>Sentences: simple, compound and complex</p> <p>Writing simple, compound & complex sentences using correct punctuation.</p> <p>Examples: <i>Mary likes playing volleyball.</i> <i>Mary likes playing volleyball, <u>but</u> Simon likes playing rugby.</i> <i>Simon likes playing rugby because he can run and pass the ball quickly.</i></p>	<p>Sentences: subject and predicate</p> <p>Identifying the subject and predicate in sentences</p> <p>Examples: <i><u>The silly dog</u> (subject) <u>fell in the big hole</u>.</i> (predicate)</p>	<p>Sentences Paragraphs</p> <p>Identifying paragraphs in a short text.</p>

Term	Term 1	Term 2	Term 3	Term 4
Theme	Home, School and Leisure	Work, Communication & Technology	PNG Culture & Environment	PNG and the World
Week				
Wk 8	<p>Punctuation: Capital letters and commas</p> <p>Correct use of capital letters in sentences, e.g.</p> <ol style="list-style-type: none"> At the start of every sentence in direct speech The first letter of a proper noun The title of a book, play, song, film A heading <p>The personal pronoun "I"</p> <p>Correct use of commas, e.g.</p> <ol style="list-style-type: none"> to separate items in a list of nouns In direct speech To separate items in a list of adjectives or adverbs 	<p>Punctuation: Direct and indirect Speech</p> <p>Correct use of direct and indirect speech in sentences</p> <p>Examples:</p> <p><i>"I think I know the way to the village," said Eva.</i></p> <p><i>Eva said that she thinks she knows the way to the village.</i></p>	<p>Punctuation: Apostrophes of possession</p> <p>Correct use of Apostrophes of possession in sentences that show ownership of something.</p> <p>Examples:</p> <p><i>Jane's hat is red.</i></p> <p><i>The girls' hats are blue.</i></p>	<p>Punctuation: review</p> <p>Using full stops, commas, semicolons, colon, apostrophes, hyphens, talking marks, question marks, exclamation marks...</p> <p>Examples:</p> <p><i>Who will cook dinner?</i></p> <p><i>I don't know.</i></p> <p><i>Mary's hat is under the chair.</i></p> <p><i>Ruth is a bright, happy, smart and cheerful student.</i></p> <p><i>"Whose bag is that?" asked the teacher.</i></p>
Wk 9	<p>Vocabulary: Alliteration and sound words</p> <p>Correct use of alliteration and sound words in sentences</p> <p>Example:</p> <p><i>The big blue balloon burst with a bang.</i></p> <p><i>The cockatoos shrieked and screeched.</i></p>	<p>Vocabulary: Prefixes & suffixes</p> <p>Correct use of prefixes and suffixes in sentences.</p> <p>Examples:</p> <p><i>He couldn't come to school because he was <u>un</u>well.</i></p> <p><i>Somebody who writes books is called an <u>author</u>.</i></p>	<p>Vocabulary: Synonyms and antonyms</p> <p>Correct use of synonyms and antonyms in sentences</p> <p>Examples:</p> <p><i>Synonyms for the word big: enormous, huge, gigantic, large,</i></p> <p><i>Antonyms for words big: small, tiny, petite</i></p>	<p>Vocabulary: Figurative language</p> <p>Correct use of figurative language in sentences</p> <p>Examples:</p> <p><i>The small boy is <u>as timid as a mouse</u>.</i></p> <p><i>The crocodile's teeth are <u>like white daggers</u>.</i></p> <p><i>Books are <u>keys to our imagination</u>.</i></p>
Wk 10	Assessment	Assessment	Assessment	Assessment

Grammar and Usage Sample lesson Plans

Week 1 Lesson 1

Subject: English

Strand: Writing

Lesson: One (1) – Written Sentence (Composition)

Content Standard: 8.3.1 Apply correct use of written grammar in a range of writing situations

Benchmark: 8.3.1.5 Use nominative, objective, possessive nouns and pronouns correctly:

Objective: By the end of the lesson students will be able to identify and correctly use common and gender nouns in sentences.

Knowledge: Use a variety of common and gender nouns in sentences

Skills: Identify and write common and gender nouns in sentences.

Attitudes: Respect, confidence in speaking and appreciate correction.

Materials: Black board, chalk

Introduction:

Ask students what they know about nouns of Place and ideas.

Body:

My brother's Family.

Joe is my elder brother and he works in Lae. He is married to Jane who is an accountant. They both have two children at the moment. Jacqueline is their first born who is a female and Junior their son. Jane my sister in-law is on leave because she is due to give birth with their third child.

Our small sister Kila is currently leaving with them baby-sitting Jane. She helps to do most of the house work as Jane is in labour. Their house is so big that Kopi the carpenter and Lean the nurse lives with them. They are both Jane's brother and sister.

Common and Gender Nouns Sentences. Correctly use common and gender nouns in sentences.

1. Students will write eight (8) structured sentences using common nouns from the report above.

Examples:

- a) Joe is my brother and he works in Lae.
 - b) Josephine is an actress in Hollywood.
2. Passage writing: Write a report of one – two paragraphs using common and gender nouns like the report of 'My brothers family'
 3. Identify and list some *common* and *gender* nouns from the report of 'My brother's family'

Common nouns	Gender nouns
1.	1.
2.	2.
3.	3.

Conclusion:

Ask students to list five (5) common nouns that includes:

- Persons –
- Things –

Assessment

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Listening and correcting written sentences/ report writing	Identifying common and gender nouns in sentences	Correctly identifying common and gender nouns	SAPS

Written Composition

Week 1 Lesson 2

Strand: Writing

Unit 2: Written Expression

Lesson Topic: Writing Process – Brain Storming

Content Standard: 8.3.1 Apply appropriate writing processes.

Benchmark: 8.3.1.1 Use the writing process such as brain storming, clustering of ideas and illustration to develop the ideas for writing a variety of texts.

Objective: students can:

- Brain storm ideas before the actual writing

Knowledge: How to brain storm for main ideas when writing a short narrative.

Skills: Brain storming

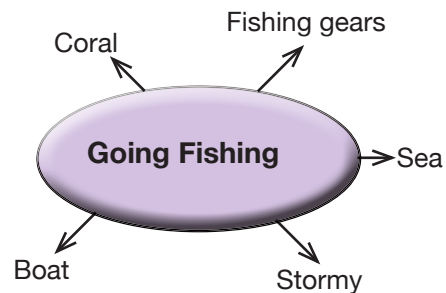
Attitudes: Value and embrace the idea of brain storming prior to any writing.

Materials: Chart, markers

Introduction: (10mins)

1. Teacher pastes a chart containing a sample of brain-storming on the board.

Example: Writing a Narrative



2. Teacher explains the process of brain storming and asks students to add more to the list that's already there.
3. Give them a new topic to brainstorm as a class (eg: going hunting).

Body: (18 mins)

1. Do Activity 1.

Activity 1

Brain storm for a short narrative titled "My Holidays".

2. Go through and check each student's work; assist them where needed.
3. Go through the activity as a class.

Conclusion: (2min)

1. Stress the main points only.
2. Give home work – Write a short story Titled "My Holidays".

Weekly Program – Written Expression

The Written Expression activities listed here are linked to the Oral Expression topics found in the Speaking and Listening section of this Teacher Guide.

A one week daily lesson plan has been done to assist you. Refer to the resource section for more information about writing processes and descriptions of different text types.

Term	Term 1	Term 2	Term 3	Term 4
Theme	Theme: Home, School and Leisure	Theme: Work, Communication and Technology	Theme: PNG Culture and Technology	Theme: PNG and the World
Week				
Week 1	Text Type: Narrative – personal recount Writing: 1. Use Writing process to write	Text Type: Recount Writing: 1. Use Writing process to write	Text Type: Information/ Procedure Writing: 1. Use Writing process to write	Text Type: Persuasive - discussion Writing: 1. Use Writing process to write
Week 2	Text Type: Recount - personal experiences Writing: 1. Use Writing process to write	Text Type: Procedural text Writing: 1. Use Writing process to write	Text Type: Explanation Writing: 1. Use Writing process to write	Text Type: Report - information sheet Writing: 1. Use Writing process to write
Week 3	Text Type: Explanation - brochure Writing: 1. Use Writing process to write	Text Type: Narrative Writing: 1. Use Writing process to write	Text Type: Poetry Writing: 1. Use Writing process to write	Text Type: Report Writing: 1. Use Writing process to write
Week 4	Text Type: Narrative - description Writing: 1. Use Writing process to write	Text Type: Information narrative Writing: 1. Use Writing process to write	Text Type: Recount - diary Writing: 1. Use Writing process to write	Text Type: Information - map Writing: 1. Use Writing process to write
Week 5	Text Type: Recount Writing: 1. Use Writing process to write	Text Type: Narrative – song lyrics Writing: 1. Use Writing process to write	Text Type: Report Writing: 1. Use Writing process to write	Text Type: Transactional -letter Writing: 1. Use Writing process to write

Week 6	<p>Text Type: Recount - personal</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use Writing process to write 	<p>Text Type: Procedural</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use Writing process to write 	<p>Text Type: Recount – personal experience</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use Writing process to write 	<p>Text Type: Narrative - imaginative</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use Writing process to write
Week 7	<p>Text Type: Recount, Procedure</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use Writing process to write 	<p>Text Type: Narrative information</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use Writing process to write 	<p>Text Type: Procedure - recipe.</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use Writing process to write 	<p>Text Type: Procedural – plan</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use Writing process to write
Week 8	<p>Text Type: Persuasion – posters and signs</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use Writing process to write 	<p>Text Type: Narrative – description</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use Writing process to write 	<p>Text Type: Procedural - Drills</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use Writing process to write 	<p>Text Type: Report-newspaper articles</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use Writing process to write
Week 9	<p>Text Type: Narrative</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use Writing process to write 	<p>Text Type: Persuasive - signs</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use Writing process to write 	<p>Text Type: Information, Procedure</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use Writing process to write 	<p>Text Type: Narrative information</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use Writing process to write
Week 10	<p>Text Type: Information-Report</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use Writing process to write 	<p>Text Type: Information</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use Writing process to write 	<p>Text Type: Narrative - story</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use Writing process to write 	<p>Text Type: Report – newspaper article</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use Writing process to write

Written Composition – Sample Lesson Plan

Week 1 Lesson 1

Subject: English

Strand: Writing

Lesson: One (1) – Written Expression

Content Standard: 8.3.2

Create and produce a range of text types for a variety of challenging purposes and audiences.

