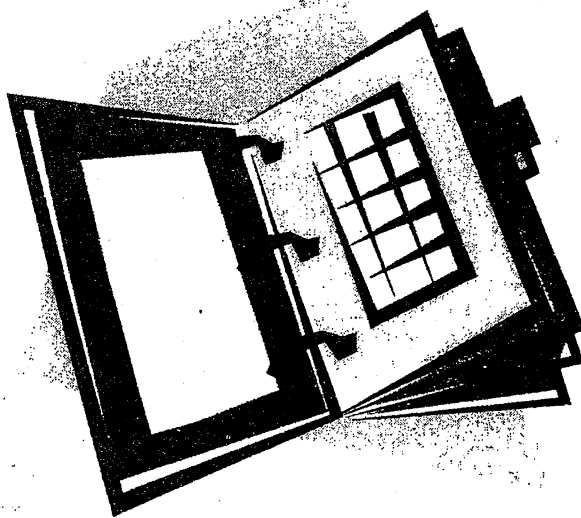


# **PRIMARY ENGLISH LANGUAGE**

**PRESCRIPTION  
CLASSES 7 & 8/F 1 & 2**



**CURRICULUM DEVELOPMENT UNIT  
MINISTRY OF EDUCATION  
SUVA, FIJI**

**2000**

# **MINISTRY OF EDUCATION**

## **ENGLISH LANGUAGE AND LITERATURE PRESCRIPTION**

### **CLASSES 7 & 8/FORMS 1 & 2**

#### **1.0 PREAMBLE**

- 1.1 The course integrates language and literature, \* and is designed for students learning English as a second language at classes 7 & 8/Forms 1 & 2.
- 1.2 The course prescription emphasises literacy in the English Language.
- 1.3 The course prescription is designed for the teaching of English across the curriculum as English is the medium of instruction in the Fiji education system.
- 1.4 The course prescription incorporates language learning skills which provide for communication for educational purposes; for communication in daily living and for communication at a standard of English which would be internationally intelligible.

#### **2.0 AIMS AND OBJECTIVES**

##### **2.1 AIMS**

The English course aims to help students to further :

2.1.1 acquire the knowledge necessary to

- (a) develop their confidence in communicating in speech and in writing.
- (b) develop their communication skills.
- (c) develop their creative literary talents.
- (d) familiarise themselves with the world of language they experience around them everyday.
- (e) Understand the importance of civic as well as universal human values and ideals.

2.1.2 develop the language skills necessary for

- (a) listening
- (b) speaking
- (c) reading
- (d) writing

2.1.3 develop creative skills such as thinking, planning, designing and drafting.

\* see the diagram on page 4 on the Integrated Approach.

#### 2.1.4 develop positive attitudes towards

- (a) the value of language and literature.
- (b) the practical application of knowledge and skills.
- (c) their physical, social and cultural environment.
- (d) human values.

## 2.2 **OBJECTIVES**

By the end of the seventh and eighth year of the Classes 7 & 8/Forms 1  
English students should have further :

#### 2.2.1 acquired the knowledge necessary to

- (a) express themselves confidently in speech and in writing
- (b) read independently with understanding and enjoyment
- (c) understand and appreciate literature
- (d) appreciate their physical and social environment.

#### 2.2.2 mastered the basic language skills necessary to

- (a) listen attentively and with understanding to spoken language
- (b) use language fluently, clearly, coherently and accurately in a variety of styles and situations
- (c) include adequate and relevant content (eg. ideas and information) in their speech and writing
- (d) present their points of view logically
- (e) express themselves imaginatively
- (f) plan and set out written work appropriately following conventions
- (g) read, understand and enjoy a variety of literature including poetry & drama
- (h) obtain and use information from a variety of sources
- (i) form and express opinions on a variety of issues
- (j) understand and enjoy a variety of literary works
- (k) think, create and design

#### 2.2.3 developed positive attitudes towards

- (a) the value of language
- (b) the study of English and Literature
- (c) how they perceive themselves and others
- (d) setting and achieving their goals
- (e) their physical, social and cultural environment
- (f) universal values such as honesty, kindness, generosity, humility, tolerance, perseverance and civic mindedness

### 3.0 **COURSE CONTENT : OUTLINE**

3.1 The components of the course are

#### 3.1.1 **ORAL COMMUNICATION**

- (a) Oral English, Speech Training, Morning News
- (b) Composition/Poems/Songs
- (c) Story Telling
- (d) Dialogue, Role – Play, Miming and Dramatisation
- (e) Debates and Quizzes
- (f) Speech Making

#### 3.1.2 **READING AND COMPREHENSION**

- (a) Reading stories to Pupils
- (b) Audience Reading
- (c) Vocabulary and Linking Devices
- (d) Intensive Reading, Comprehension and Summaries
- (e) Rapid Reading
- (f) Independent Reading
- (g) Instructive Reading
- (h) Research Reading

#### 3.1.3 **WRITING**

- (a) Sentence
- (b) Paragraph
- (c) Narrative
- (d) Descriptive
- (e) Letter
- (f) Creative
- (g) Expository.

