



English

G.C.E. A/L

Teachers' Guide

(For Grades 12 and 13 from 2017)

Department of English
Faculty of Languages, Humanities and Social Sciences
National Institute of Education
Maharagama
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English G.C.E. A/L

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Message from the Director General

The first phase of the new competency based curriculum, with 8 years curriculum cycle was introduced to secondary education in Sri Lanka in 2007 replacing the existed content based education system with basic objective of developing the national level competencies recommended by the National Education Commission.

The second phase of the curriculum cycle to be introduced to grades 12 and 13 starts from 2017. For this purpose, National Institute of Education has introduced a rationalization process and developed rationalized syllabi for these grades using research based outcomes and various suggestions made by different stakeholders.

In the rationalization process, vertical integration has been used to systematically develop the competency levels in all subjects from fundamentals to advanced levels using the bottom up approach. Horizontal integration is used to minimize the overlapping in the subject content and to reduce the content over loading in the subjects to produce more students friendly and implementable curricular.

A new format has been introduced to the teachers' guide with the aim of providing the teachers with the required guidance in the areas of lesson planning, teaching, carrying out activities and measurement and evaluation. These guidelines will help the teachers to be more productive and effective in the classroom.

The new teachers' guides provide freedom to the teachers in selecting quality inputs and additional activities to develop the competencies of the students. The new teachers' guides are not loaded with subject content that is covered in the recommended textbooks. Therefore, it is essential for the teacher to use the new teachers' guides simultaneously with the relevant textbooks prepared by

Education Publication Department as reference guides to be more aware of the syllabi.

The basic objectives of the rationalized syllabi and the new format of teachers' guide and newly developed textbooks are to bring a shift from the teacher centered education system into a student centered and more activity based education system in order to develop the competencies and skills of the school leavers and to enable the system to produce suitable human resource to the world of work.

I would like to take this opportunity to thank the members of Academic Affairs Board and Council of National Institute of Education and all the resource persons who have immensely contributed in developing these new teacher guides.

Director General
National Institute of Education
www.nie.lk
infor@nie.lk

Message from Deputy Director General

Learning expands into a wider scope. It makes life enormous and extremely simple. The human being is naturally excellent in the skill of learning. A country when human development is considered the main focus uses learning as a tool to do away with malpractices identified with intellect and to create a better world through good practices.

It is essential to create valuable things for learning and learning methods and facilities within the adhere of education. That is how the curriculum, syllabi, teachers' guides and facilitations join the learning system.

Modern Sri Lanka has possessed a self – directed education system which is a blend of global trends as well as ancient heritage.

It is necessary to maintain the consistency of the objectives of the subject at the national level. However, facilitators are free to modify or adapt learning teaching strategies creatively to achieve the learning outcomes, competency and competency level via the subject content prescribed in the Syllabus. Therefore, this Teachers' Guide has been prepared to promote the teachers' role and to support the students as well as the parents.

Furthermore, at the end of a lesson, the facilitators of the learning- teaching process along with the students should come to a verification of the achievement level on par with ones expected exam by a national level examiner, who evaluates the achievement levels of subjects expected. I sincerely wish to create such a self-progressive, motivational culture in the learning- teaching process. Blended with that verification, this Teachers' Guide would definitely be a canoe or a raft in this endeavor.

Ven. Dr. Mabulgoda Sumanarathana Thero
Deputy Director General
Faculty of Languages, Humanities and Social Sciences

Committee

- Advice and Approval: Academic Affairs Board
National Institute of Education
Maharagama
- Direction: Mr. S.A.D.Samaraweera
Director
Department of English
National Institute of Education
Maharagama
- Subject Coordination: Ms. H.A.B.K. Wijepala
Assistant Lecturer
Dept. of English
National Institute of Education, Maharagama
- Panel of Writers: Mr. S.A.D. Samaraweera
Director
Department of English,
National Institute of Education, Maharagama
- Dr. Romona Stowe
Senior English Language Fellow
- Ms.Jillian Bradley
English Advisor
- Ms. W.A.M.C.P. Welagedara
Assistant Lecturer
Dept. of English
National Institute of Education,
Maharagama
- Ms. W.A.G.M. Perera
Assistant Lecturer
Dept. of English
National Institute of Education
Maharagama
- Ms. H.A.B.K. Wijepala
Assistant Lecturer
Dept. of English
National Institute of Education
Maharagama

Ms. G. Kalani Verosha
Assistant Lecturer
Dept. of English
National Institute of Education
Maharagama

Ms. H.S. Hidellaarachchi
Assistant Lecturer
Dept. of English
National Institute of Education
Maharagama

Computer Assistance : L.D. Gimhani Kanchana - Management Assistant

Other Assistance : Hansa Geethani - Management Assistant
H.D Swaranalatha - Office Aide

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Introduction

Revised English Language and Literature syllabus for grades 12 and 13 is presented to the general education system of Sri Lanka based on the following considerations.

1. Retaining of the 13 key competencies introduced to the secondary English language curriculum in the year 2017.
2. Presenting 51 specific competencies / competency levels identified as relevant and suitable for grades 12 and 13.

The distribution of these competencies is given in the grid below.

Competency	No. of C. levels
1	1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8
2	2.1,2.2,2.3
3	3.1,3.2,3.3,3.4,3.5
4	4.1,4.2,4.3,4.4
5	5.1,5.2,5.3,5.4,5.5
6	6.1,6.2,6.3,6.4
7	7.1,7.2,7.3
8	8.1,8.2,8.3
9	9.1,9.2,9.3
10	10.1,10.2,10.3,10.4
11	11.1,11.2,11.3
12	12.1,12.2,12.3
13	13.1,13.2,13.3

3. Identification of learning outcomes expected at the end of the learning teaching process.
4. Presentation of basic guidelines and limits of the content for teachers and material developers.

In designing the grade eleven syllabus no particular ELT approach was specially considered and therefore, teachers, teacher educators and administrators are requested to be creative and independent to select the best possible methodology to achieve success in teaching and learning. Further, the teachers and material developers are requested to pay special attention to achieve national goals and competencies through teaching of English Language in Sri Lanka to ensure sustainable development within a peaceful and harmonious country.

National Goals

- (i) Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.
- (ii) Recognizing and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.
- (iii) Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.
- (iv) Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.
- (v) Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.

- (vi) Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.
- (vii) Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.
- (viii) Fostering attitudes and skills that will contribute to securing an honorable place in the international community, based on justice, equality and mutual respect.

Basic competencies

The following Basic Competencies developed through education will contribute to achieve the above National Goals:

(i) Competencies in Communication

Competencies in communication are based on four subsets: Literacy, Numeracy, Graphics and IT proficiency.

- Literacy: Listen attentively, speak clearly, read for meaning, write accurately and lucidly and communicate ideas effectively.
- Numeracy: Use numbers for things, space and time, count, calculate and measure systematically.
- Graphics: Make sense of line and form, express and record details, instructions and ideas with line form and colour.
- IT proficiency: Computer literacy and the use of information and communication technologies (ICT) in learning, in the work environment and in personal life.

(ii) Competencies relating to Personality Development

- Generic skills such as creativity, divergent thinking, initiative, decision making, problem solving, critical and analytical thinking, team work, inter – personal relations, discovering and exploring ;
- Values such as integrity, tolerance and respect for human dignity;
- Emotional intelligence.

(iii) Competencies relating to the Environment

These competencies relate to the environment: social, biological and physical.

Social Environment - Awareness of the national heritage, sensitivity and skills linked to being members of a plural society, concern for distributive justice, social relationships, personal conduct, general and legal conventions, rights, responsibilities, duties and obligations.

Biological Environment - Awareness, sensitivity and skills linked to the living world, people and the ecosystem, the trees, forests, seas, water, air and life – plant, animal and human life.

Physical Environment - Awareness, sensitivity and skills linked to space, energy, fuels, matter, materials and their links with human living, food, clothing, shelter, health, comfort, respiration, sleep, relaxation, rest, wastes and excretion.

Included here are skills in using tools and technologies for learning, working and living.

(iv) Competencies relating to preparation for the World of Work.

Employment related skills to maximize their potential and to enhance their capacity

- To contribute to economic development
- To discover their vocational interests and aptitudes

- To choose a job that suits their abilities, and
- To engage in a rewarding and sustainable livelihood

(v) Competencies in relation to Religion and Ethics

Assimilating and internalizing values, so that individuals may function in a manner consistent with the ethical, moral and religious modes of conduct in everyday living, selecting that which is most appropriate.

(vi) Competencies in Play and the Use of Leisure

Emotions of Pleasure, Joy, and such human experiences as expressed through aesthetics, literature, play, sports and athletics, leisure pursuits and other creative modes of living.

(vii) Competencies relating to ‘ learning to learn’

Empowering individuals to learn independently and to be sensitive and successful in responding to and managing change through a transformative process, in a rapidly changing, complex and interdependent world.

Objectives

Objectives of the G.C. E (A/L) syllabus

At the end of the two year course of studies, the learners should be able to:

- (a) read competently any literary text in English and write confidently in clear grammatical English.
- (b) distinguish the main literary genres and the techniques used therein.
- (c) respond to literature sensitively and develop a critical outlook.
- (d) enhance skills for literary as well as non-literary discourse.
- (e) develop a humanistic attitude to the world around them, both human and non-human, as a result of the deeper perceptions learners have achieved.

Competency	Competency Level	Subject Content	Learning Outcome	No of Periods
<p>Part 1</p> <p>1. Identifies and analyses themes, literary techniques and the use of language in creating different levels of meaning.</p>	<p>1.1 Understands the concept of theme</p> <p>1.2 Becomes aware of the special use of language in the literary text/s set for study</p> <p>1.3 Identifies themes in selected contexts through experiential learning</p> <p>1.4 Recognizes literary techniques in the texts selected for study.</p> <p>1.5 Analyzes themes in the selected context and relates techniques to the development of the themes.</p> <p>1.6 Examines how the themes are developed in the structure of the texts selected for study.</p> <p>1.7 Evaluates the overall effect created by the use of language and literary techniques</p> <p>1.8 Compares and contrasts the development of themes in a range of texts.</p>	<p><u>POETRY</u></p> <p>The Chimney Sweeper - William Blake</p> <p>Animal Crackers - Richard de Zoysa</p> <p>Design- Robert Frost</p> <p>Go and Catch a Falling Star - John Donne</p> <p><u>SHORT STORIES</u></p> <p>Action and Reaction - Chitra Fernando</p>	<p>Students will be able to identify the themes in a text, how language and literary techniques are used and contribute to the development of the central ideas in a literary work.</p>	<p>20</p>
<p>2. Recognizes the main features of prose and poetry.</p>	<p>2.1 Identifies the physical features of prose and poetry</p> <p>2.2 Observes differences within each genre: prose, poetry</p> <p>2.3 Responds to the author's selection of a particular sub-class within the main genre</p>	<p><u>POETRY</u></p> <p>Fisherman mourned by his wife – Patrick Fernando</p> <p>To a Snowdrop - William Wordsworth</p> <p>Sonnet 141 – Shakespeare</p> <p>Remember – Christina Rossetti</p> <p><u>DRAMA</u></p> <p>Othello – William Shakespeare</p>	<p>Students will be able to differentiate between poetry and prose based on the physical features of each genre.</p>	<p>40</p>