Benchmark: 8.3.2.2 Write narrative texts that include short stories, auto biographies/ biographies, fictional texts that create and develop plot or sequence of events.

Objective: By the end of the lesson students should be able to write a narrative – biography of someone in their family (their parents, grandparents or a role model – make sure every information must be relevant and true).

Content Knowledge: Identifying the writing process, brainstorming, clustering of ideas

Skills: Story writing, correct spelling, grammar and punctuation, correct tenses.

Attitudes: Respect, confidence in writing and appreciate correction and take pride in yourself.

Materials: Black board, chalk, chart papers, markers, A4 papers

Introduction: (?min)

Ask the students who or which elder in their family they like the best and why? How old he/she is? Where does he/she live? What does he/she does? And is he/she living or dead?

Body: Writing Biography of someone (?min)

Individually, students are going to write a biography of someone like the founders of Papua New Guinea. Reference: *PNG History through Stories* pages 107 – 111.

How to write a biography

- Introduction – introducing the person, date and place of birth (death, if applicable), life and personality of that person
- Education and Credentials. List education after the introduction sentence, name of any degrees earned and the institution attended.
- Major achievements and work facts
- An overview of what makes the person significant

Processes of writing –

1. Brainstorm about the particular person, (Collect information about the person, his/her life achievements)
2. organize the information in sequence,
3. Give a title to your article and should have a cover page
4. Give a title for the each personal recounts (make sure to get a picture of that person))
5. Write the first draft (Language used must be in past tense and use simple English.
6. Write up to about 600-700 words
7. Revise
8. Edit
9. Proof read
10. Compiling the write up
11. Start writing the biography and final work must be on A4 papers.

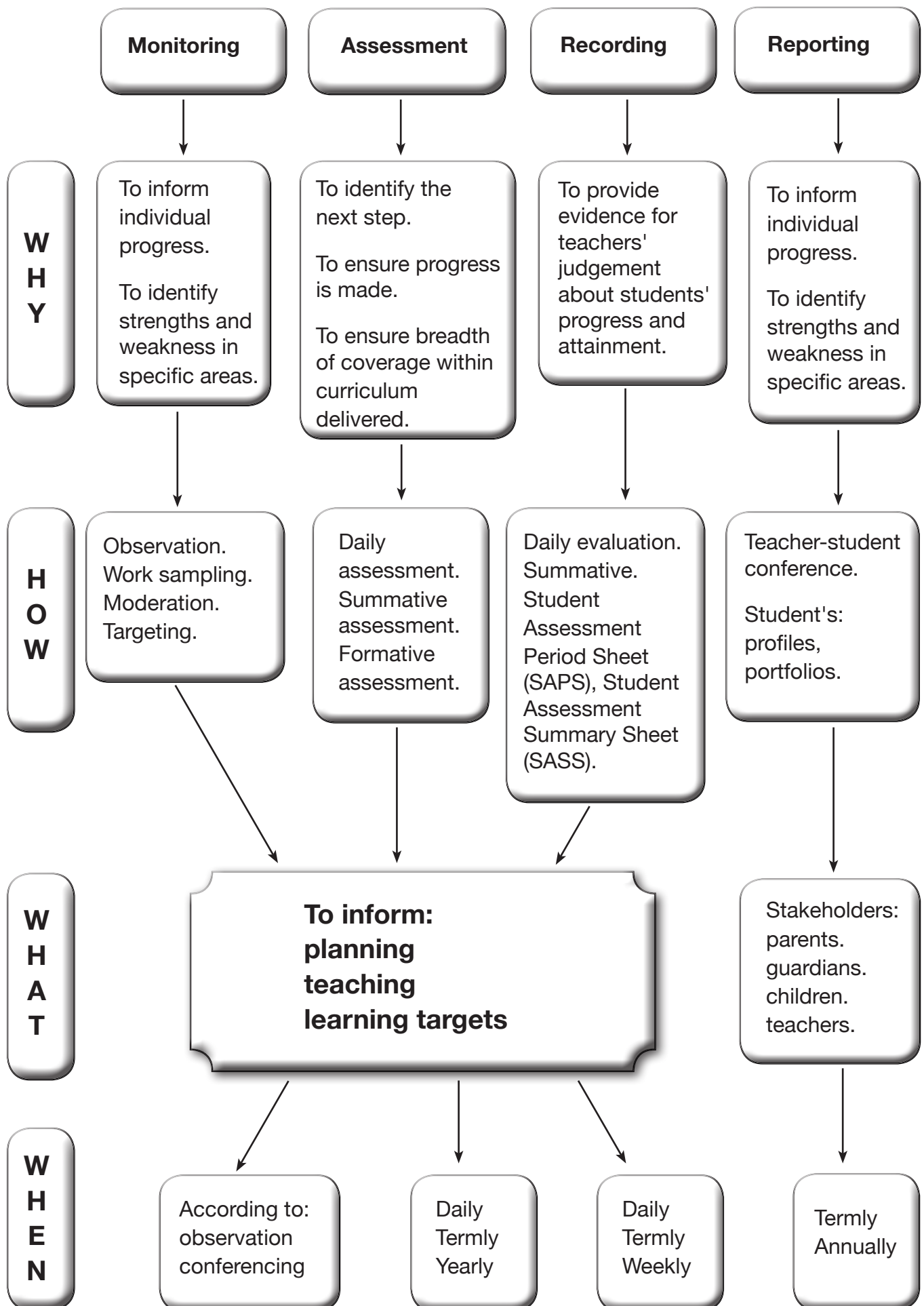
Conclusion:

Ask some students to briefly tell the class who they are writing about.

Assessment: (?min)

Assessment Method	Assessment Task	Assessment Criteria	Recording Method
Writing project	Develop a narrative - Biography of one of the founding fathers of PNG.	-Title -Language structure -Spelling -Grammar and Punctuation -A picture/s of your biography - Make sure to include life achievement - everything about him/her	SAPS

Assessment, Monitoring and Reporting



Assessment Overview - Grade 8

Strand	Unit	Content Standard	Bench- marks	Assessment Tasks
Speaking and Listening	Listening Comprehension	8.1.1.1	8.1.1.1.1	1. Listen, understand and critically assess the quality of features of the use of English, content expressing opinions justifying viewpoints. 2. Listen to extract general, factual, evaluative or figurative language to justify the use of the bias opinion and exaggeration to arrive at a compromised decision.
			8.1.1.1.4	
	8.1.1.2	8.1.1.2.1	1. Follow 5-6 directions to complete a task or process. 2. Use different types of sentences correctly.	
		8.1.1.2.2		
	Talking	8.1.2.1	8.1.2.1.3	1. Give directions to get from one place to another. 2. Interpret sign, maps and charts
			8.1.2.1.2	
	8.1.2.2	8.1.2.2.6	1. Use positives, comparative and superlative adjectives orally. 2. State different types of sentences.	
		8.1.2.2.9		
Oral Expression	8.1.3.1	8.1.3.1.3	1. Discuss known reports to identify main ideas and confirm data accuracy to make inferences. 2. Present picture talks in chronological order	
		8.1.3.1.4		
8.1.3.2	8.1.3.2.1	1. Present and demonstrate using appropriate language and body gestures to convey messages in different settings. 2. Use descriptive language to express time and directions.		
	8.1.3.2.2			

Reading	Vocabulary	8.2.1.1	8.2.1.1.5 8.2.1.1.6	<ol style="list-style-type: none"> 1. Identify and write synonyms and antonyms of words. 2. Identify and explain idioms and comparisons such as metaphors and similes to infer the literal and figurative meanings of phrases in a poem.
	Fluency	8.2.2.1	8.2.2.1.3 8.2.2.1.2	<ol style="list-style-type: none"> 1. Read and draw meanings of underlined vocabulary in texts. 2. Punctuate a written text correctly using commas, full stops and speech marks.
	Comprehension	8.2.3.1	8.2.3.1.1 8.2.3.1.4	<ol style="list-style-type: none"> 1. Read a story, identify and write list of main characters, plot, setting and conflict. 2. Read a text and identify main idea and supporting details.
	Literature	8.2.4.1	8.2.4.1.1	<ol style="list-style-type: none"> 1. Produce poems using different poetic styles for example, rhymed, free verse, cinquain, haiku and limerick/rhymes. 2. Analyse interpret meanings of figurative languages metaphor personifications, idioms and similes.
Writing	Written Expression	8.3.1.1:	8.3.1.1.1: 8.3.1.1.2:	<ol style="list-style-type: none"> 1. Use the writing process to construct a given text type. 2. Identify and make a list of anecdotes, examples and reasons in a given text.
		8.3.1.2:	8.3.1.2.9: 8.3.1.2.8:	<ol style="list-style-type: none"> 1. Write a formal letter using correct conventions of letter writing. 2. Create poems using varied word choice, dialogue, figurative language, alliteration, personification, simile and metaphor.
	Grammar and usage	8.3.2.1:	8.3.2.1.1: 8.3.2.1.3:	<ol style="list-style-type: none"> 1. Apply appropriate grammar to a piece of text. 2. Identify and make a list of linking verbs in a text.
		8.3.2.2:	8.3.2.2.4: 8.3.2.2.5:	<ol style="list-style-type: none"> 1. Apply correct punctuation marks to a given text. 2. Write a formal letter using the writing conventions.
		8.3.2.3:	8.3.2.3.4: 8.3.2.3.2:	<ol style="list-style-type: none"> 1. Identify and correct sentence fragments and run-ons in writing. 2. Construct simple, compound and complex sentences appropriately.
		8.3.2.4:	8.3.2.4.1 8.3.2.4.7:	<ol style="list-style-type: none"> 1. Write dictated words in sentences. 2. Rearrange words alphabetically to second or third letter

Assessment: Criteria and Weighting

Teachers are encouraged to use the prescribed assessment tasks and plan assessment according to the defined instructional programs to evaluate students learning in achieving the Standards. This will provide the basis for teachers to plan for intervention and enrichment if the students have not demonstrated their competency mastery of the skills.