#### 3.1.4 **GRAMMAR AND USAGE**

- (a) Function of Words
- (b) Tenses (Time and Action)
- (c) Sentence Structure – Types of Clauses & Phrases
- (d) Grammar – Number, Spelling, Preposition, Punctuation etc

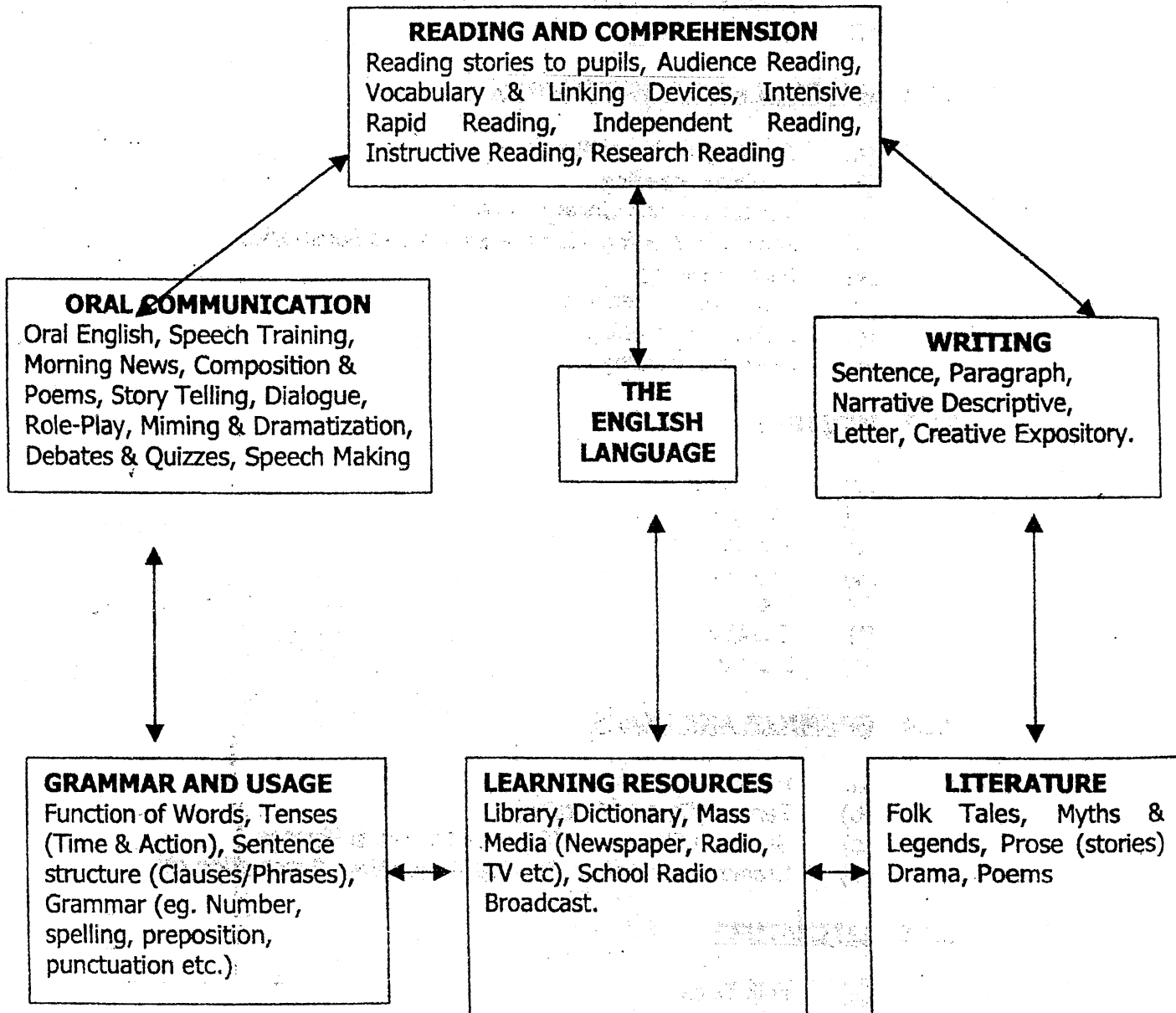
#### 3.1.5 **LITERATURE**

- (a) Folk Tales
- (b) Myths and Legends
- (c) Prose (Stories)
- (d) Drama (Plays Study – Class 8/Form 2)
- (e) Poem

### 3.1.6. LEARNING RESOURCES

- (a) Library
- (b) Dictionary
- (c) Mass Media (Newspaper, Radio, TV etc)
- (d) School Radio Broadcast

#### THE INTEGRATED APPROACH



## 4.0 **COURSE CONTENT : DETAIL**

### 4.1 **ORAL COMMUNICATION**

#### **CONCEPTS**

1. Ideas and thoughts are communicated through language.
2. Experiences can be shared through speech.
3. Listening is just as important as speaking.
4. Using the language correctly comes about through imitation and practice.