		The Glass Menagerie – Tennessee Williams <u>SHORT STORIES</u> Cat in the Rain – Ernest Hemingway		
3. Recognizes the basic characteristics of different literary genres.	<p>3.1 Knows the different genres and recognizes their main features.</p> <p>3.2 Relates these features to the content selected for study.</p> <p>3.3 Traces the features in the content selected for study.</p> <p>3.4 Examines unique features in the particular text in relation to the genre / correspondingly examines lapses, if any.</p> <p>3.5 Examines how the unique features identified above enrich the text/weaken it.</p>	<p><u>POETRY</u> Extract from Canto 3 – (Lines 128 - 160) A two-edg'd weapon from her shining case:.. In glitt'ring dust and painted fragments lie! - Alexander Pope To the Memory of Mr. Oldham - John Dryden An Introduction - Kamala Das Money - Philip Larkin <u>DRAMA</u> The Tempest - William Shakespeare <u>SHORT STORIES</u> Eveline - James Joyce <u>Novels</u> July's People - Nadine Gordimer Tess of the d'Urbervilles - Thomas Hardy</p>	Students will be able to demonstrate an understanding of the main features of the different genres and apply them.	40
4 Makes inferences correctly, and reads insightfully.	<p>4.1 Observes the presence of the unstated</p> <p>4.2 Identifies the significance of implied meanings in the unstated</p> <p>4.3 Interprets the unstated plausibly.</p>	<p><u>POETRY</u> Sonnet 73 - William Shakespeare Spring and Fall – Gerard Manley Hopkins</p>	Students will be able to identify and articulate the implied meaning of a given text.	40

	<p>4.4 Improves the quality of thoughts and feelings through additional reading.</p>	<p>An Unknown Girl - Moniza Alvi Suicide in the Trenches – Siegfried Sassoon</p> <p><u>DRAMA</u> The Dumb Waiter – Harold Pinter Sizwe Bansi is Dead – Athol Fugard</p> <p><u>SHORT STORIES</u> Interpreter of Maladies – Jhumpa Lahiri</p>		
<p>5. Responds to and engages with the texts in relation to imagery, ideas, emotions, attitudes, context etc.</p>	<p>5.1 Understands the concept of imagery (how objects in the world are transformed to images in literature)</p> <p>5.2 Knows the terminology and recognizes different kinds of imagery as:</p> <p>a) Sensory: e.g. visual, auditory, olfactory, gustatory, tactile</p> <p>b) Literary devices e.g. simile, metaphor, symbol</p> <p>5.3 Understands the relationship between image and effect.</p> <p>5.4 Analyzes and responds to the effect created by the imagery in terms of ideas, emotions and attitudes.</p> <p>5.5 Relates text to its socio-cultural background.</p>	<p><u>POETRY</u> Phenomenal Woman – Maya Angelou Explosion – Vivimarie Vanderpoorten A Slumber did my Spirit Seal – William Wordsworth Batter my Heart – John Donne</p> <p><u>SHORT STORIES</u> Everyday Use - Alice Walker</p> <p><u>NOVELS</u> The Remains of the Day – Kazuo Ishiguro Nectar in a Sieve – Kamala Markandaya</p>	<p>Students will be able to recognize and respond to different types of imagery and evaluate their significance and relevance in relation to different texts. ideas, emotions and socio-cultural context.</p>	<p>40</p>

6. Develops a personal response to a text through critical thinking and analysis.	<p>6.1 Uses parameters mentioned above to analyze selected texts and empathize with context, characters, emotions /attitudes.</p> <p>6.2 Relates ideas/emotions and attitudes generated by the text to one’s personal experience / world knowledge</p> <p>6.3 Scrutinizes them in relation to one’s own reality / understanding of the world.</p> <p>6.4 Improves the quality of thought and feeling through reading.</p>	<p><u>POETRY</u> Among School Children – W.B. Yeats The Cathedral Builders - John Ormond Morning at the Window – T.S. Eliot Ode to a Nightingale – John Keats</p> <p><u>SHORT STORIES</u> The Thing around your Neck – Chimamanda Adichie</p> <p><u>NOVELS</u> Life of Pi – Yann Martel</p>	Students will be able to articulate a particular stance through critical reading and reflection.	40
<u>Part 2</u> 7. Presents a personal critical response to the literary texts using appropriate conventions of academic/formal essay writing.	<p>7.1 Uses an appropriate essay format of writing to express response.</p> <p>7.2 Cites textual evidence appropriately to support analysis.</p> <p>7.3 Refers to recommended sources/materials to extend and sharpen their opinions.</p>	Selected prose and poetry extracts from the contents included in Part I. Unseen texts, variety of language texts	Students will be able to structure and present their response to a text and provide evidence by citing primary and secondary materials effectively.	20
8. Presents relevant aspects/ issues /episodes connected to the topic.	<p>8.1 Prioritizes aspects/issues episodes</p> <p>8.2 Selects a framework for presenting the material</p> <p>8.3 Organizes the material</p>	Language genres: reports, articles, newspaper materials, extracts from academic texts etc.	8. Students will be able to organize and present the relevant material pertaining to a topic in an organized manner	20
9. Discusses, substantiates and	<p>9.1 Sees context from different points of view.</p> <p>9.2 Selects linguistic/structural form for</p>	Selected contents from part I, Extracts from language texts selected	9. Students will be able to present different	10

illustrates point of view.	different points of view. 9.3 Relates the different points of view to a central stand point.	from different language genres	perspectives on a given topic/text, provide evidence, and distinguish between a fact and an opinion.	
10. Writes accurately and uses appropriate structure and vocabulary.	10.1 Writes with appropriate grammatical structures. 10.2 Uses correct grammatical structures. 10.3 Uses appropriate vocabulary with nuances where necessary. 10.4 Selects organizational structures and writes clear grammatical prose carrying the tempo of thought and feeling.	Inputs from grammar source books, model essays from famous writers, newspapers and journal materials.	10. Students will be able to organize and present their ideas accurately and fluently in the written form.	10
11. Paraphrases where necessary in his/her own words.	11.1 Recognizes words and word groups that need explanation in context. 11.2 Relates a given text /idea without affecting its meaning. 11.3 Writes clearly grammatically correct prose.	Selected contents from Part I, unseen passages of prose and poetry selected as appropriate by teachers	11. Students will be able to differentiate between the main ideas and supporting details of a text and rewrite it in their own language coherently and cohesively.	20
12. Employs appropriate strategies to summarize while retaining the meaning of the original text.	12.1 Avoids repetition and illustration in explaining complex phrases and words. 12.2 Omits irrelevant details and writes the main ideas in their own words. 12.3 Avoids ambiguity.	Variety of language and literary texts selected by teachers, unseen passages, reports and articles from newspapers and similar materials	12. Students will be able to write the main ideas and organize their writing concisely and cohesively.	20
13. Identifies, analyses and responds to literary elements in unforeseen texts of prose and poetry.	13.1 Develops an impression of the given text. 13.2 Identifies the literary techniques by name and their contribution to the meanings of a text. 13.3 Evaluates the technique within the process of production/ creation.	Unseen passages of Prose, Poetry and Drama	13. Students will be able to apply their knowledge of literary analysis and respond to the unseen texts and present it in a written format.	20

Competency 1

Identifies and analyzes themes, literary techniques and the use of language in creating different levels of meaning.

- Competency levels:**
- 1.1 Understands the concept of theme
 - 1.2 Becomes aware of the special use of language in the literary text/s set for study
 - 1.3 Identifies themes in selected contexts through experiential learning
 - 1.4 Recognizes literary techniques in the texts selected for study.
 - 1.5 Analyzes themes in the selected context and relates techniques to the development of the themes.
 - 1.6 Examines how the themes are developed in the structure of the texts selected for study.
 - 1.7 Evaluates the overall effect created by the use of language and literary techniques
 - 1.8 Compares and contrasts the development of themes in a range of texts.

No. of periods: 20

Expected learning outcome

- Students will be able to identify the themes in a text, how language and literary techniques are used and contribute to the development of the central ideas in a literary work.

Instructions for lesson planning

Study of literature in any language in the formal classroom is a process to be planned and executed very carefully. Literary texts identified for a particular course of study are selected and prescribed in such a way that the teachers and students find it convenient to engage in a joint effort to explore specific themes associated with them and the literary techniques and language employed by the writers to bring out the themes to the reader. It is in this context, teachers need to pay specific attention to the issue; how to get learners explore these elements in a literary text effectively. Since literature teaching sessions involve a great deal of reading

and explanations, planning the lessons to break the monotonous routine of explanations is of great importance.

In this context, it is advisable to plan the lessons focusing more on the competency levels identified here providing opportunities for learners to explore the texts prescribed and content section of the syllabus to achieve mastery in each of them. Teacher-led discussions, mini debates and structured assignments can be a few suggestions for teachers to plan their lessons to help learners achieve mastery in the key competency mentioned here.

The most important aspect here is not studying texts prescribed in the syllabus in isolation, but to compare and contrast them critically in order to have an in-depth understanding of the concept of theme, literary techniques and language use so that they become independent readers who could analyze any piece of work critically.

Tips for the teacher

Paying attention to the following tips would be useful to the teacher, in achieving the learning outcome of the competency.

- Make students understand that a theme is a very important aspect that brings together all the other aspects of a piece of literature.
- Discuss how the theme of a text helps readers understand the characters and how the behavior and attitudes of the characters and conflicts help the reader to understand the theme.
- Help the students to critically examine the specific use of language in the literary texts prescribed for their study and discuss the importance of it in conveying the themes.

Suggested activity:

Make use of the following extracts to teach how language has been specifically used to convey the different emotions and feelings of the writers. Discuss how this specific use of language is helpful to bring out an emotional response in the reader.

“And their jackals
run panting, rabid in the roaring’s wake,
infecting all with madness as they pass
while My Lord

the Elephant sways in his shaded arbour,
wrinkles his ancient brows, and wonders—
if, did he venture out to quell this jungle-tide
of rising flame, he'd burn his tender feet.”

(Animal Crackers by Richard de Zoysa)

“Loku nenda's always talking about giving but she's not going to give Kusuma even a New Year present. And Kusuma isn't going to get any *kavum* or *kokis* or *aluva!* Nenda is very unkind”

(Action and Reaction by Chitra Fernando)

- Make students aware of the relationship between the theme/s and the literary techniques and the contribution of the techniques to develop the theme.

Suggested Activity;

Discuss the use of literary techniques in relation to the theme of the following poem.

I found a dimpled spider, fat and white,
On a white heal-all, holding up a moth
Like a white piece of rigid satin cloth--
Assorted characters of death and blight
Mixed ready to begin the morning right,
Like the ingredients of a witches' broth--
A snow-drop spider, a flower like a froth,
And dead wings carried like a paper kite.

(Design by Robert Frost)

- Draw attention of the students to the structure of literary texts selected for their study and let them examine how the themes are developed in the structure of the text.
- Show the significance of the title of the literary work in identifying/ guessing/ understanding theme. Tell them sometimes theme is directly reflected

in the title and sometimes not. Show them that in the latter case, they will have to use their insights.

- Make use of a range of texts from different genres to compare and contrast the development of themes.

Instructions for assessment and evaluation

Assessment and evaluation process should be organized considering the following.

- Making the students confident in independent analysis of a literary text paying attention to the structure, specific use of language and the use of literary techniques.
- Making the students confident in identifying the purpose of the writer and what he/she is trying to convey in a particular piece of literature.

For this purpose teachers can use simple literary texts at the beginning and ask individual students to identify what the writer is trying to convey.

- Using group activities which generate a discussion among students about literary texts.

Suggestions for further reading

theeditorsblog.net/2010/10/24/what-is-theme

<https://diymfa.com/writing/theme-important>

Competency 2

Recognizes the main features of prose and poetry.

- Competency levels:**
- 2.1 Identifies the physical features of prose and poetry
 - 2.2 Observes differences within each genre: prose, poetry
 - 2.3 Responds to the author's selection of a particular sub-class within the main genre

No. of periods : 40

Expected learning outcome

- Students will be able to differentiate between poetry and prose based on the physical features of each genre.

Instructions for lesson planning

The second competency identified for the Grades 12 -13 English Language curriculum is aimed at helping the students be familiar with one of the most important aspects of learning Literature; recognizing the main features of prose and poetry. A student of Literature is expected to have this basic competency before proceeding with the analysis of individual texts prescribed for learning under each genre; prose and poetry.

The three competency levels related to this competency focus on one major learning outcome. This learning outcome specifically highlights the ability to differentiate between poetry and prose based on the physical features of each genre.