The table below shows the weighting of marks awarded for each Strand that spreads throughout the year.

Strand	Term 1	Term 2	Term 3	Term 4
Speaking & Listening	30	30	30	30
Reading	30	30	30	30
Writing	40	40	40	40
Total	100	100	100	100

You are expected to draw from the Assessment Criteria and Weighting above to write your Term Assessment Tasks. Use a variety of Assessment methods as suggested in the sample below.

Assessment Overview with Sample Criteria and Weighting

Strand 1: Speaking and Listening

These guidelines are intended to assist teachers in planning the Speaking & Listening Strand. The Assessment Tasks form the basis as blue prints.

Assessment Tasks	Criteria
Listening Comprehension	Set Criteria for each task
8.1.1a Listen and classify information heard from a guest speaker on a class topic as facts or opinions using correct grammar and vocabulary	<ul style="list-style-type: none"> Organize information in order Identify fact from fiction Use correct grammar and vocabulary <p style="text-align: right;">5 marks</p>
8.1.1b Follow correctly a five step directions to complete a task or a simple process. Respond correctly to questions in relation to a story using strategies such as 'hot seat' and 'quiz'.	<ul style="list-style-type: none"> Demonstrate understanding of topic Respond to questions correctly Speak clearly with correct pronunciation <p style="text-align: right;">5 marks</p>
Talking	Set Criteria for each task
8.1.2a Give directions to locate a place using accurate and specific vocabulary words.	<ul style="list-style-type: none"> Presents direction in correct order Uses correct word pronunciation Speaks clearly and confidently <p style="text-align: right;">5 marks</p>
8.1.2b Identify tenses and parts of speech in a text	<ul style="list-style-type: none"> Identify nouns, verbs adjectives in text Identify any other parts of speech in the text Identify punctuation marks. <p style="text-align: right;">5 marks</p>
Oral Expression	Set Criteria for each task
8.1.3a Identify a topic for debate and present your views to convince the listeners your views in a 3 minute presentation.	<ul style="list-style-type: none"> Organisation of topic ideas Descriptive words and phrases Body gestures Use of correct sentence structures and appropriate vocabulary <p style="text-align: right;">5 marks</p>
8.1.3b Listen to oral texts and summarize the main ideas using correct grammar and vocabulary	Organises event in correct order Identifies the main idea Use correct grammar and vocabulary
	5 marks

Strand: Reading

Assessment for Reading

Teachers should use daily classroom activities to observe their students during reading lessons. Teachers should observe and listen to students as they take part in the reading activities.

A reading assessment checklist can be found in this guide; this can be used to monitor students' attainment of basic skills.

Formal tests can also be used to provide teachers with more detailed information about individual student's progress. Design easy to use and simple to mark tests. These tests should assess whether the students have learnt and can apply the reading skills they have been taught.

Assessment: Vocabulary

- Teacher selects 10 words for assessing knowledge of vocabulary.
- Students copy the words from the board.
- Students read the words.
- Students use each word in a sentence to show meaning.

Word		Correct meaning Yes/No	Correct usage in an oral sentence Yes/No
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Assessment: Reading Fluency

Oral Reading

Say to the student: “Here is a short story. Read it aloud carefully. When you have finished reading the story I will ask you some questions about what you have read. Do you understand what you have to do?”

Note for teachers:

- Count self-corrected words as correct
- Stay quiet when the student is reading. If the child pauses for more than 3 seconds, tell them to move on to the next word
- If the child is clearly struggling to read the story, stop the assessment and thank them for their effort

A Visit to the Dentist

Mary had a sleepless night. She was in pain. Her teeth hurt and her gums were painful.

Mother decided to take her to a dentist.

“Good morning, Mary,” said Dr Tau. “What seems to be the problem?”

“My teeth hurt and my gums are very sore,” replied Mary.

“Let’s have a look and see what’s wrong,” he said.

“Oh, I see the problem,” he said, “you have an infection in your gums. Your teeth are fine.”

Dr Tau gave Mary some tablets to clear her infection. Mary was very happy.

Comprehension

When the student has finished reading, ask questions about the text.

Note: Do not ask the questions if the student was clearly struggling to read the text or the assessment was stopped early.

- Why couldn’t Mary sleep? (*her teeth hurt, gums sore*)
- What did Mary’s mother decide to do? (*take Mary to the dentist*)
- What did the dentist do? (*looked in Mary’s mouth*)
- What was wrong with Mary’s teeth? (*nothing, they were fine*)
- What was wrong with Mary’s mouth? (*Mary had an infection in her gums*)
- Why do you think Mary was happy? (*she didn’t need to have a tooth pulled out*)

Tick when your students have achieved the Knowledge, Skills and Attitudes shown in the table.

Reading Skills Checklist

Student name	Uses letter/sound information with word meaning and language structure to solve unknown words	Recognise common English words by sight	Read simple texts with increasing speed, accuracy and expression	Re-reads to self-correct errors or confirm meaning	Respond to literal and inferential questions about stories read in class	Understands and talks about a simple sequence or events in the story	Read and discuss a text with a partner	Comments

Writing

Assessment for Literature

Literature

- Assess students in creating a poetry folio of 5 poems.
- Organize Student Work in Folders.
- Require each student to keep a poetry folder in the classroom. Include a copy of every completed poem assignment, as well as poem rough drafts.
- Keep all work in progress in one pocket of the folder and all completed, graded drafts in the other pocket. Store the folders in a closet or file cabinet.

Purpose:

- To express ideas and emotions creatively
- To use words and poetic devices to evoke response from readers.

Audience: General

Features:

- Thoughtfully chosen words to create images and appeal to senses
- Natural rhythm
- Patterns form within the poem with repetition or variations of words and phrases
- Figurative language that create images: simile, metaphor, personification
- Figurative language that create a sense of sound: onomatopoeia, alliteration, assonance.

Poetry Folio Rubric

This rubric should be used to assess each poem compiled in the folio.

	Beginning 1	Developing 2	Accomplished 3	Excellent 4	Score
Title and Form	Lacks title and uses inappropriate form	Uses an appropriate form	Effectively uses appropriate form	Creatively uses an appropriate form	
Use of Words	Lacks use of varied words	Use of vocabulary is very basic	Use of vocabulary is workable	Use of vocabulary is precise, vivid, and paints a strong, clear and complete picture in the readers mind	
Use of poetic techniques	Lacks use of figurative language (poetic devices)	Uses some figurative language (poetic devices)	Uses figurative language to bring the message to life	Effectively uses figurative language to reinforce message	
Language conventions	Lacks use of language conventions, makes frequent and numerous errors in spelling, grammar and punctuation	May contain many spelling errors, grammar and punctuation and affect the readers understanding	Contain few spelling errors, grammar and punctuation and does not affect the reader's understanding	Uses appropriate spelling, grammar and punctuation with a few errors if any that does not affect the reader's understanding	
Illustrations	Lacks illustration	Uses an illustration that adds to the poem's meaning.	Uses an illustration to enhance the poem's meaning.	Effective and creative use of an illustration to enhance the poem's meaning.	
Effort	Does not reflect understanding of the task	Demonstrates some understanding of the task.	Demonstrates an understanding of the task	Demonstrates complete understanding of the task and goes beyond the requirements	

Writing

Assessment - Written Expression

Sample

Text Type: Exposition

Purpose: An exposition is a text in which the writer or speaker tries to persuade the audience to accept a certain point of view.

Structure:

- Introductory statement that sets out the writer's point of view.
- A series of arguments to support the writer's point of view.
- A strong conclusion, repeating the writer's point of view.

Grammar Features

- Use concrete nouns, e.g. traffic, noise
- Use abstract nouns, e.g. bravery, sadness
- Use emotive words, e.g. destructive, brutal
- Usually written in the present tense
- Use connective words, e.g. because, so, therefore
- Use thinking verbs e.g. believe, hope
- Use adverbs, e.g. certainly, confidently

Text Structure	Reading Text	Grammar Features
Persuasive	<p>Our environment is changing and if we don't do anything our way of life will be threatened.</p> <p>Our climate is warming up. There will be more severe droughts. Food will become scarce and many people will suffer and even die from hunger. Food costs will go up and only people who have money will be able to afford to buy.</p> <p>Our weather patterns are getting more unreliable. There are more severe storms, which cause landslides and flooding of food gardens, loss of livestock and people's houses. Many people may also die.</p> <p>The animals and birds in our forests and mountains will also suffer as they will lose their habitat. Without food and shelter they will die. They may even become extinct.</p> <p>We need to act now before the changes in environment become too difficult for us to repair</p>	<ul style="list-style-type: none"> • Use nouns • Use emotive words to stress point of view • Use present tense • Use connectives to link the point of view—because, therefore

Writing Rubrics

Task 1: Students write a short persuasive text about a familiar topic, for example, *We need more school holidays*, *A dog is my best friend*

Assess students written persuasive writing using the writing rubric below.