#### **ATTITUDES**

##### **Developing**

1. self-confidence in speaking
2. an interest in learning to use the language correctly
3. an appreciation of logical planning in speaking
4. an awareness and appreciation of social etiquette relating to oral communication eg. listening, taking turns, courtesy, tolerance
5. a sense of self worth and acceptance of other people.

#### **CONTENT**

#### **SKILLS**

(a) Oral English	(a) Use simple sentences correctly, speak clearly and confidently, speak with correct pronunciation; arrange ideas and facts logically; Speech Training and Morning News.
(a) Oral Compositions and Poems	(b) Use simple sentences correctly, speak clearly; use correct pronunciation; interpret pictures, discuss concepts; use appropriate vocabulary; arrange ideas and facts logically; use linking words correctly, express themselves creatively; build up a story from sequence pictures.
(c) Story Telling	(c) Create and tell stories; listen to stories; discuss stories; re-tell stories in the sequence of events; identify main ideas of a story; express views on a story.
(d) Dialogue, Dramatisation, Role-Play and Miming	(e) Use simple sentences correctly; speak clearly; Use correct pronunciation, use appropriate expression; dramatise poems, songs, stories; prepare and present simple creative works in groups.
(e) Debates and Quizzes	(f) Participate in debates using logical thinking and communication skills.
(f) Speech Making	(g) The ability to <ol style="list-style-type: none"> <li>(i) welcome</li> <li>(ii) introduction</li> <li>(iii) a vote of thanks</li> </ol> (b) present a speech on certain topics (oratory contest).

## 4.2 READING AND COMPREHENSION

### CONCEPTS

1. Language can be written down and can be read over many times.
2. Stories and books have structures.
3. The text and illustrations carry the story.
4. Stories can be responded to in various ways.
5. Book language can be used in speaking and writing.
6. Background knowledge can increase understanding.
7. Prediction helps to unfold a story meaningfully.
8. Conventions of print add meaning to a story.
9. Success promotes further interest in reading.

**ATTITUDES** Developing positive attitudes towards learning English through a wide variety of books begin in Class 2 and continues in all classes.

This course helps in further developing in the pupils

1. a desire to hear, read, speak and write English
2. a sense of enjoyment in rhyme and rhythm of the English language
3. a sense of enjoyment and interest in stories, poems and drama.
4. a sense of satisfaction out of reading.
5. expectations of amusement, delight, comfort and excitement that can be found in stories
6. expectations that what is being read will make sense
7. a desire to participate creatively in stories, rhymes, poems, songs and drama.
8. a desire to become a successful reader.
9. an awareness that discussions of stories can be enriching.
10. an awareness of books as a source of information and enjoyment
11. an awareness and appreciation of universal and moral values and ideals that can be found in stories, poems and books.
12. an interest to read a wide selection of different types of books (eg. adventures, detective, sea stories, mystery, other lands, etc)

<b>CONTENT</b>	<b>SKILLS</b>
<p>(a) Reading stories to pupils.</p> <p>Sources :</p> <ul style="list-style-type: none"> <li>• Short Stories</li> <li>• Folk Tales</li> <li>• Legends &amp; Myths</li> <li>• Drama</li> </ul>	<p>To further their ability to :</p> <ol style="list-style-type: none"> <li>1. listen attentively to stories</li> <li>2. interpret pictures</li> <li>3. predict story action</li> <li>4. recognise patterns of events</li> <li>5. recognise structure in a story</li> <li>6. re-word and innovate stories</li> <li>7. identify moral values and ideals</li> <li>8. cope with a variety of genres and themes</li> <li>9. cope with an increase in number of characters, scene changes and episodes.</li> </ol>

CONTENT	SKILLS
(b) Audience Reading	To further their ability to : 1. develop confidence to face an audience 2. read, occasionally looking at the audience (to help in audience participation)
(c) Vocabulary and Linking Devices	To further increase their: 1. knowledge of words 2. use of new words in speech and writing 3. ability to form other words 4. ability to identify linking words and their functions 5. ability to use other context clues for understanding eg. increased knowledge of letter clusters, affixes (prefixes and suffixes), roots and compound words 6. ability to learn word meaning from context and dictionaries. 7. ability to infer meaning from context, suffixes, prefixes and root words. 8. ability to apply vocabulary learning strategies in other subjects on the curriculum 9. ability to build up vocabulary and use in appropriate contexts :  <u>antonyms</u> - formed through adding prefixes and suffixes giving opposite meanings. eg happy - unhappy useful - useless  <u>synonyms</u> - words with similar meanings eg. get           - obtain box           - carton trousers - pants
(d) Intensive Reading, Comprehension and Summaries  Sources :  • Prescribed/ recommended class text (ie. Link 1 and Link 2)	To further their ability to : 1. sample the text rather than focus on every word. 2. interpret pictures and use them to clarify meaning 3. derive meaning from words, context, pictures, phrases and sentences. 4. identify sequence of events in a story 5. understand and answer questions based on a story 6. do other exercises based on the story such as cloze exercises, sentence completion, matching, ordering events, innovations on stories, vocabulary work and other comprehension activities (see page – Teacher's Notes)



