



# LEARNER'S RESOURCE PACK

English Language **BASIC 7**



**NATIONAL COUNCIL FOR  
CURRICULUM & ASSESSMENT  
OF MINISTRY OF EDUCATION**





## Writing Panel

NAME	INSTITUTION
Ama Nyarko Marfo	EYE Africa
Alfred Quaittoo	Kaneshie Senior Technical School
Genevieve Mensah	NaCCA
Comfort Dorvlo	Accra College of Education
Freda Quao	Accra College of Education
Abdul-Aziz Abdul-Moomin	Nusrat Jahan Amadiya College of Education
Moses Gemeh	NaCCA
Richard Ayitey	GES



National Council for Curriculum and Assessment (NaCCA)

P. O. Box CT PMB 77 Cantonments Accra

Telephone: 0302909071, 0302909862

Email: [info@nacca.gov.gh](mailto:info@nacca.gov.gh)

Website: [www.nacca.gov.gh](http://www.nacca.gov.gh)





## Contents

What will I learn?.....	5
How will I be taught?.....	6
How will I be assessed? .....	6
How can I help myself learn? .....	7
Key Assessment Terms with Explanations.....	8
Strategies for effective learning .....	9
Oral Language .....	13
Reading .....	19
Reading Worksheets .....	25
Grammar .....	29
Writing.....	33
Literature.....	49





## What will I learn?

You will learn the 4 skills of English

- Speaking and Listening
- Reading
- Writing

For example, you will

- learn to pronounce the sounds of English.
- take part in everyday conversations in English.
- read an interesting range of short stories, poems, drama and narrative texts.
- increase your English vocabulary.
- learn to spell and punctuate correctly.
- study some interesting stories, poems and plays in English.

The chart below summarises all the concepts and skills you will learn in English Language

S/N	STRAND	SUB-STRAND
1	Oral Language	1. Conversation/Everyday Discourse 2. Listening Comprehension 3. English sounds
2	Reading	1. Comprehension 2. Summarising
3	Grammar	1. Grammar 2. Punctuation and Capitalisation 3. Vocabulary
4	Writing	1. Production and Distribution of Writing 2. Text Types and Purposes 3. Building and Presenting Knowledge
5	Literature	1. Narrative, Drama and Poetry



## How will I be taught?

Your teacher will use interactive and interesting ways to make you enjoy your learning.

These will include

- Taking part in group discussions
- Working with a partner to complete writing tasks
- Speaking and listening with a partner
- Giving presentations
- Asking and answering questions with your classmates and your teacher
- Working on group projects

## How will I be assessed?

Your teacher will assess your progress in many different ways.

These will include

- Listening to you and asking you questions during classroom activities
- Marking your classwork and homework
- Asking you about your learning
- Giving you quizzes and written questions to answer
- Giving you tests at the end of each term.

Other assessment strategies are:

- Shared Writing and Process Writing
- Oral and written Presentations
- Portfolios





- Projects
- Homework
- Questionnaires and interviews
- Multiple-choice Assessment
- Discrimination Assessment
- Gap-filling Assessment
- Short-answer Assessment
- Dialogue-completion Assessment

You will also assess your own progress, and you and your classmates will review each other's work to help you improve.

You will be assessed at the beginning, during and at the end of each lesson. You can also be assessed either at the beginning, in the middle, or at the end of the school term or year.

## How can I help myself learn?

There are many ways in which you can help yourself to learn better.

- Read a wide range of books on topics that interest you. Use the library to help you find interesting books to read.
- Practise speaking English as much as possible. Do not worry about making mistakes – it's the trying that counts!
- Always do your homework.
- Always check your work before you hand it in.
- Set yourself goals to improve your English. For example, try to learn, speak and spell 10 new words each week.





## Key Assessment Terms with Explanations

Analyse	Break down in order to bring out the essential elements or structure
Comment	Give a judgement based on a given statement or result of a calculation
Compare	Give an account of the similarities between two (or more) items or situations, referring to both
Compare and Contrast	Give an account of the similarities and differences between two (or more) items or situations, referring to both
Contrast	Give an account of the differences between two (or more) items or situations, referring to both
Discuss	Offer a considered and balanced review that includes a range of arguments, factors, or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue
Explain	Give a detailed account including reasons or causes
Explore	Undertake a systematic process of discovery
Justify	Give valid reasons or evidence to support an answer or conclusion
To what extent	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument

Source: DP Language A: Language and Literature Guide (2011)





## Strategies for effective learning

As part of strategies for effective learning, your teacher will assist you to do Self-access Language Learning (SALL). SALL is an approach to language learning. Its primary aim is to enable learners take charge of their own learning both inside and outside the classroom. SALL expresses itself through a variety of activities such as project work and classroom-based language learning tasks, providing learners with many opportunities for negotiating and making decisions on what and how they want to learn, as well as reflecting on and evaluating their own learning.