Layout of writing (Structure)	No layout of writing	Poor layout of writing	Good layout of writing	Very good layout of writing	Excellent layout of writing	
Topic and Sentence structure	No topic and no correct form of sentences	Has a topic but with ill- formed sentences	Has a topic and good structured sentences	Good topic and well- formed sentences	Very good topic and well- formed sentences	
Grammar	No evidence of the use of nouns, pronouns, adjectives and adverbs	poor use of nouns, pronouns, adjectives and adverbs	Good use of nouns, pronouns, adjectives and adverbs	Very good use of nouns, pronouns, adjectives and adverbs	Excellent use of nouns, pronouns, adjectives and adverbs	
Development of ideas	No evidence of ideas developed	Lack of development of ideas and no coherence	Ideas emerging but not fully developed and supported with details	Ideas developed and supported with details	Very good development of ideas with supporting details and coherence	
Punctuation and legibility	Very poor punctuation use; Unreadable handwriting	Poor punctuation use; Legible handwriting	Correct punctuation use; Legible handwriting with neatness	Correct punctuation use; Legible handwriting with neatness	Correct punctuation use; Legible handwriting with neatness	

Task 1: Persuasive Text – on familiar topics

Task Description: Students write a short persuasive text about a familiar topic.

For example: *'We need more school holidays'*, or *'A dog is my best friend'*.

Assess students' written persuasive writing using the writing rubric above (pg. 87).

Score	Description	
5	Exceeds expectation	<ul style="list-style-type: none"> • Excellent layout of writing, • Very good topic and well- formed sentences. • Excellent use of nouns, pronouns, adjectives and adverbs • Correct punctuation use • Legible hand writing with neatness
4	Meets Expectations	<ul style="list-style-type: none"> • Clear layout of writing, • Good topic and well- formed sentences. • Very good use of nouns, pronouns, adjectives and adverbs • Correct punctuation use • Legible hand writing with neatness
3	Near Expectations	<ul style="list-style-type: none"> • Clear layout of writing, with topic and good structured sentences. • Good use of nouns, pronouns, adjectives and adverbs • punctuation use • Legible hand writing with neatness
2	Below Expectations	<ul style="list-style-type: none"> • No clear layout of writing, with topic and not well formed sentences. • poor use of nouns, pronouns, adjectives and adverbs • poor punctuation use • Legible hand writing
1	Well below expectations	<ul style="list-style-type: none"> • No layout of writing, • no topic and no correct form of sentences. • No evidence of use of nouns, pronouns, adjectives and adverbs • Very poor punctuation use • Unreadable hand writing
0	Not acceptable	<ul style="list-style-type: none"> • No clear layout of writing, • no topic and no correct form of sentences. • No evidence of use of nouns, pronouns, adjectives and adverbs • no punctuation use • Unreadable hand writing

Task: 2: Recount: Holiday experiences

Task Description: Students write a recount of what they did over the holidays. Students use the 5 stages of writing to complete task. Assess students' writing by completing the table below.

Stages of Writing	Poor	Developing	Very Good	Marks
Planning: 1. Adequate brainstorming to create strong ideas 2. Ideas organised to create a clear topic, main sentence, and supporting sentences				2
Writing: 3. Logically written first draft; appropriate setting, well developed characters and logical sequence of events; clear presentation of ideas; correct use of grammar and punctuation; good paragraph development				5
Editing: 4. The first draft has been edited or checked. Sentences, spelling and grammar and tenses checked or corrected Draft has been re-written				
Publishing: 5. Final copy written; proofread and neatly presented; spell-checked; Illustrations done				3
Overall marks The three (3) stages	Planning 2 marks	Writing 4 marks	Presentation 4 marks	10 marks

Reporting

The primary purpose of assessment, evaluation and reporting is to improve student learning. An effective program of assessment, evaluation and reporting will assist in the pursuit of this purpose and help create the conditions necessary to achieve the standards and benchmarks.

Simply stated, assessment, evaluation and reporting practices have a dual purpose: on the one hand, they serve as mechanisms to record student learning; on the other hand, they serve to measure the effectiveness of teaching/learning activities.

This also serves to communicate with the stakeholders (parents/guardians/school administration) about the student's progress in learning.

Sample Report Card

School:	Grade:	Class:	Term:	Year:
Student:				
Explanation of achievement rating to demonstrate the acquisition of knowledge, skills, attitudes, values in the subjects' content taught for the grade level.				
A	B	C	D	E
5% (95–100)	25% (70–94)	40% (30–69)	25% (25–29)	5% (0–24)
Excellent Achievement	High Achievement	Satisfactory	Partial Achievement	Low Achievement
Academic Subjects	Marks Attained	Percentage	Grading	Comments
English				
Mathematics				
Science				
Social Science				
Health Physical Education				
Making a Living				
Arts				
CCVE				
Benchmarks:				
Life Skills - Social and Emotional Development:				
Accepts responsibility for own behavior				
Follows class and school rules				
Cooperates well with others and is a team player				
Considers others in decisions made				
Negotiates and is peaceful in conflicts				
Displays good citizenship, values and practices				

Attendance			
Unexplained absence			
Excused absence			
Late to school			
Class Teacher's Comments:			
Head Teacher's Comments:			
Signed:			
Student:	Parent /Guardian:	Class Teacher:	Head Teacher:

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Speaking and Listening

Poems for Listening

(Term 1, week 1, Lesson 1)

The Laughing Cup

(by: Neville Unduka)- School Journals, J2, 2009

In goes my hand, into the drawer.
The shiny bouncy cup pops out.
Ha! ha! ha!
It's my laughing day.

Sugar and tea into the cup.
The silvery bouncy cup shakes around.
He! he! he!
It's my laughing day.

Stir here and stir there.
The smiley bouncy cup merrily sways.
Hi! hi! hi!
It's my laughing day.

Up it goes and down it comes.
The happy bouncy cup jingles.
Ho! ho! ho!
It's my laughing day.

Out it goes down my throat.
The shiny bouncy cup pops back.
Hu! hu! hu!
End of my laughing cup.

Debate

(From Wikipedia, the free encyclopedia)

In a debate there are two teams; the Proposition Team (*also known as the Affirmative Team*) and the Opposition Team. Each team has three speakers respectively; the first speaker, the second speaker and the third speaker.

Speaking order:

1. First speaker of the Proposition
2. First speaker of the Opposition
3. Second speaker of the Proposition
4. Second speaker of the Opposition
5. Third speaker of the Proposition
6. Third speaker of the Opposition

Role of each speaker:

First speaker of the Proposition

The role of the first speaker is to open up the case of the proposition. That means they present their side's opinion and arguments. Furthermore, they give a definition of that motion, in order to prevent any confusion caused by the motion, which might lack clarity. The first speaker also sometimes gives a status quo or an analysis of the current situation regarding that issue (mostly in policy-debates) to show the problem the side Proposition wants to solve, or the situation the side wants to improve et cetera. The first speaker may also give the case to show their aim of supporting the given resolution.

First speaker of the Opposition

His/her duty is to rebut the arguments given by the Proposition, meaning to show why it isn't or can't be true what "they" claimed. He/ she can either give a counter-case regarding that motion or just decide to try to argue against the motion. When arguing against the motion, it is optional to give own arguments, as it would be sufficient to just rebut the arguments or the case well enough.

Second speaker (Opposition or Proposition)

His/her role is to rebut the arguments given by the other side. Eventually, he/she can continue with his team's case and gives more arguments.

Third Speaker (Opposition or Proposition)

The third speaker has to re-structure the whole debate, filter the key issues of the debate and give a rebuttal. As this position is also called the "rebuttal-speaker". his/her main objective is to prove the other team wrong. He should preferably deepen the analysis of the rebuttal. A good speaker also does case rebuild in the end. There they go into the rebuttal

of the other side and show why the rebuttal was wrong or didn't touch their own arguments.

Reply speeches

World Schools Style debates include an additional speech from each team, called the *reply speech* (sometimes known as the “right of reply”). This is a short, four-minute speech given by either the first or second speaker from the team, and presented in the opposite speaking order to the rest of the debate (i.e. the Opposition deliver the first reply speech, followed by the Proposition). The roles of the reply speech are to:

- Outline one or more points of contention that the debate has centred on
- Evaluate the course of the debate
- Declare the reasoning of their team's victory.

The reply speech is sometimes referred to as being a “biased adjudication” of the debate, because its format is similar to that of an adjudicator's oral feedback on the debate, but with the purpose of convincing the audience that the speaker's team was victorious. The retrospective nature of the reply speech means that no new material may be introduced in this speech.

Points of information

During any speech except the reply speeches, members of the opposing team may offer points of information to briefly interject a point that the speaker must immediately respond to. The speaker holding the Floor is not obliged to accept all the points of information offered to them, but is likely to be marked down by adjudicators if they do not accept any. Speakers delivering points of information are expected to keep them to 15 seconds or less. Although a speaker's points of information do not have a direct effect on their mark, a mechanism named the “POI Adjuster” has been introduced in recent years: when the quality of a speaker's POIs is significantly different (better or worse) from the quality of their speech, the judge may add or subtract one or two marks from their overall speaker score.

The first and last minute of each main speech, as well as the entire duration of reply speeches, are “protected time”, meaning that no points of information may be offered.

READING

1. Essential Reading Skills

Reading experts have identified five (5) essential skills that children must learn in order to become good readers. Without all these foundation skills, a child will not become a good reader. It is important that teachers in the early grades make time to teach and help students to practice these skills every day.