Identifying the physical features of prose and poetry; competency level 2.1 can be considered as the foundation to have a broader understanding regarding the two genres. Rather than isolating the two genres, it would be helpful to make the learner identify the similarities and differences of them through a comparative study. Competency level 2.2; observing the differences within each genre can be regarded as an extension of the first competency level. Here the teacher is expected to expose the students to do a deeper analysis of the characteristics of each genre; prose and poetry. The competency level 2.3; responds to the author's selection of a particular sub-class within the main genre expects the students to actively respond to the literary texts with specific attention to the writer's choice of a sub class within a particular genre to express his or her feelings.

Generally accepted differences between prose and poetry.

The teacher should feel free to refer to prose and poetry in the students' first language and let them see that there is a difference between prose and poetry written in their mother tongue(s) as well. They can then transfer that knowledge to English

Poetry and prose are two ways of classifying the different styles of writings. There are some general differences between the two.

Poetry	Prose
It is defined as the form of art in which language is used for its evocative and aesthetic qualities in addition to its apparent meaning.	It is defined as the most general form of written language that is not used for formal patterns of a verse.
Lines are considered to be basic units of poetry.	Sentences are considered to be basic units of prose.
The language of poetry tends to be more expressive or decorated, with comparisons, rhyme, and rhythm contributing to a different sound and feel.	The language of prose is typically straightforward without much decoration
Ideas are contained in lines that may or may not be sentences. Lines are arranged in stanzas.	Ideas are contained in sentences that are arranged into paragraphs
Poetry uses line breaks for various reasons—to follow a formatted rhythm or to emphasize an idea. Lines can run extremely long or be as short as one word or letter.	There are no line breaks. Sentences run to the right margin.
It is a lyrical form of writing	It is the typical and linear form of writing.
It is more expressive and attractive	It is simple and common.

Common sub-classes within poetry

Ballad

Sonnet

Ode

Lyric

Epic

Elegy

Common sub-classes within prose

Short story

Novel

Fiction

Nonfiction i.e., travel writing, essays, newspaper feature articles etc.

Tips for the teacher

Teachers are expected to pay attention to the following in helping students achieve the expected learning outcome of the competency.

- Allocate a few periods to familiarize the students with the two genres before teaching individual literary texts.
- Study the Teachers' Resource Book published by the National Institute of Education for detailed descriptions about the two genres.
- Make use of the poems and prose items prescribed for study to help students identify the basic differences between the two genres. It is helpful to divide students into groups and giving them tasks to identify the characteristics of each genre rather than presenting them with a list of differences.

Suggested activity:

Get the students to identify the differences in the following two literary texts.

“When you were not quite thirty and the sun

Had not tanned you into old-boat brown,
When you were not quite thirty and had not begun
To be embittered like the rest, nor grown
obsessed with death, then would you come
Hot with continence upon the sea
Chaste as a gull flying pointed home,
In haste to be with me!”

(The Fisherman Mourned by his Wife- Patrick Fernando)

“There were only two Americans stopping at the hotel. They did not know any of the people they passed on the stairs on their way to and from their room. Their room was on the second floor facing the sea. It also faced the public garden and the war monument. There were big palms and green benches in the public garden.”

(Cat in the Rain- Ernest Hemingway)

- Generate discussions in the classroom to identify the intention of the writers in selecting a particular genre to put across his or her feelings and emotions successfully to the reader. Detailed descriptions about common sub-classes are provided in the Teachers Resource Book published by the National Institute of Education.
- Discuss the basic differences between the two genres as well as the different ways of responding to them.
- It is important to notice that there will be explicit practice in identifying all the genres of literary texts in competency 3 which is to follow. Therefore it will be useful for the teacher to combine these two competencies for better output in the teaching learning process.

Instructions for assessment and evaluation

Assessment and evaluation processes should be organized considering the following.

- Improving confidence of the students to respond to the two genres.
- Training students to respond in different ways to the two genres.
 - Commenting on the theme/s, literary features, and use of language.

- Commenting on the plot, characters etc.
- Interesting assessment tools such as enacting a part from a short story, making predictions about the conclusion, commenting on the characters, reciting a poem with appropriate rhythm can make learning interesting as well as making the students aware of the basic differences between the two genres.
- Making assessment an integral part of learning and teaching instead of considering it an outside process forced on teachers and students.

Suggestions for further reading:

A Dictionary of Literary Terms, Martin Gray, Pearson Education, 2008

<https://literarydevices.net/genre/>

www.storyboardthat.com/articles/e/literary-genres

Competency: 3**Recognizes the basic characteristics of different literary genres.**

- Competency levels:**
- 3.1 Knows the different genres and recognizes their main features.
 - 3.2 Relates these features to the content selected for study.
 - 3.3 Traces the features in the content selected for study.
 - 3.4 Examines unique features in the particular text in relation to the genre / correspondingly examines lapses, if any.
 - 3.5 Examines how the unique features Instructions for lesson planning identified above enrich the text/weaken it.

No. of periods: 40

Expected learning outcome

- Students will be able to demonstrate an understanding of the main features of the different genres and apply them.

Instructions for lesson planning

The third competency identified for Grades 12-13 English Language curriculum is aimed at helping the students to be familiar with the different literary genres. The five competency levels prescribed for the learners focus on knowing, relating, tracing and examining main features of different literary genres. Accordingly the learning outcome of all the five competency levels has been identified as demonstrating an understanding of the main features of the different genres and applying them appropriately.

Becoming aware of the main features of different literary genres given in competency level 3.1 can be considered as the foundation for learning literature. In addition, examining text features and content to determine genre is an avenue of teaching students to analyze a text. This will explicitly help the students to bridge the gap between different genres they see in different contexts. Although the interaction with academic-style texts is common in a school environment, interaction with non-formal texts like story books, newspapers etc. are common mostly in a home environment. Therefore the teachers can assist the students to bridge the literacy gap by validating the texts they see at home and teaching them to analyze them paying attention to all genres of literature.

However, it is important to notice that many students find it difficult to appreciate a literary piece simply because they are unaware of the characteristics of the particular genre that it fits into. Therefore at the early stages of learning/teaching process of literature receiving a sufficient knowledge about different genres provides an immense support for the learners to interact with the text better.

A general overview of different genres

In broad terms, 'genre' refers to any works that share certain characteristics. Given below are some examples for different genres of literature.

- **Drama** - This genre is stories composed in verse or prose, usually for theatrical performance, where conflicts and emotions are expressed through dialogue and action.
- **Poetry** - verse and rhythmic writing with imagery that evokes an emotional response from the reader. The art of poetry is rhythmical in composition, written or spoken.
- **Fantasy** - The forming of mental images with strange or other worldly settings or characters; fiction which invites suspension of reality.
- **Fable** - A story about supernatural or extraordinary people usually in the form of narration that demonstrates a useful truth. In Fables, animals often speak as humans that are legendary.
- **Fairy Tales or Wonder Tales** - A kind of folktale or fable. Sometimes the stories are about fairies or other magical creatures, usually for children.
- **Science Fiction** - This is a story based on impact of potential science, either actual or imagined. Science fiction is one of the genres of literature that is set in the future or on other planets.
- **Short Story** - Fiction of such briefness that is not able to support any subplots.

- **Realistic Fiction** - A story that can actually happen and is true to real life.
- **Folklore** - Songs, stories, myths, and proverbs of a person of “folk” that was handed down by word of mouth. Folklore is a genre of literature that is widely held, but false and based on unsubstantiated beliefs.
- **Historical Fiction** - A story with fictional characters and events in a historical setting.
- **A Tall Tale** - Humorous story with blatant exaggerations and swaggering heroes who do the impossible.
- **Legend** - A story that sometimes of a national or folk hero. Legend is based on fact but also includes imaginative material.
- **Mystery** - A genre of fiction that deals with the solution of a crime or the unraveling of secrets. Anything that is kept secret or remains unexplained or unknown.
- **Mythology** - A type of legend or traditional narrative. This is often based in part on historical events, that reveals human behavior and natural phenomena by its symbolism; often pertaining to the actions of the gods. A body of myths, as that of a particular people or that relating to a particular person.
- **Narrative** - Information based on fact that is presented in a format which tells a story.
- **Essays** are a short literary composition that reflects the author’s outlook or point. A short literary composition on a particular theme or subject, usually in prose and generally analytic, speculative, or interpretative.
- **A Biography** is a written account of another person’s life.
- **An Autobiography** gives the history of a person’s life, written or told by that person. Often written in Narrative form of the person’s life.
- **Speech** is the faculty or power of speaking; oral communication; ability to express one’s thoughts and emotions by speech, sounds, and gesture. Generally delivered in the form of an address or discourse.

Tips for the teacher

However, Grades 12-13 English Language syllabus focuses more on the four genres; Poetry, Drama, Short Story and Novel. Therefore the teachers are expected to expose the students more to these four areas. The teachers can provide them with the ability to identify a particular genre based on main features and to evaluate the particular text according to genre that it belongs to.

Suggested activity:

Make use of extracts taken from the following literary texts in order to help students identify, examine and differentiate the features of different literary genres.

An Introduction by Kamala Das

The Tempest by William Shakespeare

Eveline by James Joyce

July's People by Nadine Gordimer

Instructions for assessment and evaluation

Assessment and evaluation process should consider the following.

- Allocate sufficient time to provide enough practice in identifying main features of different genres when conducting lessons in the classroom.
- Study the Teachers' Resource Book published by the National Institute of Education for detailed accounts of the different genres.
- Application of digital materials (CDs, films, etc.) as much as possible in introducing features of different genres is expected.

Suggestion for further reading:

<http://www.readingandwritinghaven.com/why-teach-genres-and-how/>

<https://blog.oup.com/2014/05/why-literary-genres-matter/>

<http://genresofliterature.com/>

The Oxford English Dictionary

Competency 4

Makes inferences correctly and reads insightfully

- Competency levels:**
- 4.1 Observes the presence of the unstated
 - 4.2 Identifies the significance of implied meanings in the unstated
 - 4.3 Interprets the unstated plausibly.
 - 4.4 Improves the quality of thoughts and feelings through additional reading.

Number of periods : 40

Expected learning outcome

- Students will be able to identify and articulate the implied meaning of a given text.

Instructions for lesson planning

The fourth competency in the Grades 12 and 13 English Language syllabus focuses on one of the higher order reading skills: inference. The four competency levels related to this competency aim at making the learners identify the process of dealing with inference used in literary texts, identify the importance of implied meanings to the comprehension of the text and give credible interpretations. These four competency levels focus on achieving one major learning outcome related to inference: identifying and articulating the implied meaning of a literary text.

Making reasonable inferences is a vital skill in understanding and analyzing literature.

It is the process of arriving at a conclusion using known evidence or premises and logically forming an opinion or interpretation. (www.literarydevices.com)

Comprehension of a text becomes vivid when the reader is able to infer the true motives of the characters and the meanings of the figurative language. Skills of inference are needed not simply to be able to ‘read between the lines,’ to detect the unspoken hidden meanings that enrich overall understanding of a text or to draw one’s own personal conclusions about a text. They are also needed for all the other tasks that teachers want their children to do in handling texts: to understand the effects achieved through choices in vocabulary, to recognize what the

writer is trying to accomplish through the whole text and to appreciate what the impact on the reader may be. Almost any reading activity that goes beyond literal understanding involves some degree of inference. (Kispal A., 2008:6). Therefore the teacher should make it a point to provide ample practice for students to infer and arrive at conclusions on literary texts.

How to infer

Inferences are based on evidence. To infer, we must collect evidence. And evidence is collected by the process of analysis.

Analysis is a particular form of investigation. In general usage, analysis refers to any close, careful, or systematic examination. In the discussion here, the term “analysis” is used in its more technical meaning. Analysis is a process of investigating something by breaking it into parts for closer examination. Complex topics are broken down into simpler ones. Intricate patterns are broken down into less complicated elements. A problem is simplified by limiting the amount that must be examined at any one time.