### How learners can work on SALL

As learners you can play a leading role in SALL. Self-initiation, commitment and sustained efforts are paramount. You should be encouraged to

- familiarise yourselves with the self-access facilities and materials so that you know how to find what you need;
- negotiate with the teacher and decide on the learning objectives, content and process;
- take the initiative to consult the teacher, as through discussion you will gain a better idea of the goals you will be working towards and of the possible ways of doing this;
- carry out learning activities individually or in groups at your own pace and time;
- monitor your own progress and assess what you have achieved;
- help build up and evaluate SALL materials in the school; learners have a good sense of what topics they are interested in and what areas they need to improve; and
- assist in the day-to-day running of the self-access facilities, as you are likely to be more motivated to use the facilities if you play a part in the operation of the system.





## 4.2 Life-wide Learning

Life-wide learning provides opportunities for experiential learning through meaningful use of English in authentic settings, including the community and the workplace. To support life-wide learning, teachers are encouraged to

- interact with learners in English both inside and outside the classroom (e.g. showing appreciation of learners' use of English in their interactions or discussions within and beyond the classroom, and of their persistence in such practice; encouraging learners to join English language camps);
- provide learners with wider exposure to authentic use of English (e.g. inviting speakers of English to give talks or to take part in school activities; use the media as a language-learning resource; visit international schools, English speaking business firms, institutions or charitable organisations);
- encourage learners to seek and create opportunities to learn and use English in natural settings (e.g. collecting authentic materials or samples of English use in society and sharing them among peers and with teachers; searching for information on the Internet; watching films or TV programmes in English);
- maximise the use of space and resources in school (e.g. ensuring learners' easy access to computer facilities for language learning beyond lesson time; setting up a SAC; or posting authentic materials and learners' work on the bulletin boards, the walls or the Internet/intranet to facilitate wide reader access); and
- promote learning through formal and informal curricular activities (e.g. essay competitions, verse-speaking, debates, celebration of festivals, drama performances, singing contests, short radio plays, visits and community services).

### Develop thinking skills

- use reasoning skills (e.g. analyse for a particular purpose, make inferences, use induction and deduction, draw conclusions);
- explore and speculate about possibilities;
- analyse data and situations systematically for better understanding or to solve problems;
- generate criteria and principles for action and judicial thinking;





- develop reference skills;
- use the library and the Internet regularly to collect information and develop research skills;
- identify relationships (e.g. grouping/differentiating, cause/effect, priority/ sequence/order, similarities and differences) between the ideas expressed within texts.

### **Develop information skills**

- collect, evaluate and store information systematically;
- adapt materials, text types, systems, etc., for supporting and illustrating various topics;
- employ graphic forms (e.g. pie/column charts, cartoons and maps) to organise information and aid the presentation of ideas;
- make notes from spoken and written sources, using abbreviations as far as possible (e.g. i.e., &);
- take down the main points and important supporting details;
- make precise and concise notes;
- develop enquiry skills;
- ask for advice and suggestions on how to complete an assignment, and take note of such advice and suggestions;
- use appropriate tone and approach when asking for information and explanation;
- repeat questions and seek clarification politely and pleasantly;
- use appropriate opening remarks and formulaic expressions;
- request explanation when there is misunderstanding, or pose questions in a polite and pleasant way;
- understand the use of different tones and degrees of formality;
- ask follow-up questions appropriate to the occasion;
- ask for information or material, both formally and informally, by writing simple notes or letters.





## Plan, manage and evaluate one's own learning

- set meaningful realistic goals, and determine what resources are available for improving one's language proficiency;
- seek or create opportunities to learn and use English in natural, realistic settings such as making use of community resources and support;
- make arrangements for broadening and deepening one's learning (e.g. researching job prospects, and finding out about opportunities for further education locally and overseas);
- evaluate one's own progress and note one's strengths and weaknesses;
- identify ideas and data that support opposite views, weighing pros and cons, advantages and disadvantages;
- look for ideas and information by using printed texts, online bibliographic databases, CD-ROMs, the Internet and the media.