Being able to read well requires a grasp of the following 5 basic skills:

Reading skill	Explanation	Content	Comments
Phonemic awareness	Instruction designed to teach children to break apart the sounds in words	In grade 3-5 revise the sounds learned in Elementary grade 2 and teach other unfamiliar or difficult English sounds.	This is an oral pre-requisite to phonics and one of the best predictors of later reading success. Research indicates that poor phonemic awareness is a major underlying cause of reading difficulty.
Phonics	Instruction designed to help children understand and apply their knowledge of how letters are linked to sounds.	Sounds shown in slash marks by their most common English spelling (e.g. /p/ and /sh/).	The goal of teaching students phonics is to teach students to decode unfamiliar words easily and automatically as they read.
Fluency	Instruction that reinforces the ability to read with speed, accuracy and expression	Daily opportunities for reading practice.	Easy word recognition frees a student's attention to comprehend the text. Achieving speed and accuracy in recognizing words is reading fluency
Vocabulary	Instruction to increase oral and print knowledge of words	New vocabulary words linked to stories read. Vocabulary development can be achieved through reading, direct instruction and student centred activities.	Teachers should use a Word Wall to help children learn sight words and new vocabulary.
Comprehension/ Literature	Instruction that teaches children to actively engage with and derive meaning from texts	Various activities to help students engage with texts.	Comprehension involves understanding what is read, what is meant and what is implied. Understanding the meaning or point of the text is the essence of reading.

(National Reading Panel, 2000)

2. Text types: Information for Teachers

Text type	Forms	Cultural purpose	Writing Process Structures and Features
Narrative (Imaginary & Factual) Information Narrative	Poetry Fable Myth Story Song Personal recount Historical recount Fairy tale Speech Poetry Song – social comment Cartoon	To entertain, inform, teach To develop the reader's imagination To encourage reflection	Structure: Sequence of actions Beginning (orientation) Middle (complication) End (resolution) Features to focus on: Characters Action verbs Tense Words to do with time Descriptive language Who is telling the story? (point of view) Information Narrative features: Factual information Vocabulary on the topic
Transaction	Survey Complaint Apology Greeting card Interview Letter	To negotiate To make thinking clear To compare To keep relationships strong	Features to focus on: Involves others Identify the people or groups involved Vocabulary related to the occasion
Recount	Personal Factual Imaginative Biography Auto biography Historical recount	To retell an event To describe To inform	Structure: Setting/occasion Sequence of events Personal comment/responses Includes anecdotes/recounts Features to focus on: Characters Action verbs Past tense Pronouns Use of description Includes personal comments and opinions on what happens

Report	Information report Descriptive report Investigative report Scientific report	To classify and describe To compare To record feelings and observations	<p>Structure: Focus on groups of things Opening general statement Facts about the topic are grouped together</p> <p>Features to focus on: Short, clear language Present tense Formal purpose of objective Technical/scientific terms Organisation of information</p>
Procedural texts	Directions Instructions Message Recipe Rules for games	To command or to direct behaviour	<p>Structure: Sequence of actions or steps to direct behaviour Focuses on a general audience Basic structures include Goal Materials Method</p> <p>Features to focus on: Use of headings and diagrams Use of action verbs Present tense Use of imperatives Detailed information Vocabulary related to the task and process</p>
Persuasive text	Discussion Argument Advertisement Letter to the editor Cartoon	To persuade To express an opinion To describe To inform or advise	<p>Argument: Issue and opinion Points to support opinion Recommendations for action Summing up and restating position</p> <p>Discussion: Identify the issue Arguments for and against the issue Conclusion which includes opinion and recommended plan for action.</p>
Explanation	To explain how or why things happen To describe		<p>Structure: Statement about what is to be explained Sequenced explanation about how or why things happen. Use of definitions and descriptions Focus of explaining is on the process rather than the object of thing</p> <p>Features to focus on: Cause/effect relationship</p>

3. The Reading Process

Guided Reading

The process for reading helps the teachers and students focus on activities before, during and after reading. This model should help the students with their reading, in particular their fluency, comprehension and motivation

Step 1: Before Reading
Before you read, encourage students to:
<ul style="list-style-type: none"> • look • talk • share • predict
Step 2: During Reading
Before you read, encourage students to:
<ul style="list-style-type: none"> • join in with the reading • read on or read back • use pictures cues • use context clues to clarify the meaning of unknown words • use word attack strategies to read words • use knowledge of phonics to read unknown words
Step 2: After Reading
After reading, encourage students to:
<ul style="list-style-type: none"> • talk • think • share • compare • substitute • analyse • extend beyond the text

Paired Reading

Some different approaches for paired reading are suggested below:

- **Partners take it in turns** to read a sentence, paragraph or page.
- **Choral reading** – the two readers read aloud together.
- **Echo reading** – a good, fluent reader reads a section of text, and a less fluent reader echoes (repeats) what has been read.
- **Reading aloud** – the fluent reader reads aloud to model good reading habits (the less fluent reader listens).
- **Small group reading** – in groups of 4-5, students read aloud together, take it in turns to read or listen to a fluent reader.

There are many benefits of paired reading:

- Students feel more comfortable when reading with another student
- Students get lots of reading practice
- Teachers can assess students when they are reading

After Reading

Reading Games

These games can be used as warm up activities or for revising sounds and words. Games are a great way of making reading lesson fun!

Game	Resources	How to play
I Spy	None	Think of an object. Say, “I spy with my little eye something beginning with /p/ ...” Include the sound the word begins with. Students guess which object you are thinking of.
Flash Card Dash	Set of up to 10 flashcards from the lesson	Show students the word flashcards one after another, reading with them. Next, ask the students to read the cards on their own. Change the order and play again.
Show Me	Individual chalk boards, picture flashcards	Show students a picture or say a word. Say “What is the first/last sound?” Students write the letter on their chalk board. Say “Show me” Students show their chalk boards. Check everyone has the correct sound. Repeat with another sound.
Bingo	Individual chalkboards,	Students draw six boxes on their chalk board and write a sound in each box. Show picture flashcards or read out words. If one of their sounds is in the word they can cross it off their board. To win a student must cross off all their sounds. The winner shouts ‘Bingo!’
Word building	Individual chalkboards	Write a list of letter sounds on the blackboard (for example: ai, igh, oo, oa, l, t, r, m, d, p, n, s). Say the first word and ask students to sound it out in their head first, and then write the word on a chalkboard (e.g. light).

Sound whispers	None	Ask the students to stand in a circle. Tell them that you are going to whisper a sound in the ear of the person next to you. They will then pass the sound on by whispering it to the student next them and so on. Continue until everyone in the circle has listened to the sound. Repeat with a different sound and student to start.						
Frieze	None	Randomly point at a frieze of letters (see example below). Ask students to tell you the sounds as you point to them. Speed up gradually – you could ask a student to be teacher! Increase or decrease the number of sounds, depending on your students. <table border="1" data-bbox="534 499 1198 600"> <tr> <td>s</td> <td>p</td> <td>i</td> </tr> <tr> <td>a</td> <td>t</td> <td>n</td> </tr> </table>	s	p	i	a	t	n
s	p	i						
a	t	n						
Simon says sounds	None	Students stand up. Tell them they are going to play 'Simon says'. Do some examples (e.g. Simon says put your hands on your head, Simon says touch your nose). Remind them that they should only follow the instructions if you say Simon Says. Give another example missing out Simon Says. Once the students have got the idea of the game tell them they are going to play it with sounding out the last word. (e.g. Simon says put your hands on your f-ee-t, Simon says touch your n-o-se, touch your ear-s, etc).						
Dictation	Chalkboards or paper	Read out some words (for example, words from a story the students have been reading). Ask the students to write the word on a chalkboard or a piece of paper. Give them a time to write the word and say "Show Me!" The students hold up their words for you to check.						

Other after reading activities

1. Children add to the text (e.g. write the next sentence)
2. Make up sentences using words from the text.
3. Students to draw pictures to go with a story, or draw characters from a story.
4. Students to write a story using words they know e.g. a shared writing experience with the teacher.
5. Matching word cards with words in the text.
6. Role play different parts of the text, or different characters.
7. Jumbled words from the text (e.g. hpis = ship).
8. Sentence building – make sentences using a list of words from the story being read (and others that the students recognise and can sound out). The sentences can be silly and make no sense! For example:

the	it	girls	is
hot	ran	wet	a
up	today	hill	cat

Example sentences:

- The dog is wet.
- Today, the boys ran up the hill.
- The wet dog ran up a hill today.

Reading Terms

Blending	Drawing individual sounds together to pronounce a word (e.g. s-n-a-p).
Continuous Sound	A sound that can be prolonged (stretched out) without distortion (e.g. r, s, a, m).
Consonant blends	2 (or 3) letter consonant combinations in which both letters are pronounced separately (e.g. 'bl' in blow or 'gr' in grow).
Diagraphs	Two letters that represent one sound (e.g. 'sh' in ship and 'ea' in seat).
Decoding	The process of using letter-sound correspondences to recognize words.
Grapheme	The individual letter or sequence of written symbols (e.g. a, b, c) and the letter combinations (e.g. ch, th) that are used to represent a single sound (phoneme).
Irregular word	A word that cannot be decoded because either (a) the sounds of the letters are unique to that word or a few words, or (b) the student has not yet learned the letter-sound correspondences in the word (e.g. was).
Letter combination	A group of consecutive letters that represents a particular sound in the majority of words in which it appears (e.g. 'ou' in sound, found, round).
Letter-sound correspondence	A phoneme (sound) associated with a letter.
Long vowel	Says the name of the letter (e.g. /ay/ in 'day'; /ee/ in 'feet').
Most common sound	The sound a letter most frequently makes in a short, one syllable word.
Phoneme	A sound in a word.
Phonemic Awareness	The ability to hear and say sounds in words.
Phonics	Knowledge of the skills of blending and segmenting.
Regular Word	A word in which all the letters represent their most common sound (e.g. hat).
Segmenting	Breaking words up into their component phonemes to spell.
Sight Word Reading	The process of reading words at a regular rate without vocalizing the individual sounds in a word (i.e. automatically reading words the fast way).