CONTENT	SKILLS
	<ol style="list-style-type: none"> <li>7. correctly select and identify appropriate strategies of sampling, predicting, confirming and self-correcting quickly and confidently</li> <li>8. gain meaning by cross-checking known items</li> <li>9. maintain meaning over longer and more complex sentence structures</li> <li>10. innovate stories</li> <li>11. increase their reading speed</li> <li>12. identify the main idea in each paragraph</li> <li>13. make inferences from the texts and illustrations</li> <li>14. identify main ideas from a given passage and use appropriate linking devices to combine them into a meaningful piece of writing (about 1/3 of the original passage)</li> </ol>
Rapid Reading Link 1 and 2 Rapid Readers	To help increase their : <ol style="list-style-type: none"> <li>1. reading speed</li> <li>2. comprehension skills</li> </ol>
Independent Reading	To further their ability to : <ol style="list-style-type: none"> <li>1. apply what has been learnt from the Rapid Reading and Intensive Reading</li> <li>2. explore books freely, frequently and independently</li> <li>3. cope with more complex plots, characters, themes (ideas, morals and ideals)</li> <li>4. cope with a variety of genres and identify their elements: cope with less predictable texts; confirm predictions through increasing knowledge of letter clusters, affixes, roots and compound words</li> <li>5. adjust reading pace to accommodate style and difficulty of the material</li> <li>6. focus on details of print when meaning is lost</li> <li>7. use books to get information</li> </ol>
Instructive Reading	To further their ability to : <ol style="list-style-type: none"> <li>1. read and follow instructions eg. making a simple classroom plan, playing board games such as monopoly, following recipes</li> <li>2. follow instructions such as those found in Examination papers, lessons, maths, gardening, craft and outdoor games.</li> </ol>
Search Reading	To further their ability to: <ol style="list-style-type: none"> <li>1. use reference books</li> <li>2. identify important facts</li> <li>3. interpret data</li> </ol>

### 4.3 **WRITING**

#### **CONCEPTS**

1. Writing is a means of communication.
2. Listening to and reading stories generates ideas.
3. Stories and compositions have structures.
4. A story can be written as well as read.
5. Stories can be adapted to suit local environment.
6. Stories can be created.
7. Writing provides a permanent record that can be shared with others.
8. Writing is a way of expressing oneself.
9. Writing helps one discover oneself.
10. Writing can be a social and co-operative experience.
11. Writing can be an enjoyable experience.
12. Different kinds of writing require different kinds of language.
13. Writing involves generating ideas, planning, drafting, re-drafting, proof-reading and editing.
14. Writing means applying words.

#### **ATTITUDES**

Developing further

1. an awareness
  - (a) that reading and writing are inter-related
  - (b) of the printed word and the conventions of writing
  - (c) that writing clearly and expressively can be satisfying
2. a desire to
  - (a) write their own stories
  - (b) use new vocabulary and sentence patterns in their own writing
  - (c) be able to understand the key sentences
3. an understanding that
  - (a) writing must have ideas
  - (b) ideas must be logically arranged
  - (c) ideas must be expressed in clear and correct sentences
  - (d) linking devices (adding on top of the other) causes, effects, time sequences
4. an appreciation of well written compositions, letters, stories and books.

<b>CONTENT</b>	<b>SKILLS</b>
(a) Writing – In general	<p>To further their ability to :</p> <ol style="list-style-type: none"> <li>1. write sentences using correct grammatical structures, punctuation, tense.</li> <li>2. generate ideas, plan, draft, re-draft, proof-read and edit</li> <li>3. "brain storm" a topic, generate ideas for information, sequencing and apt vocabulary</li> <li>4. plan a story, arrange ideas in logical order, write the story in sequence of events, use of variety of sentence beginnings, use correct verb-tense forms, use correct forms of compound verbs.</li> <li>5. Use linking words and other linking devices correctly.</li> </ol>

CONTENT	SKILLS
(b) Narrative Descriptive and Imaginative	To further their ability to : 1. write a story 2. write a paragraph of 7-8 sentences on a given topic or idea 3. describe people, items, scenes, actions, events and feelings. 4. use imaginative thinking in writing.
(c) Instructive	To further their ability to : 1. write instructions and give directions, clearly and in a logical sequence.
(d) Expository	To further their ability to : 1. write an expository composition, discuss points of views and state opinions and decisions
(e) Creative Writing	To further their ability to: 1. innovate a poem, a song, or a story. 2. compose a poem or a song. 3. write a short imaginative story. 4. compose short dialogues and plays.
(f) Letter Writing • Informal • Formal	To further their ability to : 1. write both formal and informal (personal) letters 2. use appropriate content and tone. 3. apply accepted conventions of layout in formal and informal letter writing. 4. use language accurately. 5. write neatly at all times.