## Self-motivation

- identify tangible goals for self-development;
- take every opportunity to practise as much as possible, and try to look out for or create these opportunities;
- develop endurance and tolerance in the face of hardships;
- overcome shyness and inertia by deliberately urging oneself to face challenges.

## Work with others

- communicate to the point (e.g. explain precisely and clearly, give clear and precise descriptions, justifications or illustrations);
- ask others for help and offer help to others;
- employ negotiation skills to solicit support, bargain, reach consensus, compromise or solve problems;
- listen to different opinions and respond appropriately;
- express views and suggestions, draw conclusions and make decisions. Present information, ideas, views, attitudes and feelings clearly, coherently and appropriately in a variety of written texts.





## Oral Language

Activities have been designed to help you do effective learning.

Content standard	<b>B7.1.1.1: Demonstrate use of appropriate language orally in specific situations</b>
What you should know already	<i>You know some words and expressions cannot be used to address people older/higher than you or who are not your friends.</i>
What will you learn? What skills will you develop?	<ul style="list-style-type: none"> <li>• You will learn/acquire               <ul style="list-style-type: none"> <li>o The difference between FORMAL and INFORMAL Language and how to apply them appropriately to suit the situation/occasion</li> <li>o Vocabulary and expressions that will help you converse with your friends and those who are above you.</li> </ul> </li> <li>• You will develop listening and speaking skills</li> <li>• You will become competent in               <ul style="list-style-type: none"> <li>o Communication and collaboration</li> <li>o Critical thinking</li> <li>o Leadership</li> <li>o Cultural and global citizenship</li> </ul> </li> </ul>
Language and vocabulary you will need to use	Key words / vocabulary: appropriate register, colloquialism, jargon, slang
Ways to extend your understanding	<ul style="list-style-type: none"> <li>• Listen to news in English Language often.</li> <li>• Identify formal/informal expressions and vocabulary.</li> <li>• Practise using these expressions and vocabulary in given situations by imagining a situation and somebody or people listening to you.</li> <li>• In pairs/groups practise how you will communicate with people               <ul style="list-style-type: none"> <li>o At a Students' Representative Council (SRC) meeting</li> </ul> </li> </ul>





	<ul style="list-style-type: none"> <li>o A a meeting with the Head Teacher</li> <li>o When discussing football/fashion/music with friends.</li> <li>• Keep a language learning journal/diary to record and take time to reflect on your experiences.</li> <li>• Keep records of your work in a folder/file to help you monitor your progress.</li> <li>• Have a checklist and assess yourself and your group.</li> </ul> <p><i>NOTE: Do not give up when learning seems not to go as fast as you want it. Remember learning and self-assessment is an ongoing process to enable you identify your strengths and weaknesses.</i></p>
Things you will need to remember for future lessons	You might need to remember to focus on the correct use of brackets to add information that is not essential to the main point.

Always speak confidently with these instructions in mind. It is important to note the following:

- **Accuracy** (in speech sounds and intonation, stress, rhythm)
- **Fluency** (speak at a reasonably “normal” speed)
- **Appropriateness** (using formal and informal language)
- **Cohesion and coherence**, interaction strategies
- For example, look and talk about pictures, listen to and talk about songs, read a book or view a film/TV programme and share ideas, thoughts and feelings about it, listening to and imitating good examples etc.

### Teaching Resources

- Videos/Audios on computer or smart phones
- Pictures
- Charts containing conventions and vocabulary for formal/informal usage
- Maps





These are examples. Your teacher will add where needed.

- Practise conversation in groups and in pairs using formal/informal language.
- Plan and act a skit using both formal and informal language in everyday situations.

Content standard	<b>B7.1.2.1: Demonstrate the ability to listen to extended reading and identify key information</b>
What you should know already	You have developed strategies for identifying key points while you are listening. For example, noting down key words and figures.
What will you learn? What skills will you develop?	<ul style="list-style-type: none"> <li>• <i>You will listen and:</i> <ul style="list-style-type: none"> <li>o <i>identify the main ideas in the passage/text</i></li> <li>o <i>write details in support of the main ideas</i></li> <li>o <i>interpret a speaker’s intent through the choice of words.</i></li> </ul> </li> <li>• <i>This activity will develop your listening and speaking skills as well as your reading/writing skills.</i></li> <li>• <i>You will also develop competencies such as</i> <ul style="list-style-type: none"> <li>o <i>Communication and collaboration</i></li> <li>o <i>Critical thinking skills</i></li> <li>o <i>Cultural and global citizenship</i></li> </ul> </li> </ul>
Language and vocabulary you will need to use	Key words/vocabulary: listening comprehension, attentively, key information