Writing

1. Processes in Writing

Step 1: Pre-writing
<ul style="list-style-type: none"> • Choose a topic. • Decide who your audience is. • Understand your purpose. • Gather information that you need. • Plan your ideas, layout and structure. • Make notes and word banks.
Step 2: Writing
<ul style="list-style-type: none"> • Write down your ideas. • Use your pre-writing notes to help you. • Write in sentences. • Concentrate on the message. • Mistakes can be fixed later.
Step 3: Revising
<ul style="list-style-type: none"> • Read and check your writing. • Share your writing with others. • Does it make sense? • Have you made good word choices? • Do you need to add more detail? • Do you need to make it more concise? • Have you met the needs of your audience?
Step 4: Editing/Proofreading
<ul style="list-style-type: none"> • Fix any mistakes. • Check punctuation. • Check spelling. • Get ready for your good copy.
Step 5: Publishing
<ul style="list-style-type: none"> • Write your final copy. • Make it your best work. • Make sure it is accurate. • Make it look appealing. • Include references/diagrams.

2. Processes in Writing: Additional Information

Purpose

To provide information about a topic; to create interest in a subject.

Audience

A general audience that is not familiar with a subject.

Structural Features:

- Title
- Informative headings for different sections
- Sections that provide information and facts about the topic
- Attractive illustrations and photographs

Grammatical Features:

- A range of different tenses
- Simple and direct language
- Use of words with good connotations
- Use of non-discriminatory language

1. Gathering Information and Brainstorming

The brochure should be something you have an interest in and wish to share with other people. You may choose to write about your school, your club, your hobby or a local social issue.

Gather as much information you can on your subject.

Write your notes under these headings.

- Does your topic have an interesting history?
- What are the special features of your topic?
- How can people learn more about your topic?

2. Organising your material

Organise your materials under these

- **Topic**
State your topic clearly so that your audience knows what your brochure is for.
- **Interesting facts about your subject**
Arrange the information you wish to say under headings
- **Illustrations and photographs**
Are there illustrations and photographs you can include to make your topic more interesting and attractive?

3. The design of your Brochure

The information for your brochure has to fit onto both sides of the A4 sized piece of paper. Do you want to fold your brochure in half or one thirds?

4. Writing

Plan where each section will be on your brochure, then write each section of your brochure before going on to the next. Make sure you summarise the information you wish to say to your audience.

After you have written all the sections of your brochure, add your illustrations and photographs to it and write captions for it. Use this brochure as a model for your writings.

5. Revising and Editing

Read through each section of your brochure again. Think of ways you can rewrite each section so that you can provide the same information in less or fewer words.

As you are revising your brochure, ask yourself these questions:

- Is my title interesting?
- Have I properly introduced my topic to my audience?
- Do my headings accurately summarise the information in the sections?
- Does each section lead logically to the next?
- Have I provided enough information to interest my audience?
- Are my illustrations and photographs arranged in an interesting and attractive manner?
- Are my facts truthful and correct?
- Are my tenses, spelling and punctuation correct?

Grammar

Sentences

A Sentence is a group of words that contain a complete thought, feeling or an idea. A sentence always has a subject and a verb. A sentence can be in the form of:

- A statement – This is a pencil.
- A question – Is this your pencil?
- An instruction – John, pass the pencil.

Types of Sentences

Declarative

A declarative sentence “declares” or states a fact, arrangement or opinion. Declarative sentences can be either positive or negative. A declarative sentences ends with a full stop (.).

Examples:

1. I'll meet you at the train station.
2. The sun rises in the East.
3. He doesn't get up early.

Imperative

The imperative commands (or sometimes requests). The imperative takes no subject as 'you' is the implied subject. The imperative form ends with either a full stop (.) or an exclamation point (!).

Examples:

1. Open the door.
2. Finish your homework
3. Pick up that mess.

Interrogative

The interrogative asks a question. In the interrogative form the auxiliary verb precedes the subject which is then followed by the main verb (i.e., Are you coming?). The interrogative form ends with a question mark (?).

Examples:

1. How long have you lived in France?
2. When does the bus leave?
3. Do you enjoy listening to classical music?

Exclamatory

The exclamatory form emphasizes a statement (either declarative or imperative) with an exclamation point (!).

Examples:

1. Hurry up!
2. That sounds fantastic!
3. I can't believe you said that!

Sentence Structures

Simple Sentences

Simple sentences contain no conjunction (i.e., and, but, or, etc.).

Examples:

1. Frank ate his dinner quickly.
2. Peter and Sue visited the museum last Saturday.
3. Are you coming to the party?

Compound Sentences

Compound sentences contain two statements that are connected by a conjunction (i.e., and, but, or, etc.).

Examples:

1. I wanted to come, but it was late.
2. The company had an excellent year, so they gave everyone a bonus.
3. I went shopping, and my wife went to her classes.

Complex Sentences

Complex sentences contain a dependent clause and at least one independent clause. The two clauses are connected by a subordinator (i.e., which, who, although, despite, if, since, etc.).

Examples:

1. My daughter, who was late for class, arrived shortly after the bell rang.
2. That's the man who bought our house.
3. Although it was difficult, the class passed the test with excellent marks.

Compound - Complex Sentences

Compound - complex sentences contain at least one dependent clause and more than one independent clause. The clauses are connected by both conjunctions (i.e., but, so, and, etc.) and subordinators (i.e., who, because, although, etc.).

Examples:

1. John, who briefly visited last month, won the prize, and he took a short vacation.
2. Jack forgot his friend's birthday, so he sent him a card when he finally remembered.
3. The report which Tom compiled was presented to the board, but it was rejected because it was too complex

Parts of a Sentence

Basic English Sentence Patterns

When we make simple English sentences, we usually follow the pattern:
Subject-Verb-Object

Steps:

1. Put the subject and the adjectives (such as 'fat', 'thin' etc.), or any words describing the subject at the beginning of the sentence
2. Put the verb and some adverbs (such as 'often', 'usually' etc.) after the subject.
3. Put the object of the verb, the adjectives or other words describing the object and the adverbs describing the verb at the end of the sentence.

Subject	Verb	Object
Paul	often eats	biscuits.
Mary	ate	two apples quickly.
My father and mother	are eating	mangoes now.
The fat girl	has eaten	a watermelon.
That little boy	will eat	some bread soon.

Parts of Sentences

A sentence is composed of two parts: the subject and the predicate. The **subject** is the part of the sentence that includes the noun and explains who or what the sentence is about. The *predicate* of a sentence is the part of the sentence that includes the verb and tells the audience the action the subject is taking (or the state of being the subject is in).

Subject

The subject of a sentence includes a word or group of words that describe what or whom the sentence is about. A subject can also be described as the noun or pronoun of the sentence.

- Joseph is crying. He is crying for milk.

Predicate

The predicate of a sentence includes a word or group of words that describe what the subject of the sentence is or what it is doing. The predicate includes the verb of the sentence, as well as its objects and complements.

- The boy is going to school.

Simple Subject

The simple subject is usually one word, a noun or a pronoun, that receives the action or state of being of the predicate.

- The sunflower sways.
- The moon rises.

Simple Predicate

The simple predicate is one word in the complete predicate that qualifies as the verb of the sentence.

- The panda eats.
- The falcon soars.
- We sing.

Complete Subject

The complete subject is an entire group of words that are used to explain who or what the sentence is about. This includes the subject, or noun, itself and all the words that are used to describe it.

- The beautiful yellow sunflower sways in the wind.
- The full moon rises in the night.

Complete Predicate

A complete predicate is an entire group of words that are used to describe the verb, or action of the sentence and who is receiving the action. This includes the verb, objects and complements.

- The massively fluffy panda eats bamboo every day.
- The extremely curious falcon soars as it searches for a friend.

Understood Subject

In sentences that give advice or orders, also known as imperative sentences, *you* is understood to be the subject of the sentence.

- [*You*] Get the pizza out of the oven.
- [*You*] Stop chasing the cat.

Parts of Speech

Words are classed into eight categories according to their uses in a sentence.

Part of Speech	Meaning	Examples	
Noun	Nouns are naming words. They name a person, animal, thing, place, idea, activity.	John, cat, box, desert, liberty, golf	<u>John</u> owns a cat.
Pronoun	A pronoun is a word that is used instead of a noun.	he, she, it, you, I, we, they	John owns a cat. <u>He</u> takes good care of <u>it</u> .
Possessive adjective	A possessive adjective is a word used when something belongs to someone.	my, your, his, her, our, your, their	This is <u>my</u> book.
Adjective	An adjective is a describing word. It tells us more about a noun or pronoun	big, good, full	John lives in a <u>big</u> house.

Verb	A verb is a doing (action) being or having word.	went, poured, is, are has, have	John <u>went</u> to the store. I <u>am</u> Mary. I <u>am</u> happy.
Adverb	An adverb tells us more about the verb, adjectives and other adverbs	Very, too, quickly, loudly, quickly, loudly, here	The cat ran <u>quickly</u> up the steps. We walked too quickly away
Conjunction	A conjunction connects words, phrases, or clauses.	and, or, but	John <u>and</u> the cat are playing.
Preposition	A preposition is a word that is followed by a noun object.	with, for, at	The cat played <u>with</u> the wool.
Interjection	Expresses emotion.	Gosh! Wow! Super! Ouch!	<u>Wow!</u> The cat is huge.

Nouns

A common noun names any one of a group of persons, places, things, or ideas.

A proper noun names a particular person, place, thing, or idea.

Nouns	Person	place	thing	idea
Common:	Teacher	Library	books	Number
Proper:	Albert	Public library	Activity book	Two

Conjunctions

They are words that join words, phrases and sentences. Examples of conjunctions:

for, and, nor, but, or, yet, so, because

Sentence that contains all the parts of speech:

The	young	boy	ran	quickly	down
article	adjective	noun	verb	adverb	preposition

the	street	and	he	yelled	Help!
article	noun	conjunction	pronoun	verb	interjection

Tenses

What is Tense?