The goal of analysis is not simply discovering parts within the whole, but to understand the whole. Once the parts are identified, analysis then seeks to determine how those parts are related. From a recognition of

- the nature of the parts, and
- the relationships between the parts

We infer additional meaning. In the analytic model, the whole is seen as greater than the sum of its parts. (<http://www.criticalreading.com>)

Tips for the teacher

- In order to identify inference, the existence of shared knowledge between the author and the reader is important. Therefore, provide adequate background information on the particular text that would be helpful for the learners in the process of comprehension. Refer to the Teacher’s Resource Book published by the National Institute of Education for background information on literary texts prescribed for study.
- Make the learners aware that different aspects can be inferred in a text.
 - character traits
 - emotions and feelings

- author's opinions and feelings etc.
- It is important to guide the learners to make use of clues or references in the text in order to make credible inferences.

Suggested activity:

Guide the students to study the following extract in groups and comment on the implied meaning of the speaker. The teacher may have to give the context: writing which belongs to the Asian women writers in Britain)

In the evening bazaar

 very deftly

an unknown girl

is hennaing my hand.

 I am clinging

To these firm peacock lines

 like people who cling

 to the sides of a train.

(An Unknown Girl by Moniza Alvi)

- Learners should be given ample practice on identifying figurative language used in similes, metaphors and allusions so that they can understand the deeper meanings expressed through them.

Suggested activity:

Get the students infer what is implied by the use of figurative language in the following extract.

That time of year thou mayst in me behold

When yellow leaves, or none, or few, do hang

Upon those boughs which shake against the cold,

Bare ruin'd choirs, where late the sweet birds sang.

(Sonnet 73 by William Shakespeare)

- Draw the attention of the learners to particular situations in the text and relate them to the experience or prior knowledge of the learners that would help in understanding implied meanings.
- There can be more than one correct answer when inferring but the learners should be able to support the answers adequately.
- Following three column chart can be used to help the learners to practice inference at initial stages.

Quote from text	Page number	Inference

(Michela Kopitski, 2007)

- Marzano (2010) suggests teachers pose four questions to students to facilitate a discussion on inferences.
 1. What is my inference?
 2. What information did I use to make this inference?
 3. How good was my thinking?
 4. Do I need to change my thinking?

Instructions for assessment and evaluation

Assessing inference skill is a dynamic process. Since reading happens silently within individuals it is vital to think of strong and realistic measures of assessing reading.

In formative assessments following areas can be focused in relation to inference:

- Predicting based on explicit information
- Forming opinions about characters and situations
- Identifying author's point of view and attitudes
- Inferring motives of characters and themes

Keeping records of the students' progress of reading identified as a result of formative evaluation may help teachers plan remedial measures as well as summative evaluation.

Suggestions for further reading

Effective Teaching of Inference Skills for Reading, Anne Kipsal, National Foundation for Educational Research, 2008

Exploring the Teaching of Inference Skills, Michela Kopitski, Hamline University, 2007

Think Literacy: Cross-Curricular Approaches, Grades 7-12

Handbook of Research on Reading Comprehension, second edition, Susan E. Israel

Competency 5

Responds to and engages with the texts in relation to imagery, ideas, emotions, attitudes, context etc.

- Competency levels:**
- 5.1 Understands the concept of imagery (how objects in the world are transformed to images in literature)
 - 5.2 Knows the terminology and recognizes different kinds of imagery as:
 - a. Sensory: e.g. visual, auditory, olfactory, gustatory, tactile
 - b. Literary devices: e.g. simile, metaphor, symbol
 - 5.3 Understands the relationship between image and effect.
 - 5.4 Analyzes and responds to the effect created by the imagery in terms of ideas, emotions and attitudes.
 - 5.5 Relates text to its socio-cultural background.

Number of periods: 40

Expected learning outcome

- Students will be able to recognize and respond to different types of imagery and evaluate their significance and relevance in relation to different texts, ideas, emotions and socio-cultural context.

Instructions for lesson planning

The fifth competency in the English Language syllabus for grades 12 and 13 examines how imagery can be used to bring about a variety of effects.

The five competency levels aim at making the learners identify the different types of imagery, i.e. sensory and images created through literary devices, analyze the diverse effects created through them and relate texts to socio-cultural backgrounds in which they are being written. These five competency levels focus on achieving one major learning outcome related to analysis of imagery.

In its narrowest sense an “image” is a word picture, a description of some visible sense or object. More commonly, however, ‘imagery’ refers to the figurative language in a piece of literature (metaphors and similes); or all the words which refer to objects and qualities which appeal to the senses and the feelings.

(A Dictionary of Literary Terms, Martin Gray, Pearson, 2008)

Images need not be only visual; any of the five senses (sight, hearing, touch, taste, smell) can respond to what a poet writes.

Sensory imagery:

- **Visual imagery**

Good readers construct mental images as they read a text. By using prior knowledge and background experiences, readers connect the author's writing with a personal picture. Through guided visualization, students learn how to create mental pictures as they read.

- **Auditory imagery**

The reader can hear the sounds that are being made or can be heard. Authors sometimes use Onomatopoeia to convey this type of imagery.

- **Olfactory imagery**

Allows the reader to imagine the smell of the odors and scents in the writing.

- **Gustatory imagery**

The reader can imagine the taste of certain things.

- **Tactile Imagery**

Allows the reader to imagine the feel or texture of certain things.

Literary Devices:

- **Simile**-A simile is a figure of speech that directly compares two unlike things. To make the comparison, similes most often use the connecting words "like" or "as," but can also use other words that indicate an explicit comparison.

- **Metaphor**- A metaphor is a figure of speech that compares two different things by saying that one thing *is* the other.

- **Symbol**-Symbolism is used in literature when one thing is meant to represent something else. Symbolism helps create meaning and emotion in a story.

<https://study.com/academy/lesson/what-is-symbolism-in-literature-definition-types-examples.html>

Tips for the teacher

- First, to determine the general meaning of the text, get the students to ask themselves: “What’s going on, and how do I know?”
- Get the learners to create their own imagery on the five sensory categories and ask them to present the imagery to the class so that the other learners can identify them.
- Before getting the learners to identify and analyze the different types of imagery in the literary texts prescribed, present the learners with simple examples in order to prepare them for the complex ones that they would encounter later.

Suggested activity:

Get the students to identify the imagery present in the following extracts.

- The starry night looked so beautiful that it begged him to linger, but he reluctantly left for home.
- The fragrance of spring flowers made her joyful.
- The sound of a drum in the distance attracted him.
- The wild gusts of cold wind pierced her body.

(<https://literarydevices.net/imagery>)

- During the reading of the literature, have students listen for imagery. Have them close their eyes and visualize what the author is saying. After doing this, a class discussion can occur about why the author chose that particular way of saying something. How did it help the reader visualize what was happening in the text? Did it provoke any certain feelings from the reader? What was the attitude of the author?
- Find two or three powerful, visually appealing or inspirational images to show your class, such as a soldier parachuting with a military dog, a firefighter rescuing a child from a fire (not a graphic one) or a lion rescuing her cub on a cliff. Ask your students to choose one of the photos and write a five-sentence paragraph or 10-line poem about

the picture, including imagery in their writing. Instruct them to use descriptive adjectives, action verbs and similes or metaphors to articulate emotional elements in their stories or poems. Encourage your students to incorporate a brief storyline about the photo -- rather than just describing the image -- to add flow and purpose to their writing.

(<https://penandthepad.com/teach-imagery>)

- Exploring the way writers and illustrators have described characters in narratives provides students with models of how to describe characters in their own writing. Choose books that explore these aspects both visually and in words. Involve students in matching the description of the characters to their images. After matching the descriptions and comparing the character representations introduce the word 'like'. Discuss how characters' physical and emotional descriptions can be like other things.
- A three-step process for finding meaning in figurative language that focuses the reader on a problem-solving approach is suggested by Simmons & Palmer (1994).
 - Locate the figurative language (word or phrase) within the passage being read.
 - Decipher the literal meaning and determine if that is the message the author is actually trying to convey to the reader.
 - Use background knowledge about the word or phrase to decide what meaning the author intended. (<http://www.sc3ta.org>)
- Before reading *Everyday Use* by Alice Walker, discuss the socio-cultural setting for the story. Why is knowing this important? How does its setting play a part in the reader's understanding of the story? Read the story and further discuss using questions such as how was Dee's skin color used as a symbol in the story? Her name change? Explore the deeper implications of the importance of the socio-cultural background of a text when asking 'How might this story have been different if set in a Sri Lanka context?'

Instructions for assessment and evaluation

It is important to conduct formative assessments at the end of each section so that it would facilitate the students' performance at the summative tests.

Students need to be aware of the significance of metaphors in daily life, using different examples.

The students can complete something like the chart below.

Imagery	Text (Include the name of the text and the context)	Explanation of significance and relevance to text	Explanation of what the author means and the ideas, emotions he/she is trying to convey. Discusses the importance of the socio-cultural context
Visual			
Auditory			
Olfactory			
Gustatory			
Tactile			
Simile			
Metaphor			
Symbol			

Rubric for the chart:

Criteria	Excellent	Proficient	Beginning	Needs Improvement
Appropriate Examples Given	Provides examples and the context for all 7 imagery categories. Context is included to	Provides examples and the context for all 7 imagery categories. Enough context is included to	Provides examples and the context for all 7 imagery categories. But the examples may not be	Provides examples to less than the 7 categories OR provided examples to all 7 categories, but

	support the reader being able to visualize the author's meaning. The examples show a obvious link to the correct imagery used.	help the reader understand the meaning. The examples show a link to the correct imagery used.	correctly aligned to the imagery category.	they did not align to the correct imagery category.
Relevance to text	Explains the context and why the author might have chosen to use that particular imagery tool in the text. Relates it to the style of writing in the other parts of the text.	Explains the context and why the author might have chosen to use that particular imagery tool in the text.	Explains the context of the imagery tool.	Does not address the relevance to the text.
Relevance to ideas, emotions, and socio-cultural context	Looks at the deeper meaning of the imagery and explains the ideas and emotions the author is trying to invoke in the reader. Relates the socio-cultural context	Looks at the meaning of the imagery tool and explains the ideas and/or emotions the authors is trying to invoke in the reader. Discusses the socio-cultural	Explains the ideas or emotions the author is trying to invoke in readers. No mention of the socio-cultural context is included.	Incorrectly explains the ideas or emotions the author is trying to invoke in readers. No mention of the socio-cultural context is included.

	of the writing period and the impact that might have on the author choosing to use the particular imagery tool.	context of the writing period.		
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Suggestions for further reading

A Dictionary of Literary Terms, Martin Gray, Pearson, 2008

www.readwritethink.org › Professional Development

<https://literarydevices.net>

<https://www.litcharts.com>

<https://penandthepad.com>

Competency 6

Develops a personal response to a text through critical thinking and analysis.