<p>Ways to extend your understanding</p>	<ul style="list-style-type: none"><li>• Listen attentively to news/interviews/talks/talk shows and write down the headlines or important ideas. (Do not give up if you are unable to get everything.)</li><li>• Apply this knowledge to help you write notes in other subjects in school.</li><li>• Keep a language learning journal/diary to record and take time to reflect on your experiences.</li><li>• Keep records of your work in a folder/file to help you monitor your progress.</li><li>• Have a checklist and assess yourself and your group.</li></ul> <p><i>NOTE: Do not give up when learning seems not to go as fast as you want it. Remember learning and self-assessment is an ongoing process to enable you identify your strengths and weaknesses.</i></p>
<p>Things you will need to remember for future lessons</p>	<ul style="list-style-type: none"><li>• Listening may be affected by noise.</li><li>• The activity is meant to help you develop your listening skills effectively so be very attentive because you may not always have a second chance of listening.</li></ul>

## Resources

- Texts from mass media
- Audios texts/clips (100 words in a minute)
- Films, TV programmes (news, short interviews, adverts etc.)
- Documentaries
- Music videos
- Radio recordings etc

## Assessment Task

You will be expected to do the following and what your teacher will want you to do.





- Identify the main ideas in the passage /text.
- Write the speaker’s intent based on choice of words.

## Homework

Listen to TV news and note the headlines.

Content standard	<b>B7.1.3.1: Articulate English speech sounds to develop confidence and skills in listening and speaking</b>
What you should know already	<i>You used speech sounds to help you read new words and spell them as well.</i>
What will you learn? What skills will you develop?	<ul style="list-style-type: none"> <li>• You will listen and:               <ul style="list-style-type: none"> <li>o <i>identify the target sounds for practice.</i></li> <li>o <i>practise them in isolation</i></li> <li>o <i>identify them in words</i></li> <li>o <i>use words that contain these speech sounds in conversation</i></li> </ul> </li> <li>• <i>This activity will develop your listening and speaking skills as well as your reading writing (spelling) skills.</i></li> <li>• You will also develop competencies such as o <i>Communication and collaboration</i> <ul style="list-style-type: none"> <li>o <i>Cultural and global citizenship</i></li> </ul> </li> </ul>
Language and vocabulary you will need to use	Key words/vocabulary: articulate, speech sounds, intonation
Ways to extend your understanding	<ul style="list-style-type: none"> <li>• <i>Surf the internet and listen attentively to how the speech sounds are made. Use that for practice.</i></li> <li>• <i>Listen to audios of conversations and identify how the sounds are pronounced in speech.</i></li> </ul>

Things you will need to remember for future lessons

- *Speech sounds sometimes behave differently in words and in speech.*
- *Some speech sounds will require some effort to achieve some level of perfection.*





## Resources

- Audios of speech sounds
- Audios/Videos of classroom presentation of speech sounds
- Charts of speech sounds

## Assessment Task

Your teacher will assess you based on your correct pronunciation of sounds in

- Words
- Sentences
- Continuous speech
- Tone
- Intonation
- Stress

## Homework

Listen to recorded speeches (online audios and videos) and record words containing the targeted sounds.

Your teacher will add examples.





## Reading

You will have to practise the strategies teachers will model to study for extra-curricular independent reading for pleasure. You can also

- Access libraries and know more about books;
- Provide evidence of extended reading in the form of speeches, discussions and books; and
- Read a wide range of whole texts, e.g. books, magazines, newspapers both during and after class.

You will also be expected to answer different question types.

### Examples of question types

Knowledge questions	<i>What happened after ...? Can you name the ...? Describe what happened at ... Who spoke to ...? What is the meaning of ....?</i>
Comprehension questions	<i>Who was the key character ...? Can you provide an example of ...? Can you explain in your own words....?</i>
Application questions	<i>Can you think of any other instance where ....? How would you explain the character's emotions in this line?</i>
Analysis questions	<i>How is this similar to ...? How is this different from ...? What is the message of ...? Why do you think ....?</i>
Synthesis questions	<i>We've learned a lot of different things about this character – What kind of person is he?</i>
Evaluation questions	<i>Which of these two texts do you prefer? Why?</i>





<b>Content standard</b>	<b>B7.2.1.1: Demonstrate increasing confidence, engagement and independence in reading texts.</b>
What you should know already	You have developed strategies for working out the meaning of different words and phrases and you can discuss what you have read with your classmates and answer their questions.
What will you learn? What skills will you develop?	You will make connections between what you have read and your own experiences. You will give your opinion about what you have read and explain this to a classmate.
Language and vocabulary you will need to use	Vocabulary
	Learners take responsibility for learning more about this standard, consolidating understanding, etc. in groups, pairs and individually
Things you will need to remember for future lessons	Brief statements of essential points that should be remembered must be noted.