Tense means time. It is a form of a verb used to indicate the time, and sometimes the continuation or completeness, of an action in relation to the time of speaking.

An action can happen in the present (now), in the past (yesterday) or future (yet to happen).

Tense	Aspect	Meaning	Example
Present	Simple	Habitual action-past to present to future	I play the guitar every day. She plays the guitar every day. They play the guitar every day.
	Continuous	Action began in the past and may continue into the future.	I am playing the guitar. She is playing the guitar. They are playing the guitar.
	Perfect	Past action with an indefinite time span.	I have played the guitar. She has played the guitar. They have played the guitar.
	Perfect Continuous	Action began in the past and continues until now.	I have been playing the guitar for an hour. She has been playing the guitar for an hour. They have been playing the guitar for an hour.
Past	Simple	Action completed in the past	I played the guitar. She played the guitar. They played the guitar.
	Continuous	Action begun in the past, implies possible continuation after second past event.	I was playing the guitar when my friends arrived. She was playing the guitar when her friends arrived. They were playing the guitar when their friends arrived.
	Perfect	Past action completed before second past action.	I had played the guitar before my friends arrived. She had played the guitar before her friends arrived. They had played the guitar before their friends arrived.
	Perfect Continuous	Past continuous action occurring when second past action happened.	I had been playing the guitar for an hour when my friends arrived. She had been playing the guitar for hour when her friends arrived. They had been playing the guitar for an hour when their friends arrived.

Future	Simple	Action will take place in the future	I will play the guitar. She will play the guitar. They will play the guitar.
	Continuous	Continuous future action will continue to happen when another future action occurs	I will be playing the guitar when my friends arrive. She will be playing the guitar when her friends arrive. They will be playing the guitar when their friends arrive.
	Perfect	Future action will be completed by the time another future action occurs.	I will have played the guitar by the time my friends arrive. She will have played the guitar by the time her friends arrive. They will have played the guitar by the time their friends arrive.
	Perfect Continuous	Future continuous action will be happening when another future action occurs.	I will have been playing the guitar for an hour by the time my friends will arrive. She will have been playing the guitar for hour by the time her friends will arrive. They will have been playing the guitar for an hour by the time their friends will arrive.

Punctuation Rules

Punctuation marks are signs like full stops, commas and talking/speech marks. They divide words into groups and help to make reading and writing easier to follow.

Punctuation type	Definition
Full stop (.)	A dot placed at the end of a statement or command <i>The cuscus in the tree.</i> <i>Cut the apple in half.</i>
Question mark (?)	A special mark at the end of questions <i>What time is it?</i>
Exclamation mark (!)	A special mark after an exclamation (stressing a point) <i>I can't believe you lost your bag!</i>
Capital letters	Marks a first word in a sentence <i>They are going to town.</i> First letter in a proper noun <i>Madang. Joseph, Parliament House</i>

Commas (,)	Separates words in a list <i>He grew taro, corn, beans and peas in his garden</i> separates spoken words from the rest of a sentence, The teacher asked, “Why are you late?”
Talking marks (“ ”)	Identifies the spoken words within a text <i>“My dad has a new car,” said Joseph.</i>
Apostrophes	Apostrophes show: 1. Contractions: when one or more letters have been left out of a word e.g. it’s = it is , I’m = I am 2. Possession or ownership: the man’s boots, the girl’s bag
Colon (:)	A Colon is used after a word introducing a quotation, an explanation, an example or a series. For example: Tim was planning to study four subjects: Physics, Mathematics, Science and English
Semi-colon (;)	Semi-colon is used to connect independent clauses. It shows a closer relationship between the clauses than a period would show. For example: John was hurt; he knew she only said it to upset him.

Figurative Language

An expression or use of language in a non-literal sense in order to achieve a particular effect used mainly in poetry. Metaphors, similes, and hyperboles are all common figures of speech.

Metaphor

It is a more direct form of comparison than the simile. It does not use 'like' or 'as'. In metaphor one thing is said to be another with which it is being compared.

Examples: She has a heart of stone.
He is a rough diamond.
She is a snake in the grass.

Simile

A figure of speech that draws a comparison between two different things, especially a phrase containing the word "like" or "as,"

Examples: She is as white as a sheet.
Her hair was as soft as silk.
She was as stubborn as a mule.

Personification

A figure of speech in which animals, inanimate objects or abstract ideas are given human qualities.

Examples. The sun strolled casually along the heavens.
The leaves danced happily in the storms.
Love bade me welcome, yet my soul held back.

Hyperbole

Is a figure of speech in which emphasis is achieved by deliberate exaggeration. Like other figures of speech, it is often used in everyday speech.

Examples

In everyday speech: He worshipped the ground she walked on
The music was mind-blowing.

In poetry: Here's the smell of blood still. All the perfumes of Arabia will not sweeten this little hand.

Imagery

Imagery in writing a descriptive language that usually appeals to the senses. The images may be formed by literal description or by figures of speech such as similes and metaphors. In writing it is an image made up of words.

Jingle

A piece of rhyming verse, simple and repetitious in style, that makes frequent use of alliteration and onomatopoeia. Set to music, jingles are commonly used in radio and television advertising.

Alliteration

It is the repetition of *consonant sounds* in a sequence of words. It may occur anywhere in the words. The best known use of alliteration is in the tongue twister.

Example. “Peter **P**iper **p**icked a **p**eck of **p**ickled **p**eppers”
She **S**ells **s**ea **s**hells by the **s**ea **s**hore

Assonance

Assonance is the deliberate repetition of identical or similar vowel sounds in a sequence of words. It can be used to reinforce the atmosphere that the words themselves convey: **boom-doom**; **growl-crown**; **clean-dream**; **hall-wall**; **ride-side**; **sour-ground**

Idiom

A phrase or expression with a well-known meaning other than its literal meaning.

Examples: over the moon - delighted or excited
In bad shape - in poor health
raining cats and dogs - heavy downpour, raining heavily
sit on the fence - avoid taking sides

Proverb

Are short sayings that usually present a lesson about human behavior. Many come from Aesop’s fables, the Bible and other early writings.

Examples: *Actions speak louder than words.*
People can say many things because talking is easy.
However, what really matters is what one does.

Practice makes perfect.

A skill can only be mastered through practice.

Look before you leap.

Do not act without considering the consequences of the action.

Onomatopoeia

It is the use of words that are sound images: words in which the sound seems to strengthen or echo the sense. Onomatopoeia can be used to intensify atmosphere and sustain imagery.

Examples: crack, bang, swish, plop, purr, hiss, tick, tock

Rhyme

It is the repetition or duplication of sounds at regular intervals, usually at the ends of lines of verses.

Examples: cloud/shroud, girl/pearl, ball/hall, nine/shine, night/white

Rhythm

In poetry, the pattern formed by stressed and unstressed syllables.

Colloquial language

Is the language of conversational speech or writing. The speaker or writer is not required to choose standard, formal, polite or grammatically unchallengeable words but feels free to use appropriate words from the informal elements of the vocabulary.

Examples: don't, fridge, TV, catch on muck up, hassled

Type of Poem [Poetic Form]

Narrative – tells a story in verse--elements similar to short story such as plot, characters

Haiku – 3 line Japanese form--describes nature--1st & 3rd = 5 syllables--2nd line 7 syllables

Free Verse – defined by lack of structure--no regular meter, rhyme, line length, stanzas

Lyric -- expresses thoughts & feelings of a single speaker--often highly musical verse

Ballads – songlike poems that tell stories--often deal with adventure or romance

Concrete – poems are shaped to look like their subjects--lines arranged to create a picture

Limericks – humorous, rhyming 5 line poems with a specific rhythm pattern & rhyme scheme

Acrostic- Any poem in which the first letter of each line forms a word or words.

Cinquain - the cinquain is actually an American poem influenced by the Japanese haiku. Cinquains are usually light verse used to express the brief thoughts or moments. This form utilizes few adverbs and adjectives, working best with a profusion of nouns and verbs. Cinquains have a strict syllabic count that must be adhered to. The poem is five lines and 22 syllables long.

Form [structure]

Lines – groups of words (kind of like a sentence) may have breaks with the line

Stanzas – lines in a stanza work together to express one key idea

Stanza Break – blank line (signals the end of one stanza and the beginning of another)

Refrain – a line or group of lines that is repeated at regular intervals

Variation – changing one or more words with each repetition

Sound

Rhyme -- repetition of vowel and consonant sounds at the ends of words [sound devices]

Rhyme Scheme – (eg. Abab pattern) the pattern to this rhyme is lines 1 & 3, lines 2 & 4

Alliteration – repetition of consonant sounds in the beginnings of words [sound devices]

Repetition – use of any element of language–sound, word, phrase used more than once [sound devices]

Onomatopoeia – the use of words that imitate sounds (drip, drip) [sound devices]

Language

Denotation – the literal, dictionary definition (meaning) [word choice]

Connotation – the ideas or feelings that the word brings to mind [word choice]

Imagery – descriptions that appeal to the 5 senses- feel, see, hear, smell, taste

Simile – uses like or as to compare 2 unlike things [figurative language]

Metaphor – describes one thing as if it were something else [figurative language]

Personification – gives human qualities to a nonhuman subject or object [figurative language]

REF: www.ccd93.com

Sample Poems (Ref: Cohen, 2002)