- Competency levels :**
- 6.1 Uses parameters mentioned in Competency 5 to analyse selected texts and empathise with context, characters, emotions/attitudes.
 - 6.2 Relates ideas/emotion and attitudes generated by the text to one's personal experience / world knowledge
 - 6.3 Scrutinises them in relation to one's own reality / understanding of the world
 - 6.4 Improves the quality of thought and feeling through reading

No. of periods: 40

Expected learning outcome

- Students will be able to articulate a particular stance through critical reading and reflection

Instructions for lesson planning

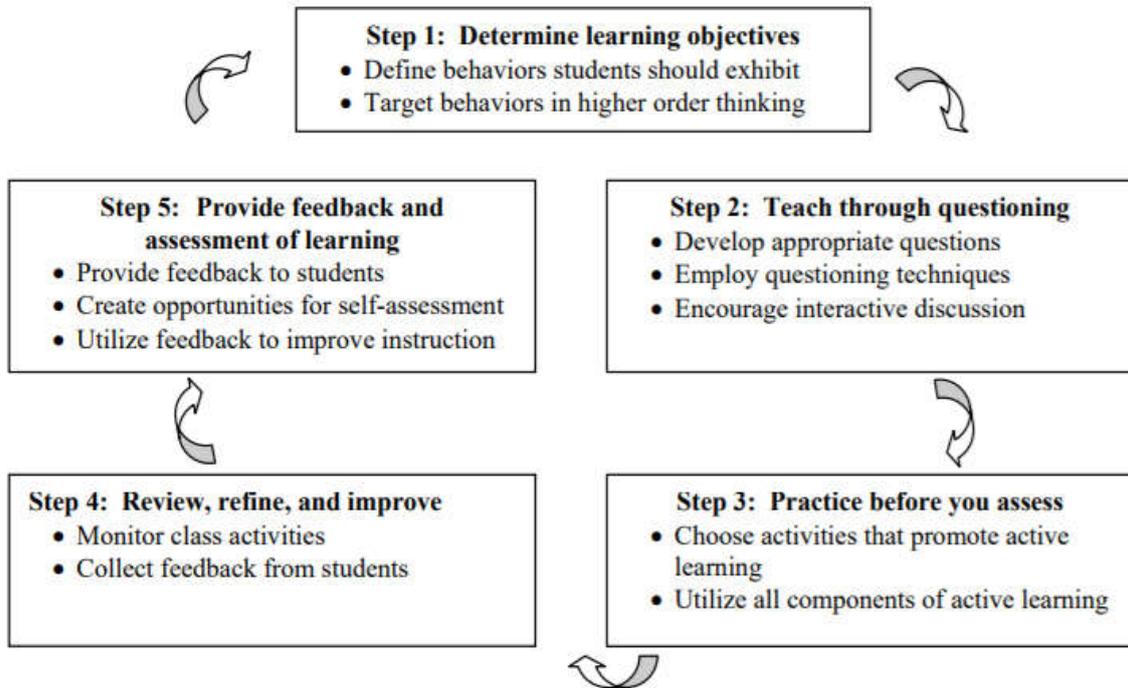
The teachers can make use of the following points for their own creative planning of the lessons. The following background information is provided to explain the hierarchy of thinking skills that includes critical thinking and analysis.

Classifications and Types of Thinking

- Convergent or Analytical Thinking: Bringing facts and data together from various sources and then applying logic and knowledge to solve problems or to make informed decisions.
- Divergent thinking: Breaking a topic apart to explore its various components and then generating new ideas and solutions.
- Critical Thinking: Analysis and evaluation of information, beliefs, or knowledge.

- Creative Thinking: Generation of new ideas breaking from established thoughts, theories, rules, and procedures.

Five Step Model to Move Students towards Critical Thinking



Duron R., Limbach B., Waugh W. 'Critical Thinking Framework for Any Discipline'
 In International Journal of Teaching and Learning in Higher Education
 2006, Vol 17, No 2, 160-155 (accessed December 2017, www.isetl.org/ijthe)

Step 2 requires the development of appropriate questions.

Bloom's Taxonomy: Question Stems

Knowledge	Comprehension	Application
Identification and recall of information	Organisation and selection of facts and ideas	Use of facts, rules and principles
What is ___?	How would you explain ___?	How would you make use of ___?
Where is ___?	How would you identify ___?	How does ___ apply to ___?
Who were the main ___?	How are these alike?	How would you modify
Why did ___?		
When did ___?		

<p>How would you show ____?</p> <p>How did ____ happen?</p> <p>Which one ____?</p> <p>How is ____?</p> <p>When did ____ happen?</p> <p>List three ____.</p> <p>How would you describe ____?</p> <p>What do you recall about ____?</p> <p>Select ____.</p> <p>How would you explain ____?</p> <p>Who was ____?</p>	<p>Different?</p> <p>How would you differentiate between ____?</p> <p>What do you conclude from ____? What characteristics identify ____?</p> <p>What is the difference between ____?</p> <p>What relationship exists between ____?</p> <p>What patterns exist ____?</p> <p>What could be a reason for ____?</p> <p>What can you interpret from the graph/table?</p> <p>Which does not belong?</p> <p>What would happen if ____?</p>	<p>____?</p> <p>Under what conditions would you ____?</p> <p>How could you apply what you have read to construct ____?</p> <p>How would you use the facts to investigate ____?</p> <p>Using what you know, how would you design ____?</p> <p>Utilize ____ to ____.</p> <p>Illustrate a way to ____.</p> <p>What other way would you demonstrate ____?</p> <p>Identify the results if ____?</p> <p>Predict what would happen if ____?</p> <p>What would result if ____?</p> <p>Show me a way to organize ____.</p> <p>Why does ____ work?</p> <p>Using what you have learned, how would you solve ____?</p>
<p>Analysis</p> <p>Separating a whole into component parts</p>	<p>Synthesis</p> <p>Combining ideas to form a new whole</p>	<p>Evaluation</p> <p>Developing opinions, judgements or decisions</p>
<p>Determine what could have caused ____?</p> <p>Discuss the pros and cons of ____?</p> <p>Explain why it is not possible for ____.</p>	<p>Create/propose an alternative to ____?</p> <p>How would you improve ____?</p> <p>Devise a way to ____?</p> <p>Hypothesize the reason for</p>	<p>Based upon the evidence, explain your choice.</p> <p>Compare the ideas of ____.</p> <p>How else would you ____?</p> <p>How would you critique ____?</p>

<p>How would you order ____?</p> <p>How would you document ____?</p> <p>Justify your conclusion about ____.</p> <p>Why do you think ____?</p> <p>What fallacies influenced ____? What are the components of ____?</p> <p>What is the reason for ____?</p> <p>What observations can you make from ____?</p> <p>What evidence will support/refute ____?</p> <p>What relationship exists between ____?</p> <p>What inference can you make/were made from ____? What assumptions can you make/were made about ____?</p> <p>What is your analysis of ____?</p> <p>What ideas validate ____?</p> <p>What conclusions can you deduce ____?</p> <p>Under what conditions ____?</p> <p>Using the assumption of the ____ theory, analyse ____?</p>	<p>____?</p> <p>Design a fair test for ____.</p> <p>Predict the outcome of ____.</p> <p>Develop a theory to explain ____.</p> <p>Propose a hypothesis/an experiment for ____.</p> <p>Develop a model to represent ____.</p> <p>Think of an original way to represent ____.</p> <p>Develop an experiment to determine ____.</p> <p>What solutions would you suggest for ____?</p> <p>Elaborate on ____.</p> <p>What could be done to integrate ____?</p> <p>How would you test ____?</p> <p>What would happen if ____?</p> <p>How would you combine ____ to create a different ____?</p> <p>What changes would you make to revise ____?</p>	<p>How would you interpret ____?</p> <p>How would you verify ____? How would you determine the facts about ____?</p> <p>How would you prove/disprove ____?</p> <p>Rate the ____.</p> <p>State a case that would support/reject ____.</p> <p>What is the most important ____?</p> <p>What data was used to evaluate ____?</p> <p>What would you conclude about ____?</p> <p>What is the significance of ____?</p> <p>What criteria would you use to assess ____?</p> <p>What choice would you have in ____ situation?</p> <p>What data was used to evaluate ____?</p> <p>What is your opinion of ____?</p> <p>Which ____ is valid?</p> <p>Would it be better if ____?</p> <p>Why or why not?</p>
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Suggested activities:

- Time Capsule (Students put themselves in the main character's place)
What might the main character want to save in a time capsule? Make a list of things that will express the personality of the character. What items could capture the experience written about?
Explain the choices in a speech to the class.
- Sequencing and Predicting Activity – step one...provide comic strips of at least 4 frames where the final 2 frames have the speech bubbles removed. Students or groups of students are asked to predict the end of the conversation based on clues in the pictures. Step two... provide the first 4 frames of a comic strip and ask students to complete the story in 2- 4 more frames.
- Survival Game (for awareness of differences) Prepare a worksheet which contains a list of 30 items such as fishing hook, canned food, atlas or smart phone. Each student arranges the list in order of what they consider of most to least importance for their survival if they found themselves marooned on a small tropical island.
Explain their reasons to the class.
What might a character from a short story or poem consider important to include in their survival kit?
- Creative Thinking – answer 'Big Questions' such as: How would life be different if the sun never set? How would a particular short story be different if it was set in a different country?
- Making inferences – Use a graphic organiser with 2 headings, 'Fact' and 'Inference'. Read a story and record instances of facts and inferences found. (hint: you can point to a fact and you can also point to a section that hints about the inference you might make)
- Drawing Conclusions. Either make up some bags, describe some or provide pictures of bags and contents. These bags might be:
Pink and frilly, containing mirror, comb, lipstick, perfume etc
Large and dark, containing sports shoes, towel, soap, sports uniform, sweat band

Medium sized, dark, zipped, containing ipad, pencils, paper etc

A bag that one of the characters studied owned, would contain...?

Students discuss the owners, what they might look like, their age, occupations etc.

Tips for teacher

To achieve the expected learning outcomes students will need to be able to:

- recognise the literary devices used to evoke emotion
- discuss the effect of literary devices on their emotions and attitudes
- realise the effect that previous experiences have on their own formation of attitudes
- attribute background information of the author or poet to enhance a stance on their work.

Critical thinking and analysis are creative skills. Studies have shown that students who work in pairs or small groups tend to come up with more divergent ideas.

Instructions for assessment and evaluation

This competency may refer to speaking as well as writing and therefore the method of assessment will probably be more subjective than for other competencies. A teacher will still want to collect data. Suitable methods might include:

A Holistic Method where a score is given for the general impression formed while the student is speaking and another score given for the student's ability to achieve the specific purpose for speaking.

An Analytic Rating based on performance on the following aspects:

- | | | |
|-----------------|---|--|
| Linguistic | – | grammar, vocabulary and pronunciation |
| Functional | – | answers a question fully and logically |
| Strategic | – | has strategies to aid memory or respond to follow-up questions |
| Sociolinguistic | – | uses language appropriate to the situation. |

Possible Clinical Assessment Tools

Observations – formal and informal- using one of the following recording tools

- Marking on a continuum
- Highlighting on a Novice to Expert Rubric
- Assigning a subjective score

- Using a coding framework (could be used while doing a linguistic analysis)

Structured interview using any of the above recording tools

Student self-assessment on a scale – strongly disagree to strongly agree (personal introspection)

Suggestions for further reading

Denzin & Lincoln (2011) The Sage Handbook of Qualitative Research

Competency 7

Presents a personal critical response to the literary texts using appropriate conventions of academic/formal essay writing.

- Competency levels:**
- 7.1 Uses an appropriate essay format of writing to express response.
 - 7.2 Cites textual evidence appropriately to support analysis.
 - 7.3 Refers to recommended sources/materials to extend and sharpen their opinions.

Number of Periods: 20

Expected learning outcome

- Students will be able to structure and present their response to a text and provide evidence by citing primary and secondary materials effectively.

Instructions for lesson planning

Literary analysis is an important part of developing students' critical thinking skills. Students need to understand that literary analysis may involve a personal connection to the text based on lived experiences and there are no right or wrong answers. However, students also need to understand that it is not enough to just give their opinions, but to be able to support their thoughts by the text itself or outside resources. Teachers can use a process to guide students in analyzing and forming opinions about texts while supporting their essay writing skills.

Tips for the teacher

A teacher can guide students through the critical analysis process by using the steps suggested below (Based on Alrubail, 2014 found at <https://www.edutopia.org/blog/reaching-literary-analysis-rusul-alrubail>)

1. Provide students with a graphic organizer such as the one below to help them to begin to organize their thoughts and writing.

Name of text _____

Summary:

Literary Elements

Characters/Setting
Literary Devices Used (i.e. imagery, foreshadowing, use of metaphors)
Conflict
Themes

2. Focus students by having them pick one element and brainstorm different aspects of the element. Ask the following questions:

- What do you want to explore about the topic?
- Why does it stand out to you?
- Why is this element significant?