#### 4.5 **GRAMMAR & USAGE**

##### **CONCEPTS**

1. Grammar encompasses sound (phonology), meaning (semantics), words (morphology), and sentences (syntax)
2. Listening, speaking, reading and writing forms the world of language.
3. Words are put together in systematic, rule-abiding ways which give them significance in sentences.
4. Correct word order in a sentence establishes meaningful patterns of language.
5. Each paragraph has a key sentence carrying the main idea and linked.

##### **ATTITUDE**

###### **Developing**

1. responsibility in what they say and write.
2. an awareness that effective communication is dependent on correct grammar and usage.
3. a desire to use the language competently in its spoken and written form.

CONTENT : DETAIL	SKILL
(a) Function of Words	To further their ability to : (a) identify and use nouns-common and proper, countables and uncountables, determiners and articles; adjectives-positives, comparative, superlative; adverbs; verbs; conjunctions, pronouns – personal and reflexive e.g. myself, yourself etc.
(b) Tenses – (Action and Time)	To further their ability to : (a) use in speech and in writing the present tense, present continuous tense, simple past tense, future of regular and irregular verbs; perfect tense.
(c) Sentence Structure	To further their ability to : 1. identify and use in speech and in writing a simple sentence; punctuate a simple sentence; form questions; form compound sentences using "and", "but", "or", form complex sentences using participles, conjunctions and relative pronouns. 2. compose sentences using different sentence beginnings. 3. compose a paragraph around a key sentence which carries the main idea. 4. identify and form types of clauses and phrases: (i) <b>CLAUSES</b> <ul style="list-style-type: none"> <li><u>Independent clause</u> – contains a subject and a predicate and expresses a complete thought (eg. Your questions are easy to answer)</li> <li><u>Dependent or Subordinate clause</u> – contains a subject and a predicate but does not express a complete thought and cannot stand on its own like an independent clause (eg. because your questions are easy)</li> </ul> (ii) <b>PHRASES</b> – A group of words that do not have a subject nor a predicate and do not express a complete thought.  <b>Types of phrases</b> <ul style="list-style-type: none"> <li><u>prepositional phrase</u> e.g. "on your table"</li> <li><u>participial phrase</u> e.g. "Injured in the accident"</li> <li><u>adjectival phrase</u> e.g. "with a white gate" (modifying a "house")</li> <li><u>adverbial phrase</u> e.g. "for an hour" (modifying the verb "waited" as in "We waited for an hour")</li> <li><u>verb phrase</u> e.g. "will be arriving"</li> <li><u>noun phrase</u> e.g. "The busy town"</li> </ul>

CONTENT	SKILL
	5. To further their ability to : (i) use phrases such as "too...to...", "so...that".
(d) Grammar	To further their ability to :
(i) Number	1. apply rules which govern the formation of plural nouns adding "s", "es", "ies"
	2. recognise and use regular and plural verbs
	3. construct sentences showing agreement of subject and verb in number.
(ii) Gender	• use the correct gender – masculine, feminine, neuter and personal pronouns.
(iii) Possession	• use the possessive case correctly, indicated by the apostrophe "s"; possessive pronouns.
(iv) Statements/ Questions	• form questions from statements; formulate questions and answer questions.
(v) Contractions	• identify and use in speech and writing, contractions in anomalous verbs such as can't, don't, they're, you'll and such.
(vi) Question Tags	• identify and use question tags correctly and appropriately.
(vii) Direct and Reported Speech	• The ability to identify direct statements through the use of speech marks "___"; to write direct spoken statements; punctuate direct statements; turn direct speech to reported speech.
(viii) Phrasal Verbs	To further their ability to : • identify and use compound verb forms correctly in speech and in writing e.g. <u>didn't go</u> ; <u>haven't seen</u> ; <u>couldn't take</u> ; <u>could have shown</u> ; and such
(ix) Prepositions	To further their ability to : • identify and use prepositions correctly in speech and in writing e.g. in the corner; <u>on</u> the tree; <u>over</u> the hill; <u>against</u> the wall
(x) Spelling	To further their ability to : • use rules to improve spelling skills and write a piece of dictation
(x) Punctuation	To further their ability to : • use rules for punctuation e.g. apostrophes, full stop, comma, exclamation mark, quotation marks, capitals, colon and hyphens.
(xii) Conjunctions and Linking Devices	To further their ability to : • identify and use conjunctions correctly in writing simple, compound and complex sentences.

## 4.5 LITERATURE

### **CONCEPTS**

1. Poetry, prose and drama are different forms or genres of literature.
2. Each form or genre has its own structure and convention.
3. Literature transcends cultural differences.
4. Literature, regardless of cultural source, presents universal values.
5. Ideas and values help us to understand and appreciate important issues that affect the lives of people.
6. Literature that is culturally meaningful integrates different communities.
7. Literature can teach us important lessons.