Acrostic Poem

Example 1	Example 2
<p>Teaching is a way to change lives.</p> <p>Each teacher has something special to bring to students.</p> <p>All students are important and unique.</p> <p>Caring is a necessity for teachers.</p> <p>Help is right there when a teacher is near.</p> <p>Education is the key to success.</p> <p>Respect is essential in the classroom.</p>	<p>Can you believe how cruel her stepmother was?</p> <p>I wish I had a fairy godmother!</p> <p>Now hurry back before midnight!</p> <p>Do you think they lived happily ever after?</p> <p>Even the mice loved Cinderella!</p> <p>Running down the steps made her lose her glass slipper!</p> <p>Everyone thought Cinderella was the most beautiful girl at the ball!</p> <p>Look at how lovely she was in her gorgeous gown.</p> <p>Living in an attic would be very dusty!</p> <p>All of the animals pitched in to make Cinderella's party dress.</p>



Haiku

Example 1	Example 2	Example 3	Example 4
<p>Fall</p> <p>Changes</p> <p>Leaves tumble</p> <p>Beds of orange</p> <p>Fall</p>	<p>Snow</p> <p>Cold, wet</p> <p>Snowflakes fall</p> <p>Winter white bed</p> <p>Snow</p>	<p>School</p> <p>Read, write</p> <p>Run to class</p> <p>Homework is hard</p> <p>School</p>	<p>Friends</p> <p>Laugh, play</p> <p>Text and talk</p> <p>Make room for more</p> <p>Friends</p>



Cinquain

Example 1	Example 2	Example 3	Example 4
<p>Swimming</p> <p>Wet, cool</p> <p>Diving, splashing, invigorating</p> <p>Hot days melt away</p> <p>Butterfly stroke</p>	<p>Dancing</p> <p>Birdlike, free</p> <p>Spinning, twirling, leaping</p> <p>Sadness fades from me</p> <p>Ballet</p>	<p>Football</p> <p>Tough, powerful</p> <p>Pushing, plowing, succumbing</p> <p>Hot knife through butter</p> <p>Touchdown</p>	<p>Mom</p> <p>Young, old</p> <p>Nagging, worrying, talking</p> <p>Looks out for me</p> <p>Best friend</p>

Limerick

Example 1	Example 2	Example 3	Example 4
<p>There once was a girl named Sue, Who spoke only words that were true. Her motto “No lies!” Was bright as her eyes When she turned her attention on you.</p>	<p>There once was a boy named Tim, Who began working out at the gym. He exercised so long And became so strong, His classmates said, “Wow, look at him!”</p>	<p>We once had a dog named Cat. He liked to meow, how about that? When he climbed up a tree People gathered to see— How he’d escape from the branch where he sat.</p>	<p>There once was a family named Sun. The kids loved to go outside and have fun. In wind, rain, and snow, Out they would go— All weather is good when there’s Sun.</p>

Five Senses Poem

A ‘Five Senses Poem’ is shaped like a triangle because of the patterning of words used. It uses sensory words to describe its subject. A Five Senses poem does not have to rhyme.

Puppy
Fresh, warm
Fuzzy, soft, cuddly
Brown, playful, fast, cute
Panting, licking, jumping, digging, barking

“I am Poem” – Personal Poetry

The writer expresses personal thoughts and feelings, following a ten-line format. This type of poetry is called “personal poetry.”

I am Charles
Silly, talkative, energetic
Child of Wendy and Tim
Who loves mystery books
Who needs understanding
Who feels curious
Who gives honesty
Who fears thunderstorms
Who would like to be a doctor
I am Charles

Fish-Shape Poem

Wanna be a Fish by *Eighty Six*

Wanna be a fish.
 Have a sleek fish head. Spread
 Fish jam on my fish bread. All's good 'round
 My bowl today. Don't like it? I'll swim away. Bubbles
 For my friends. Swim loops without end. Shiny treasure
 Chest. A castle of my own. Plastic kelp fully grown.
 If I was a fish, I'd be the best, not copper, not
 Bronze, not silver. I'd be a
 Gold Fish.

Parts of Speech Poem

Example 1	Example 2	Example 3	Example 4
A flower	A hammock	Summer	A fish
Beautiful and fragrant	Comfortable and cool	Sweet and sticky	Gold and small
Swaying and bending	Drifting and moving	Running and playing	Diving and swimming
Quietly	Softly	Happily	Quietly
Roses	Breeze	August	Goldie

Glossary

Word	Meaning
alphabetic principle	the concept that letters and letter combinations represent individual phonemes in written words.
base word	a unit of meaning that can stand alone as a whole word (e.g., friend, pig). it is also called a free morpheme.
consonant digraph	two consecutive consonants that represent one phoneme, or sound (e.g., /ch/, /sh/).
context clue	using words or sentences around an unfamiliar word to help clarify its meaning.
decodable text	text in which a high proportion of words (80%-90%) comprise sound-symbol relationships that have already been taught. It is used for the purpose of providing practice with specific decoding skills and is a bridge between learning phonics and the application of phonics in independent reading.
decodable words	these words contain phonic elements that were previously taught.
digraphs	a group of two consecutive letters whose phonetic value is a single sound (e.g., /ea/ in bread; /ch/ in chat; /ng/ in sing).
expository text	a type of writing which reports factual information (also referred to as informational text) and the relationships among ideas. Expository text tends to be more difficult for students than narrative text because of the density of long, difficult, and unknown words or word parts.
fluency	ability to read text quickly, accurately, and with proper expression. Fluency provides a bridge between word recognition and comprehension.
high frequency irregular words	words in print containing letters that stray from the most common sound pronunciation because they do not follow common phonic patterns (e.g., were, was, laugh, been).
homonym	words that sound the same but are spelled differently (e.g., cents/sense, knight night, write/right).
informational text	a type of writing which reports factual information (also referred to as expository text). Non-fiction books are examples of information texts.
irregular words	words that contain letters that stray from the most common sound pronunciation; words that do not follow common phonic patterns (e.g., were, was, laugh, been).
letter combinations	a group of consecutive letters that represents a particular sound(s) in the majority of words in which it appears (e.g., /ai/ in maid; /ch/ in chair; /ar/ in car; /kn/ in know; /ng/ in ring). also referred to as digraphs.
letter-sound correspondence	the matching of an oral sound to its corresponding letter or group of letters.
modeling	teacher clearly demonstrates a strategy, skill, or concept that students will be learning.

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Appendices

Appendix 1 - Lesson Plan Template

Subject: _____ Strand: _____

Lesson Topic: _____ Content Standard: _____

Benchmarks: _____

Objective: _____

Content Knowledge: _____

Skills: _____

Attitudes: _____

Materials: _____

Introduction: _____

Body: _____

Conclusion: _____

Assessment Method	Assessment Task	Assessment Criteria	Recording Methods

Appendix 2 - Prescribed Time Allocation for Senior Primary

Revised SBC (2018)	Total min/ week	%	(40/60) Slots/ week
English	280	16.9	7x40
Maths	240	14.5	6x40
Science	200	12.1	5x40
Social Science	160	9.7	4x40
Arts	140	8.5	2x40 and 1x60
PE/Health	180	8.5	3x40 and 1x60
Making a Living	160	9.7	4x40
Citizenship & Christian Values Education	120	6	3x40
Assembly	75	4.5	5x15
Access (Movement)	35	-	-
Sports	60	3.6	1x60
Total time allocation	1650	100	36 lesson/week - 36x35=1260 annually

Appendix 3 - Sample Grade 6 English Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:00	Assembly	Assembly	Assembly	Assembly	Assembly
8:00-8:40	English	English	English	English	English
8:40- 9:20	Maths	Maths	Maths	Maths	Maths
9:20 -10:00	S/S	S/S	S/S	CCVE	S/S
10:00- 10:30	Recess				
10:30-11:10	English	Science	Maths	H/PE	H/PE
11:10- 11:50	CCVE	HPE	CCVE	Science	MAL
11:50- 12:30	Science	MAL	English	Science	Science
12:30- 1:30	Lunch				
1:30- 2:10	H/PE	Arts	MAL	Arts	Sports
2:10- 2:50	H/PE	Christian Educa- tion	MAL	Arts	Sports
2:50- 3:00	B/T	B/T	B\T	B/T	B/T

Appendix 4 - The Bloom's Taxonomy

The learner creates new ideas and information using what has been previously learned.

- Designing
- Constructing
- Planning
- Producing
- Inventing
- Devising
- Making

Can you generate new products, ideas, or ways of viewing things?

Bloom's Revised Taxonomy

Creating

- Generating new ideas, products, or ways of viewing things
- Designing, constructing, planning, producing, inventing.

Evaluating

- Justifying a decision or course of action
- Checking, hypothesising, critiquing, experimenting, judging

Analysing

- Breaking information into parts to explore understandings and relationships
- Comparing, organising, deconstructing, interrogating, finding

Applying

- Using information in another familiar situation
- Implementing, carrying out, using, executing

Understanding

- Explaining ideas or concepts
- Interpreting, summarizing, paraphrasing, classifying, explaining

Remembering

- Recalling information
- Recognising, listing, describing, retrieving, naming, finding

Remembering	How many ways can you travel from one place to another? List and draw all the ways you know. Describe one of the vehicles from your list, draw a diagram and label the parts. Collect “transport” pictures from magazines- make a poster with info.
Understanding	How do you get from school to home? Explain the method of travel and draw a map. Write a play about a form of modern transport. Explain how you felt the first time you rode a bicycle. Make your desk into a form of transport.
Applying	Explain why some vehicles are large and others small. Write a story about the uses of both. Read a story about “The Little Red Engine” and make up a play about it. Survey 10 other children to see what bikes they ride. Display on a chart or graph.
Analysing	Make a jigsaw puzzle of children using bikes safely. What problems are there with modern forms of transport and their uses- write a report. Use a Venn Diagram to compare boats to planes, or helicopters to bicycles.
Evaluating	What changes would you recommend to road rules to prevent traffic accidents? Debate whether we should be able to buy fuel at a cheaper rate. Rate transport from slow to fast etc..
Creating	Invent a vehicle. Draw or construct it after careful planning. What sort of transport will there be in twenty years time? Discuss, write about it and report to the class. Write a song about traveling in different forms of transport.

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