Answering the “why” questions pushes students to analyze, synthesize and provide real-world application to the text. Once this is done, students normally can begin to form their thoughts.

3. Have students collect material to support their thoughts to the “why” question. This may be in-text evidence or outside sources. They may need to do close reading of the text to find this evidence.

4. Guide students to begin the writing process by emphasizing the following points

- Introduce the point in a topic sentence.
- Provide evidence supporting their point. This can be done in several ways including a direct quote from the text, summarizing or paraphrasing an outside source.

- Push students to go beyond descriptive writing and move to analytical writing in the body of their essay.

5. Have students write a conclusion. The conclusion outlines the main ideas of the essay, but it can also focus on the text-to-self connection and real-world application, as well as giving closure to the topic.

Instructions for assessment and evaluation

A balance of formative and summative assessment should be used in writing a critical response to a text in the form of an essay. Throughout the writing process, the teacher should use formative assessment during each step to ensure students are ready for the next one. Using a rubric to score students’ essay writing will provide feedback for students. A literary response essay rubric sample is provided below.

Critical Response to Literary Text Essay Rubric

Scoring Criteria	Excellent-5	Proficient-4	Satisfactory-3	Limited-2	Needs Work-1
Thought and Understanding Effectiveness of student’s ideas (and quality of literary Interpretation and understanding	Ideas are insightful and carefully considered, demonstrating a comprehension of subtle distinctions in the literary text(s) and the topic. Literary interpretations are	Ideas are thoughtful and considered, demonstrating a competent comprehension of the literary text(s) and the topic. Literary interpretations are revealing and	Ideas are relevant and straightforward, demonstrating a generalized comprehension of the literary text(s) and topic. Literary interpretations are general but plausible.	Ideas are superficial and oversimplified demonstrating a weak comprehension of the literary text(s) and the topic. Literary interpretations are incomplete and/or literal.	Ideas are largely absent or irrelevant, and/or do not develop the topic. Little comprehension of the literary text(s) demonstrated.

	perceptive and illuminating	sensible.			
SUPPORTING EVIDENCE The selection and quality of supporting evidence within the text or from other texts used to support ideas.	Relevant quotes, paraphrases and concepts from the reading and relevant sources to support and illustrate ideas are not only selected and skillfully integrated but demonstrate deep use of the texts.	Relevant quotes, paraphrases and concepts from the reading and relevant sources to support and illustrate ideas are skillfully integrated.	Relevant quotes, paraphrases and concepts from the reading and relevant sources to support and illustrate ideas are adequate.	Relevant quotes, paraphrases and concepts from the reading and relevant sources to support and illustrate ideas are missing or inadequate. Neglects to or weakly integrates quotes and paraphrases to support and illustrate ideas.	No supporting evidence is used to support the writer's ideas.
Grammar and mechanics	This writing demonstrates confidence in control of correct sentence construction, usage,	This writing demonstrates competence in control of correct sentence construction	This writing demonstrates control of the basics of correct sentence construction, usage,	This writing demonstrates faltering control of correct sentence construction, usage,	This writing demonstrates lack of control of correct sentence constructi

	grammar, and mechanics. The relative absence of errors is impressive considering the complexity of the essay.	, usage, grammar, and mechanics. Minor errors in complex language structures are understandable considering the complexity of the essay.	grammar, and mechanics. There may be occasional lapses in control, and minor errors; however, the communication remains clear.	grammar, and mechanics. The range of errors blurs the clarity of communication.	on, usage, grammar, and mechanics. Many errors impair and impede communication.
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Adapted from rubrics found at:

mcdougall.rockyview.ab.ca/english/english-resources/...responses/...10-1.../file and <http://accounts.smccd.edu/skyenglish/6RubricLitExplain.pdf>

Keeping a portfolio of students' writing can be a very effective way of identifying their progress as well as their problems in writing a critical response to a text in the form of an essay.

Suggestions for further reading

ReadWriteThink Website- <http://www.readwritethink.org/>

National Writing Project Website- https://www.nwp.org/cs/public/print/resource_topic/teaching_writing

National Council of Teachers of English- <http://www2.ncte.org/>

Competency: 8**Presents relevant aspects/ issues/ episodes connected to the topic**

- Competency levels:**
- 8.1 Prioritizes aspects/ issues/ episodes
 - 8.2 Selects a framework for presenting the material
 - 8.3 Organizes the material

No: of Periods: 20

Expected learning outcome

- Students will be able to organize and present the relevant material pertaining to a topic in an organized manner.

Instructions for the lesson planning

For different purposes different styles of writing are used. As the students of Advanced Level classes are expected to write reports, articles, newspaper materials and essays, the teachers have to enable them to produce different types of writing. In order to enable students to present relevant aspects, issues, episodes connected to a topic of different language genres, several skills of writing are to be developed.

Namely:

- Ability to describe
- Ability to analyze
- Ability to synthesize
- Ability to present opinions critically

When we connect our own experiences to the events in the larger world and our understanding of history and knowledge of other texts, writing becomes more meaningful. Also, it is required to have a good exposure to different language genres and a thorough knowledge of current issues in order to present one's own opinion on them. Hence, teachers need to encourage students to read newspapers, magazines and other available reading materials and listen to news on television or radio. Consequently, the students will be capable of producing a good piece of

Tips for the teacher

- At the early stage, the activity can be done as a whole-class discussion in which teacher also gets involved in.
- Teacher can help the students to elaborate the ideas, asking questions and eliciting answers.
- Students can be encouraged to present their opinions on the issues verbally and in writing.
- Provide students opportunities to present their writings to the class and get the opinions of others.
- Help students in writing an organized material.

Steps to follow in writing a report

1. Introduction: Introduce the topic
2. Body paragraphs of the report: State your evidence that supports the topic.
Number of paragraphs: Depends on the evidence you have.
3. Conclusion
4. Cite your sources

Steps to follow in writing a newspaper article

1. Lead Sentence: Catch the attention of the reader.
2. Introduction: Figure out the story you plan to present in your report.
3. Body paragraphs of the article: Give the reader a sense of the people involved in and the events.
4. Conclusion: Sum up the article in a few sentences.

Instructions for assessment and evaluation

Teachers can use both summative and formative assessment procedures to measure students' ability of organizing and presenting material pertaining to a topic.

School Based Assessment can be done and necessary feedback can be provided for further development. Also, students can be encouraged to prepare class magazines with their writings

of different genres. At the same time, students can be provided with opportunities to present their writings at intra and inter school meetings and competitions and share their experiences.

Suggestions for further reading

blogs.monm.edu/writingatmc/files/2013/01/Critical-Thinking-Handout.pdf

Competency 9

Discusses, substantiates and illustrates point of view.

- Competency levels:**
- 9.1 Sees context from different points of view.
 - 9.2 Selects linguistic/structural form for different points of view.
 - 9.3 Relates the different points of view to a central stand point.

Number of periods: 10

Expected learning outcome

- Students will be able to present different perspectives on a given topic/text, provide evidence, and distinguish between a fact and an opinion.

Instructions for lesson planning:

Competency 9 mainly focuses on developing the skills related to critical and analytical thinking of the students. This skill is necessary in writing tasks related to literature as writing appreciations, criticisms and also language related tasks like writing essays, reviews, reports and articles. When the competency is mastered, the students need to possess the ability to present their ideas effectively related to the topic and to prove the presented facts using evidences.

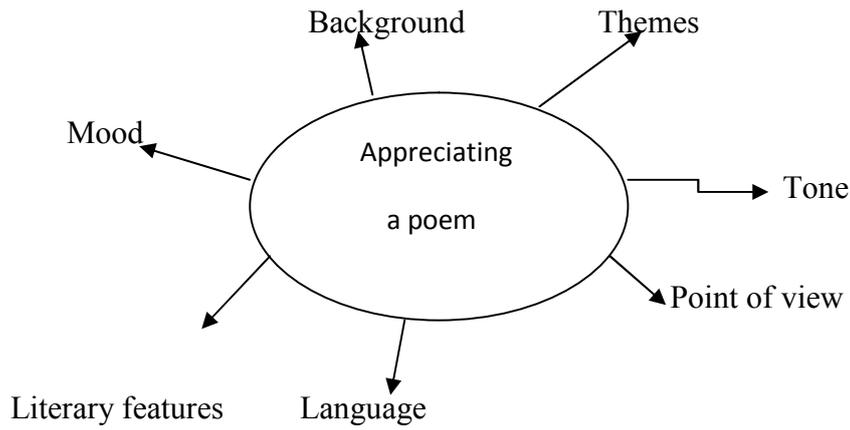
The teachers need to pay attention to train the students to use two dimensions of writing: storing of information and as a thinking process or a tool of thinking.

Under this competency it is expected that the students would improve their abilities to look at a text in different perspectives and to substantiate and illustrate their point of view providing evidences from the texts to prove the ideas presented. Here it is important to take in to consideration that ideas presented by the students depend on their background, way of thinking, personal experiences as well as culture and the situations they are exposed to.

Further they should be trained to differentiate fact and the opinion when presenting ideas.

- Start the process with simple and shorter texts.
- Provide the students with graphic organizers or mind maps that help them to organize their writing.

e.g.:- Appreciating a poem



- Assign activities to teach how to present different points of view.

Suggested activity:

Point of View

Think about a topic that people disagree about. Come up with reasons to support both sides of the argument, and then explain your point of view!

Which point of view do you agree with? Why?

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Adapted from:

<https://www.teachingmadepractical.com/point-of-view-graphic-organizers/>

- To design activities, use different types of texts extracted from a variety of literature and language genres.

e.g.: writing a review of a speech, appreciating a short story, writing essays on current topics

Following graphic organizer can be introduced to the students to organize critical essays related to literary texts.

Response to Literature

Problem-Solution Essay from a Story or Article

Introduction	Title of story/article, author, main character or topic
	Brief description of setting and explanation of the situation
	Main problem faced by the character
	Trait or quality of the character that affects the solution to the problem
	Transition to description of problem

Supporting Paragraph	Problem faced by character and how he/she feels about it or reacts to it
	Detail or example from text
	Detail or example from text
	Transition to description of solution

Supporting Paragraph	How character solved or faced the problem
	Detail or example from text
	Detail or example from text
	Transition to important character traits that influenced the story

Supporting Paragraph	What is revealed about the character? Why does the character solve the problem in this way?
	Detail or example from text
	Detail or example from text
	Detail or example from text
Conclusion	Paraphrase the problem
	Paraphrase the solution
	Describe trait or quality of the character that affected the solution he or she chose
	Concluding statement

Adapted from:

<https://www.slideshare.net/teamteach/problem-solution-essay-organizer>

- Assign activities to teach how to differentiate fact and opinion which is helpful for the students when expressing ideas.

Tips for the teacher

- Do the first few activities together with the students.
- Allocate time to go through students' writing.
- Assign them pair or group activities. (prepare mixed ability groups)
- Design games to improve students' critical and analytical thinking skills.
- Give them a variety of activities to practice the skill.
- Plan activities considering the different levels of students.
- Oral activities are helpful for them to practice the skill to organize and present ideas within a short period of time.

Instructions for assessment and evaluation

As the ability to present ideas in different perspectives is mainly evaluated in GCE A/L examination when dealing with questions related to both literature and language , it is important to evaluate the progress of the students.

Summative and formative assessments can be used in the process of evaluation. It is important to maintain a portfolio of students’ writing. Further, teacher can note down the errors done by the students and discuss those errors in the classroom. Further, the students can be advised to redo their writing tasks minimizing their mistakes till they score a satisfactory mark

Following rubrics are suggested to evaluate students’ writing.