### **ATTITUDES**

Developing an awareness and appreciation

1. of literature and its different genres.
2. in listening to and reading a variety of works in the different genres
3. that vivid language can be learned through Literature
4. that all ethnic groups can be enriched by sharing the cultural traditions of others through literature
5. that literature is a way of expressing oneself creatively and freely through story writing, story-telling, poetry, drama and dance, art and craft
6. for good literature
7. of other people and their cultures
8. of human and universal values

<b>CONTENT</b>	<b>SKILLS</b>
(a) Prose	<p>To further their ability to :</p> <ol style="list-style-type: none"> <li>1. identify and describe the main events of a story</li> <li>2. identify and study the characters, values, concerns and issues in a story</li> <li>3. write a review of a story in simple sentences, outlining the plot, theme and lessons learnt</li> <li>4. identify the skilful use of language</li> <li>5. use language creatively</li> <li>6. dramatise a story</li> </ol>
(b) Poems	<p>To further their ability to :</p> <ol style="list-style-type: none"> <li>1. identify form, shape, rhythm and themes</li> <li>2. identify language features such as rhymes, simile, metaphor, alliteration, assonance, onomatopoeia, imagery, personification and show how they contribute to the effectiveness of the poem</li> <li>3. write poems</li> </ol>
(c) Drama	<p>To further their ability to:</p> <ol style="list-style-type: none"> <li>1. read a selection of short plays</li> <li>2. understand the themes and concepts in given plays</li> <li>3. study the mechanics of staging a play</li> <li>4. perform plays</li> <li>5. read and dramatise stories; recite poems creatively, sing songs, perform dances and playlets</li> <li>6. create plays.</li> </ol>



## 4.7 LEARNING RESOURCES

### CONCEPTS

1. Libraries, dictionaries and mass media are :
  - (a) sources of information and learning
  - (b) sources of data and statistics
  - (c) sources of leisure and amusement
  - (d) "windows to the world's past, present and future"

### ATTITUDES

Developing in the pupils

1. an awareness that libraries contain
  - (a) literary works by famous authors
  - (b) fiction and non-fiction works
2. confidence in using learning resources as sources of information
3. an interest in the wide selection of reading material in a library
4. respect for resources located in a library, in a classroom or at home eg. textbooks, library books, dictionary, encyclopedia and other reference materials
5. a sense of responsibility for the books that they :
  - (a) read in the classroom or library
  - (b) borrowed from the library
  - (c) borrowed from their friends
  - (d) are given
6. an appreciation of libraries and the value of books

CONTENT : DETAIL	SKILLS
(a) Library	To further their ability to : <ol style="list-style-type: none"> <li>1. identify the different parts of a book</li> <li>2. select books to read in a library</li> <li>3. take care of books in the classroom and in the library</li> <li>4. borrow and return books on library shelves</li> </ol>
(b) Dictionary	To further their ability to: <ol style="list-style-type: none"> <li>1. use knowledge of the alphabet to search for words in a picture dictionary and a picture encyclopedia;</li> <li>2. use information in the dictionary to study language</li> </ol>
(c) Mass Media	To further their ability to : <ol style="list-style-type: none"> <li>1. read newspapers (other written materials) critically</li> <li>2. listen to stories, songs and poems on audio cassettes and radios</li> <li>3. listen to and follow stories and other programmes on video and television</li> <li>4. review what they read, see and hear.</li> </ol>

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## 5.0 TIME ALLOCATION

95 minutes per day should be allocated to the teaching of the English language in Classes 7 & 8.

## 6.0 EVALUATION

- 6.1 A continuous on-going evaluation of pupils' progress in all areas is necessary. This is to be both :

- (a) formative – progressive tests and assessments which help plan for future work. e.g. end of the unit tests, monthly tests.
- (b) summative – to measure pupil's overall achievements eg. term, mid-year and tests, monthly tests.

## 6.2 Internal Assessment

- 6.2.1 Pupils performance should be evaluated both formally and informally

- (a) formally – assessment can be made through the use of exercises at the end of each unit and tests as well as the Mid-Year and Annual Examinations, prepared by the teacher

- (b) informally – pupils' progress should also be assessed by the teacher through

- (i) the child's self expression
- (ii) oral questioning and answering
- (iii) class and group discussions
- (iv) individual or group projects
- (v) any form of participation by the child

## 6.2.2 School Student Profile

All schools are encouraged to keep a profile for each student. The students' profiles will have records of achievements in each subject, records of test and examination results, as well as samples of the students' work (eg. Portfolios of art, essays, poems etc). The profile should move with the pupils as they move up from one class to the next. The profile will contain the students' history of achievements during his or her school career.



## 6.4 EXTERNAL EXAMINATION

### Fiji Eighth Year Entrance Examination

There will be one paper of 1½ hours duration. Ten minutes reading time will be allocated in addition to the 1½ hours writing time.