Essay writing rubric:

Task response	Good response	✓	Satisfactory response	✓	Unsatisfactory response	✓
Purpose Understanding and addressing the task	Appropriate, relevant Key points covered		Understands the task and the information but not all key points are included or fully developed		Not demonstrated an understanding of the topic Information often inaccurate or irrelevant	
Structure argument introduction conclusion paragraphs	Easy to follow Clear argument Context, topic and main ideas Summing up One main idea (in a topic sentence); linked to overall idea		Not always easy to follow Evidence of an overall argument, does not address the three main areas adequately Conclusion attempted but does not appropriately sum		Difficult to follow argument attempted but does not fully address the context, topic and main ideas no clear conclusion lacks a main idea	

			up the argument presented; main idea not always clear		
Research Integrating evidence Paraphrasing/ synthesizing Referencing citing	Paraphrases and synthesises information in own words; Quotes used sparingly Information is correctly referenced –in-text and in reference list		Some ability to express ideas in own words Aware of required system and how it should be used		Relies heavily on words and passages copied from texts Referencing requirements not followed
Sentences Grammar Vocabulary Spelling	Range of sentences Few errors Good use of appropriate words Correct spelling		Some errors but do not interfere with meaning Vocabulary adequate for the task. Occasional errors. Some difficulty with subject-specific words, terms Generally correct, some errors		Errors are frequent, making understanding difficult Limited vocabulary, words often incorrect or incorrectly used Numerous errors, spell check not used
Feedback	Writing communicates meaning clearly and achieves purpose of the task		Writing generally communicates effectively but logic and meaning not always clear		Logic and meaning not clear

Adapted from

mams.rmit.edu.au/ibgzj7w0mcib1.docx

Literary analysis rubric:

Literary Analysis

Use this rubric to assess student writing. Record the appropriate score in the Score column.

Criteria	Needs Improvement	Average	Good	Excellent	Score
	1	2	3	4	
1. An introductory statement identifies the title, author, and text type to be analyzed.	Lacks an introductory statement that identifies the title, author, and text type to be analyzed.	Identifies the title, author, and text type to be analyzed.	Clearly and smoothly identifies the title, author, and text type to be analyzed.	Identifies the title, author, and text type in a clear, smooth, and interesting way.	
2. A focus/thesis statement makes a point about characters, plot, setting, or theme.	Lacks a focus/thesis statement that makes a clear point about the text.	The focus/thesis statement makes a point about the text.	The focus/thesis statement makes a clear point about the text.	The focus/thesis statement makes a clear and insightful point about the text.	
3. Evidence from the text supports the analysis.	The analysis lacks supporting evidence.	One or two examples from the text support the analysis.	Several relevant facts and details from the text support the analysis.	Multiple well-chosen facts and details from the text strongly support the analysis.	
4. Direct quotations from the text support the analysis.	Lacks supporting quotations from the text, or fails to use correct punctuation and citation style.	One quotation from the text is correctly punctuated and uses proper citation style.	Two or more quotations from the text are correctly punctuated and use proper citation style.	Relevant, domain-specific quotations are correctly punctuated and use proper citation style.	
5. Transition/linking words and phrases connect ideas.	Lacks transition words and phrases, or transitions used incorrectly.	A few transition words and phrases connect ideas.	Some transition words and phrases connect ideas.	Varied transition words and phrases introduce and connect ideas.	
6. The conclusion summarizes the writer's key ideas.	Lacks a conclusion that summarizes the writer's ideas.	Summarizes most of the writer's ideas.	Summarizes the writer's key ideas.	Summarizes the writer's key ideas in a thoughtful and satisfying way.	
7. Follows conventions of mechanics, usage, and spelling.	Serious errors in grammar, spelling, punctuation, and capitalization interfere with reader understanding.	Some errors in grammar, spelling, punctuation, and capitalization.	Few errors in grammar, spelling, punctuation, and capitalization.	Correct grammar, spelling, punctuation, and capitalization.	
Overall Score					

Adapted from:

<https://www.matsuk12.us/cms/lib/AK01000953/Centricity/Domain/2131/Literary%20Anylists%20Rubric.pdf>

Suggestions for further reading:

<https://education.nsw.gov.au/teaching-and-learning/student-assessment/smart-teaching-strategies/literacy/writing/stage-4/ideas/differing-perspectives>

<https://www.pinterest.com/pin/161637074101032047/>

Competency 10

Writes accurately and uses appropriate structure and vocabulary.

- Competency levels:**
- 10.1 Writes with appropriate grammatical structures.
 - 10.2 Uses correct grammatical structures.
 - 10.3 Uses appropriate vocabulary with nuances where necessary.
 - 10.4 Selects organizational structures and writes clear grammatical prose carrying the tempo of thought and feeling.

Number of periods: 10

Expected learning outcome

- Students will be able to organize and present their ideas accurately and fluently in the written form.

Instructions for lesson planning

Before expecting students to write, one of the most important things a teacher can do is to expose students to a variety of essays and readings that may be used as models for students' to organize their own writing. Students often find that organizing their thoughts in written form is very difficult. They struggle to arrange their thoughts into a cohesive essay that presents their ideas accurately. When beginning the writing process, students may need the teacher's guidance and to use a step-by-step process such as one outlined below. This is one example of how a teacher might organize the process.

1. Pre-writing-Brainstorm and then construct an outline or graphic organizer.

Brainstorm every relevant idea that students can think of related to the writing assignment. Doing this in groups normally enhances students' ideas.

Outline:

Students write the topic at the top of the page. From there, they begin to list main ideas, leaving space under each one. In this space, they list other smaller ideas that relate to each main idea. Doing this will allow students to see connections and will help them to write a more organized essay.

Graphic Organizer:

There are many different graphic organizers that can be found on the Internet. However, students can also make their own based on these directions. Write the topic in the middle of the page. Draw three to five lines branching off from the topic and write main ideas at the end of the lines. Draw more lines off these main ideas and include any details about the ideas.

2. Write a thesis statement.

Looking at their outline or graphic organizer, have students determine their main ideas, this will be their thesis statement. The thesis statement tells the audience the point of the essay and normally has two parts. The first part states the topic, and the second part states the point of the essay. For example, “Tennessee Williams wrote the Glass Menagerie as an autobiographical look at his own life”.

3. Write the body of the essay.

The body will argue, explain or describe the topic (depending on the purpose). Each main idea from the outline or graphic organizer is a separate section in the body. Use the main idea as the introductory sentence for each paragraph. Then, write each supporting ideas in a sentence format. Students may then be ready to write more details or may need to come back to do so and link the smaller ideas together.

4. Write the introduction.

After developing the thesis and writing the overall body of the essay, students can write an introduction. The introduction should attract the reader’s attention and show the focus of the essay. Encourage students to begin with an attention grabber such as dialogue from the text, a story, a quote, shocking information, or a summary of the topic. Make sure student tie this in with the thesis statement, which should be the last sentence of the introduction.

5. Write the conclusion.

The conclusion brings closure of the topic and sums up students’ overall ideas while providing a final perspective on the topic. It should consist of three to five strong sentences reviewing the main points and providing reinforcement of the thesis.

6. Review the essay.

Have students pay attention to detail. They should go back and fill in any missing details. Then, they need to review what they have written. For example, students need to make sure that the sentence flow is smooth, appropriate descriptive vocabulary is used, correct grammatical structures are used, spelling and grammar mistakes are caught and ideas are connected. In general, they need to make sure the essay makes sense.

Adapted from: <https://www.fastweb.com/student-life/articles/essay-tips-7-tips-on-writing-an-effective-essay>

Tips for the teacher

- Help the students to use correct grammatical structures.
- Guide the students to use a good range of vocabulary in their writing.
- Instruct students to maintain a book to write down unfamiliar vocabulary items they come across together with their meaning.
- Guiding students to maintain portfolios also will be helpful in the long run of how to write a good organized piece of writing.

Instructions for assessment and evaluation

A balance of formative and summative assessment should be used in writing. Throughout the writing process, the teacher should be using formative assessment during each step to ensure students are ready for the next one. Using a rubric to score students' final writing will provide feedback for students. Teachers can pay attention to each individual area and determine where students need more help. Below is an example of a rubric that might be used.

Sample Writing Rubric

Criteria	Excellent-4	Satisfactory-3	Limited-2	Needs work-1
Focus and Details-One clear topic with main ideas and	There is one clear, well-focused topic. Main ideas are	There is one clear, well-focused topic. Main ideas are	There is one topic. Main ideas are somewhat	The topic and main ideas are not clear.

details to support it	clear and are well supported by detailed and accurate information.	clear but are not well supported by detailed information.	clear.	
Organization- Writing is well organized and ideas flow seamlessly.	Uses effective organization to enhance the readability and understanding of the writing. The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order throughout the body of the writing. The conclusion is strong.	Uses effective organization. The introduction states the main topic and provides an overview of the paper. Information is mostly relevant and is presented in a logical order in the body of the writing. A conclusion is included.	Organization may impede readability. The introduction states the main topic. But information in the body of the writing is difficult to follow because of organization. A weak conclusion is included.	Contains an ineffective organization. There is no clear Introduction and the body of the writing shows little organizational structure. A conclusion is missing.
Vocabulary- Uses vocabulary that enhances the readers understanding	The author illustrates consistent and sophisticated command of precise	The author illustrates consistent command of language. He uses clear	The author illustrates a limited command of the language. He uses basic	The writer illustrates a gap in the language. He uses a limited vocabulary.

of the writing	language. He uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	words and phrases. However, the choice and placement of words seems forced or overdone at times.	words and phrases. The author uses words that communicate but the writing lacks variety.	Some words are used incorrectly.
Grammatical structures- Uses correct grammatical structures to support the purpose of the writing.	The author uses appropriate grammatical structures to effectively engage and orient the reader. All sentences are well constructed and have varied structure and length. A relevant problem, situation, observation, or establishing a point of view are supported by the grammatical	The author uses appropriate grammatical structures to engage and orient the reader. Most sentences are well constructed and have varied structure and length. A relevant problem, situation, observation, or establishing a point of view are supported by the grammatical structure.	Grammatical structures may cause temporary confusion to the reader. Most sentences have a similar structure and/or length.	Grammatical structures cause confusion for the reader and make the text hard to follow. Sentences are very simple, repetitive or are difficult to understand.

	structure.			
Conventions- Consistent command conventions of standard written English	The author makes no errors in grammar, punctuation, capitalization and/or spelling.	The author makes a few errors in grammar, punctuation, capitalization, and/or spelling, but they do not interfere with understanding.	The author makes several errors in grammar, punctuation, capitalization, and/or spelling that interfere with understanding.	The author makes numerous errors in grammar, punctuation, capitalization and/or spelling that interfere with understanding

Adapted from: <http://www.readwritethink.org/files/resources/printouts/Essay%20Rubric.pdf>
https://www.tn.gov/assets/entities/education/attachments/rubric_writing_g9-12_narrative.pdf
[gusd.net/ccss/files/2013/10/9.10.narrative.rubric.for_-26dc43f.pdf](https://www.gusd.net/ccss/files/2013/10/9.10.narrative.rubric.for_-26dc43f.pdf)

Suggestions for further reading

ReadWriteThink Website- <http://www.readwritethink.org/>

National Writing Project Website-
https://www.nwp.org/cs/public/print/resource_topic/teaching_writing

Colorin Colorado Website- <http://www.colorincolorado.org>

Peregoy, S. & Boyle, O. (2012). Reading, Writing and Learning in ESL: A Resource Book for K-12 Teachers (6th ed.). Boston: Pearson Education, Inc.

Competency 11

Paraphrases where necessary in his/her own words.

- Competency levels:**
- 11.1 Recognizes words and word groups that need explanation in context.
 - 11.2 Relates a given text /idea without affecting its meaning.
 - 11.3 Writes clearly grammatically correct prose.

Number of periods: 20

Expected learning outcome

- Students will be able to differentiate between the main ideas and supporting details of a text and rewrite it in their own language coherently and cohesively.

Instructions for lesson planning:

Paraphrasing is expressing the ideas of a certain text in one's own words retaining the original meaning of the text. Competency levels presented under competency 11 in Grades 12-13 English Language syllabus mainly focuses on improving the paraphrasing skills of the students.