#### SECTION A

#### COMPOSITION

**Marks : 15**

- (a) Candidates will be expected to write one essay of not less than 20 lines from a number of choices.

#### SECTION B

#### LETTER

**Marks : 10**

- (a) Candidates will be required to write a formal letter.

#### SECTION C

#### COMPREHENSION

**Marks : 15**

- (a) One or more passages with 15 multiple-choice type of questions.  
(b) Candidates will be required to answer all questions.

#### SECTION D DICTIONARY, LIBRARY AND MASS MEDIA

**Marks : 6**

- (a) Marks for this part of the paper will be allocated as follows :

Dictionary 2 marks  
Library 2 marks  
Mass Media 2 marks

- (b) Candidates will be required to answer all questions.

#### SECTION E

#### USAGE

**Marks : 9**

- (a) This part of the paper will consist of a cloze exercise, sentence rewriting and sentence completion.

- (b) Candidates will be required to answer all questions.

#### SECTION F

#### GRAMMAR

**Marks : 10**

- (a) Ten multiple-choice types of questions on Grammar  
(b) Candidates will be required to answer all questions

#### SECTION G

#### LITERATURE

**Marks : 35**

- (a) Questions will be set on each of the four genres prescribed.  
(b) Candidates will be required to answer all questions.

**TOTAL MARKS : 100**

## 7.0 **TEACHER'S NOTES**

### 7.1 of 3.1.1 **Oral Communication**

- (i) Speech Training lessons are taken from Link Books 1 & 2.
- (ii) Topics for Morning Talks by the students of their own life experiences, family life, school life, topics in the school subjects. Teachers are advised to build up a list of topics that interest the children.
- (iii) Oral Composition is built up through picture discussions.
- (iv) Examples of dialogue can be found in Link Books 1 & 2
- (v) Poems and Songs should be written on charts.
- (vi) Stories can be told from personal experiences or read from storybooks.
- (vii) Masks and costumes made during art and craft lessons can become part of the wardrobe needed for dramatisation of rhymes, songs and stories
- (viii) Debates on topical issues that interest the pupils eg. sports, the environment, health, peace etc
- (ix) Speech making includes a short speech of welcome; an introductory speech before a class or group performance and introducing a new pupil to class

### 7.2 of 3.1.2 **Reading and Comprehension**

- (i) The suggested methods for teaching reading is given in Teachers' handbooks, but teachers are encouraged to use other methods they may wish to use.
- (ii) Read stories to children from a variety of books.
- (iii) Children should practise reading in front of the class (audience) and be able to read, looking up occasionally at the audience. In this way they learn to include the audience as in story telling.
- (iv) Teachers to guide children through a reading text to help them strengthen their reading strategies.
- (v) Teachers are to use strategies to help pupils understand what they are reading.
- (vi) Children read other story books independently.
- (vii) Reading to follow instructions (such as following directions, recipes, mapping, sewing, making things and experiments) will be explained further in the Teacher's Handbook.
- (viii) Vocabulary includes word meaning from context, inferring meaning from context, prefixes; suffixes; in all subject areas as well as developing dictionary skills.
- (ix) Field trips could be organised in relation to the topics covered.
- (x) Role play and dramatization are important components of the reading programme.
- (xi) Comprehension Activities such as :
  - (i) Application - the ability to use learned material in new concrete situations.
  - (ii) Analysis - the ability to break down material into its component parts so that its organizational structure may be understood.

- (iii) Synthesis - the ability to put parts together to form a new whole. Learning outcomes in this area stress creative behaviours with major emphasis on the formulation of new patterns or structures.
- (iv) Evaluation - the ability to judge the value of material (statement, novel, poem, research, report) for a given purpose. The judgements are to be based on definite criteria, and the students may determine the criteria or be given them. Learning outcomes in this area are highest because they contain elements of all the other Categories plus conscious value judgements based on clearly defined criteria.

### 7.3 of 3.1.3 Writing

- (a) Children learn to write through reading and learn to read through writing. Reading and writing should begin on the first day of school and be continued throughout the course.
- (b) Children should learn to express one idea in one sentence.
- (c) Paragraph writing – a number of sentences arranged logically around a Key or topic sentence.
- (d) Narrative writing – writing a story that is real or imaginary, serious or humorous; Descriptive ie. creating a vivid impression by describing a scene, event, etc. Expository ie. stating an opinion that contains logical reasons and are supported by accurate facts.
- (e) Creative writing includes writing poems, songs and short stories.
- (f) Semi-formal letters include a letter to the Teacher eg. absence, apology, invitation, friendly letter include a letter to a friend.
- (g) Emphasis should be placed on the writing of imaginative compositions ie. narrative and descriptive. However, Expository essays (the giving of views and opinions) should also be given to pupils, especially to those with exceptional writing ability.
- (h) In composition writing, clarity and accuracy of language, and the apt use of precise and specific vocabulary where appropriate, as opposed to vague and general terms, should be stressed.
- (i) Stress should also be placed on clear and logical order in the organisation of the composition ie. smooth linkage of ideas from sentence to sentence, and from paragraph to paragraph.
- (j) Pupils should be encouraged to use a variety of sentence patterns and linking devices.
- (k) All composition writing should be preceded by thorough oral preparation.