Paraphrasing is often used as an important technique to determine the students' level of understanding and the ability to express ideas clearly and accurately. Practicing paraphrasing is helpful for the students to do well in summarizing and comprehension questions. Therefore teachers are expected to provide ample guidance to the students in paraphrasing.

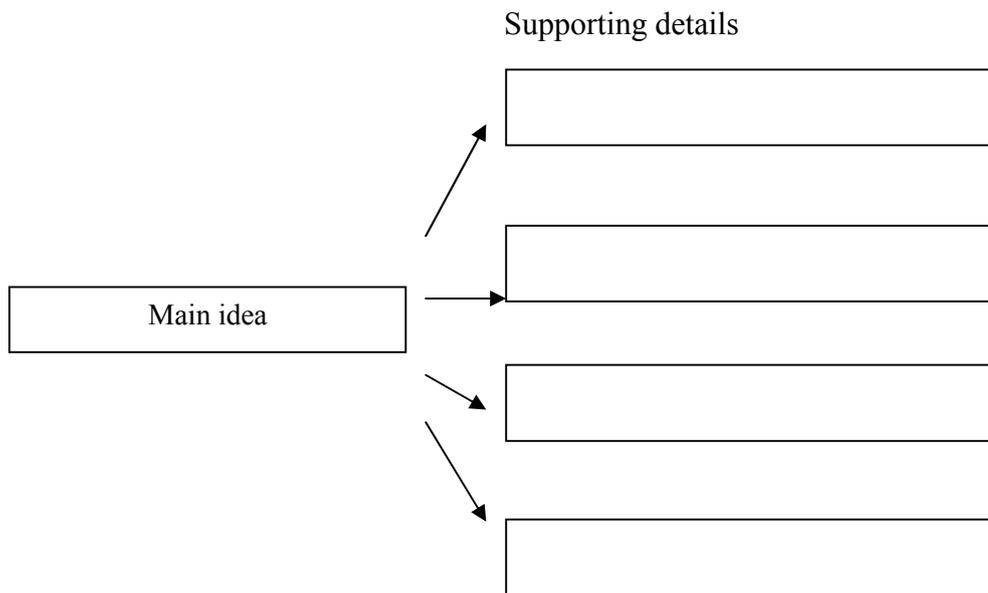
Under the competency 11, it is expected from the students to understand the meaning of a given text, to figure out the main idea and supporting details of a text. Next, students should present the meaning of the text in his or her own words clearly and accurately without affecting its meaning.

- Start the process with simple and shorter texts. When the students find their first attempt of paraphrasing successful, it will be an encouragement for them to engage in more activities.
- Do not burden the students with comprehensive passages till they become familiar with the method that leads them to successful paraphrasing.
- Expose the students to a variety of texts considering the language, content or the subject matter, richness of vocabulary and the background.

- As successful and effective paraphrasing mostly depends on practice, assign them with more activities and guide them to find activities by themselves.
- Provide the students with models that make them understand how to paraphrase correctly.

Tips for the teacher:

- Explain the steps for paraphrasing and guide them to follow the steps.
- Students can be provided with a graphic organizer to follow the steps.



- Do the first activity together with the students.
- Allocate time to go through students' writing.
- Assign them pair or group activities. (prepare mixed ability groups)
- Guide them to practice paraphrasing through games.
- Introduce speaking activities that help them to practice paraphrasing
- Plan activities considering the different levels of students.

Suggested activities:

Narrating a common story

Writing the content of a song in a paragraph

Instructions for assessment and evaluation

As the ability to figure out the main idea and supporting ideas, skill to express ideas effectively and clearly are tested in G.C.E A/L examination, and also since paraphrasing skill is important in comprehension and summarizing tasks, it is necessary to evaluate the progress of the students. Formative and summative assessments can be used in the process of evaluation.

Keeping records on the students' writing is essential to identify their progress. Further the teacher can advise the students to maintain a collection of their own writing which is important for both teacher and the student during the process of evaluation.

Including assessments consisting of speaking activities is important as it brings variety.

In the process of evaluation, the teacher can note down the mistakes done by the students and conduct a discussion about the mistakes. The students can be given advice to rewrite their answers till they score a satisfactory mark.

Following paraphrasing rubric is suggested to evaluate students' writing.

Paraphrasing Rubric

The writing is clear and precise	_____/2
Correct grammar is used	_____/2
There was no plagiarism or copying	_____/2
At least 3 main points are addressed	_____/2
At least 5 relevant details are written	_____/2
Names _____	Total ____/10

Adapted from:

<https://www.tales2go.com/wp-content/uploads/2015/08/Paraphrasing-Rubric.pdf>

Suggestions for further reading:

<http://busyteacher.org/11272-how-to-teach-paraphrase-skills-pre-university.html>

Competency: 12

Employs appropriate strategies to summarize while retaining the meaning of the original text.

- Competency levels:**
- 12.1 Avoids repetition and illustration in explaining complex phrases and words
 - 12.2 Omits irrelevant details and writes the main ideas in their own words.
 - 12.3 Avoids ambiguity.

Number of periods: 20

Expected learning outcome

- Students will be able to write the main ideas and organize their writing concisely and cohesively.

Instructions for the lesson planning

Summarizing is an advanced writing skill that students master when they are competent with different sentence structures and rich vocabulary. It is obvious that students need to acquire advanced reading skills as well as advanced writing skills to be capable of writing a summary effectively. Ability to maintain coherence between sentences in a paragraph and cohesion between paragraphs of a text is very important in summary writing. Therefore it is essential for the teacher to guide the students achieve mastery in the relevant tasks through a series of activities.

This competency of writing in Grades 12-13 English Language syllabus will be useful for students to pursue their higher studies when they have to read and gather information from different types of academic texts and use them in their assignments, reports and thesis writing.

- Mention that it is important to understand the given text thoroughly.
- Start with short paragraphs which contain less vocabulary of specific registers.
- Ask students to skim the text and note down the subheadings. When subheadings are not given, instruct them to divide the text into sections.

- Ask students to determine what type of text they are summarizing in order to identify the important information.
- Ask them to read the text while underlining the main points of each section.
- Help students to select the main ideas of each section and write them in their own words.
- Ask students write down the key support points for the main topic, but not to include minor details.
- Mention that it is important to go through the steps again and make appropriate changes in the summary.
- Enable students to write a summary maintaining the coherence between sentences.

Tips for the teacher

- Teachers can select texts on familiar and interesting topics in order to motivate students.
- Introduce transition words or phrases between sentences in order to emphasize the relationship between ideas. This will enable the readers follow the writer's train of thoughts.

Examples of transition words:

To show addition: again, further, also, etc.

To compare: in the same manner, likewise, etc.

To conclude: in conclusion, on the whole, etc.

- Encourage students to exchange and read their writings.
- Make this competency level an important item of the SBA.

Instructions for assessment and evaluation

Teachers need to use suitable learning trackers and monitor student progress and find out to which degree the students have mastered techniques in writing a summary.

Since, ability of writing a summary is tested at the G.C.E A/L examination teachers have to make the students familiar with summative assessments. It is very important to identify the

mistakes and give necessary guidance to correct them. Also, formative assessments can be conducted to assess the ability of summarizing.

Suggestions for further reading

Writing a Summary, homepage.sms.ed>reading_lab>writing

<http://depts..washington.edu/owrc>

Competency 13

Identifies, analyses and responds to literary elements in unseen texts of prose and poetry

- Competency levels:**
- 13.1 Develops an impression of the given text
 - 13.2 Identifies the literary techniques by name and their contribution to the meaning of a text.
 - 13.3 Evaluates the technique within the process of production/creation

No. of periods: 20

Expected learning outcome

- Students will be able to apply their knowledge of literary analysis and respond to the unseen texts and present it in a written format.

Instructions for lesson planning

The use of the names of literary techniques needs to be automatic for this competency. There are many ways to help the students automatise this information:

Consider making posters to explain literary techniques and have them always on display.

- Make sets of cards and play matching games or races (this list is incomplete)

simile	onomatopoeia	repetition
metaphor	imagery	rhyme
alliteration	personification	rhythm

The sound a thing makes	Repetition of a word to add emphasis	A word or phrase to stimulate you to imagine a picture
Comparing one thing to another using 'like' or 'as'	Repetition of a beginning sound	The giving of human traits to non-human things
Similar sounding words	The comparison of two unlike things by saying one IS the other	The beat in a poem to make it sound like a song

Scaffold or provide tools for students to use

Have students use a graphic organiser while they are reading the poem or story

Example :

	Questions to ask	Your planning points
1 What it is about	Subject? Who is speaking? For what audience?	
2 Themes and Message	Why written? What ideas are included	
3 Attitudes and Feelings	Mood? Atmosphere?	
4. Literary Techniques	What is used? Form? Structure?	
5. Personal Response	Your feelings? How well is the message conveyed?	

Provide many opportunities to discuss notes, either as a whole class or in groups so that each student can add points they may have missed.

Tips for the teacher

Discuss and practise using techniques for writing about literature, such as:

PEED

- P** – Make a point about the poem or story
- E** – Example – include a quotation that proves the point made
- E** – Explain how the quote proves the point, usually discussing a technique that has been noticed
- D** – Develop the idea by linking this section with the rest of the piece and explain how it adds to the overall effect

Instructions for assessment and evaluation

Make students fully aware of expectations before beginning a task. This may be in the form of providing exemplars or discussing the assessment rubric that is going to be used for an assignment.

The use of a rubric is becoming more frequent in all forms of assessment – self assessment, peer assessment, formative and summative assessments. It is an excellent tool to use while conferencing a piece of writing with a student because it can point out precise failings. It provides evidence to use for feedback.

One way the rubric can be used is to create a graphic representation of development – a rubric is maintained for each student, marking development by drawing a line with a highlighter pen through the appropriate box. If different colours are used for each assessment, progress can be mapped.

How to develop your own rubric:

- Make a list of what is wanted or most valued about the task (the learning goals)
- Narrow the list down to the most important (ideally 5 – 7) focal areas.

- Imagine how you would classify each aspect. What would an ‘A’ response look like in comparison to an ‘E’ response?
- Prepare short descriptions of each classification, these can be precise but for writing they are more likely to be vague.
- Arrange all of this information on a grid.

Example only:

	1	2	3	4	5
Focus	Does not show any knowledge of the requirements of the task	Minimal evidence of a topic being followed	Shows only parts of the required task. Some evidence of knowledge of the text	Small number of points made showing awareness of requirements of task	Each paragraph contains a distinct point, leading to the overall focus
Content	Gives superficial response with no relevant content	Shows an attempt to respond with limited understanding of the text	Shows limited understanding . May be arranged as a list or contain incorrect facts	Demonstrates sufficient understanding of the text. Adequate ideas and reflections, supported by examples	Shows a thorough understanding, insight and reflection of the text. Includes a variety of examples from the text, well cited
Analysis	No recognition of what was being asked for	Disjointed, incomplete or superficial response with very little analysis	Contains a predictable analysis, undeveloped or unsupported by evidence	Shows a literal comprehension with some critical evaluation	Comprehension extends beyond literal to be evaluative

Organisation	No obvious content arrangement	Minimal control of content arrangement	Lack of coherence. Organisation of ideas inadequate. Paragraphs not developed	Overall unity and coherence, follows an appropriate pattern of organisation. Some unclear or overused connections	Very effective introduction, development of points and conclusion. Paragraphs reflect transition
Style/ Conventions	Errors in grammar make understanding very difficult. Poor use of vocabulary. Frequent spelling errors	Significant grammatical errors. Minimal variety of words and sentence structures	Weakness in grammar and punctuation. Limited word choice and sentence structures	Sufficient control of grammar and formalities. Functional use of words and sentence structures	Excellent control of grammar and formalities. Illustrative vocabulary and variety of sentence structures

Suggestions for further reading

resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2014-15/.../Unseen_Prose.pdf

<https://dj-english.wikispaces.com/file/view/Advice+for+Unseen+Essay+Writing.pdf>