#### 7.4 of 3.1.4 **Grammar/Usage**

- (a) Sentence structure includes sentences, clauses, phrases, tags, punctuations, adverbial, adjectival, determiners and such which appear in each class prescription.
- (b) Word functions – describing the functions that words do in sentences (eg. a noun can function as the subject of object or a sentence).
- (c) Number – the formation of plural nouns as well as verbs and the agreement of subject and verb.
- (d) In spelling pupils are to be taught phonics, word study, word building and such activities which help pupils to master the rules of spelling.

#### 7.5 of 3.1.5 **Literature**

- (a) Folk Tales such as "The God of Vanuatu", or "How the Rewa River was formed".
- (b) Myths and Legends such as "The Legend of Burotukula" or "The Shark God".
- (c) Poems such as "Leaves" or "Noses" or "Noise" should be written and illustrated on charts and displayed.
- (d) Plays to be read and acted or dramatised for enjoyment and pleasure.
- (e) Fiction stories of people, animals and adventures.
- (f) Non-fiction include true stories of people, places, true adventures and events such as The Story of "Jesus Christ", "Mahatma Ghandi", "Moses", "Marco Polo", "The First Moon Walk", "Florence Nightingale".

#### 7.6 of 3.1.6 **Learning Resources**

- (a) Mass Media includes magazines, newspaper, pamphlets, radio, TV, Video and School Radio Broadcast lessons.

### 8.0 **RESOURCES FOR PUPILS**

#### 8.1 **Recommended Books**

##### **Class 7/Form 1**

##### **Source**

1. Link 1 (Ministry of Education)
  - Pupil's Book
  - Rapid Reader
  - Teacher's Book

COGS

2. Pacific Folk Tales (Cliff Benson)
3. Making Good (Ian Serrailier)
4. Leaves (Cliff Benson)

IOE (USP)  
Local Bookshops  
IOE/USP

### **Class 8/Form 2**

### **Source**

1. Link 2 (Ministry of Education)
  - Pupil's Book
  - Rapid Reader
  - Teacher's BookCOGS
2. Myths & Legends of Fiji & Rotuma  
(A.W. Reed & Inez Hames) Abridged copy. Local Bookshops
3. Swiss Family Robinson (Johann Wyss -  
Abridged and simplified by S.E. Paces) Local Bookshops
4. Heidi (Johanna Spyri) Local Bookshops
5. Treasure Island (A play by Malcolm Morgan  
adapted from R.L. Stevenson's Novel) Local Bookshops
6. Leaves (Cliff Benson) IOE/USP

- The prescribed texts listed will be changed from time to time.
- The study of poems for both class 7 & 8 will be from the same poetry book.
- The Modern English Junior Dictionary is for Classes 7 & 8 and will be used for the F.E.Y.E English paper.

### **9.0 REFERENCES**

1. Links 1 and 2 Teachers' Guide Education Resource Centre, Ministry of Education, Nasinu
2. Cambourne Brian The Whole Story, Ashton Scholastic, NZ, 1988
3. Melser June The Story Box Teachers' Book, Shortland Publishers, 1993
4. Cutting Brian Getting Started in Whole Language, Applecross Ltd, 1989
5. Purdy Althea Teaching English, The Child's Second Language, SPC 1985
6. Reading in Junior Classes, Ready to Read, Department of Education, Wellington, 1995
7. Tate G.M. Oral English Handbook, Reed Education, 1971
8. Elley Warwick B & Mangubhai Francis : The Impact of a Book Flood in Fiji Primary School NZER : IOE (USP), 1981

**THE END**

# SAMPLE ENGLISH LANGUAGE – BLUEPRINT CLASS 7 & 8

<div> <div>SKILLS</div> <div>CONTENT</div> </div>	QUESTION TYPE	BASIC KNOWLEDGE	COMPREHENSION INTERPRETATION	APPLICATION	HIGH LEVEL OBJECTIVES	TOTALS	
						NO. OF QUESTIONS	MARKS
COMPOSITION [OPTIONS]	Narrative Descriptive Expository		5	7	3	4	15
LETTER	Expository Formal	2	2	2	4	1	10
COMPREHENSION	Multiple Choice	4	7		4	15	15
DICTIONARY LIBRARY MASS MEDIA	Multiple Choice Short Answers Open Ended	3		3		6	6
USAGE	Close Rewriting			9		5	9
GRAMMAR	Multiple Choice	2		7	1	10	10
LITERATURE	Matching Short Answers Open Ended					18	35
Novel & Stories	"	6	1½		7½	6	15
Poetry	"	1	4	1	4	7	10
Drama	"	6	1	2	1	5	10
TOTALS		24	20½	31	24½	59	100%