Depending on the skill that your teacher wishes to help you acquire, you will be taking through activities like

## 1 BEFORE READING STAGE

The purpose of this stage includes the following:

- i. It sets comprehension objectives for the reading.
- ii. To activate your background knowledge.
  - You should think and predict what the passage/text/story will be about
  - After thinking and prediction you will be taught to think about what you already know and what you would want to learn or know about the passage/text/story.





- iii. Build vocabulary
  - Identify difficult vocabulary that will hinder your reading and understanding of text/passage.
  - use familiar procedures to review vocabulary.
- iv. To motivate you as the reader
  - Your teacher will help create an awareness of the different aspects of texts or passages to develop the love of reading.
- v. To predict what the story or text will be about

## 2 DURING READING STAGE

---

The purpose of this stage includes the following:

- i. Engage your background knowledge
- ii. Enhance your understanding of the text
- iii. Associate/understand vocabulary in the context of the passage.

## 3 THE POST READING STAGE

---

*(Activities under post-reading can be written or oral)*

The purpose of this stage is to help you in the following:

- i. Organise ideas about the text
- ii. Remember story read
- iii. Evaluate information from the text
- iv. Use information acquired from the text
- v. Relate information from the text to your daily lives and personal experiences

## USING DIFFERENT STRATEGIES/TECHNIQUES IN COMPREHENSION

- 1. Before Reading Stage
  - Ask questions related to your Relevant Previous Knowledge (RPK)
  - Give a gist of the story





- Write a parallel story

**i. Prediction;**

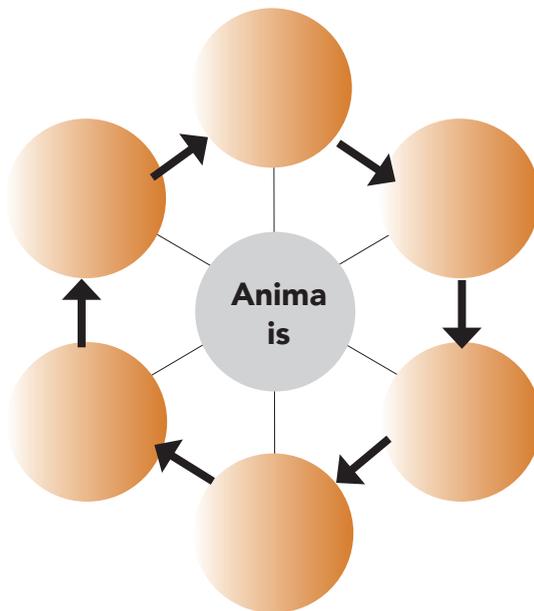
- Activate background knowledge

**ii. Brainstorming**

- Talk about what you expect to read about in the story

**iii. Vocabulary Teaching before Reading**

- Use Graphic Organisers like Webbing to develop vocabulary



**2. During Reading Strategies/Activities**

**Graphic Organisers:**

- KWL (Know-Want to Know-Learn)** – This strategy requires that you think and recall what you already know about the topic you are about to learn, ask questions about it and find answers. The strategy will help you to organise the lesson into logical steps.

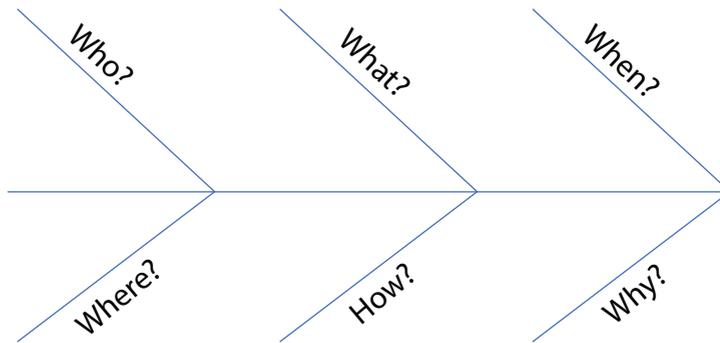
E.g. At the Market





K What You Know	W What you want to know	L What you have learned
People buy and sell in the market.	The different groups of people who buy and sell in the market.	People buy and sell local and foreign goods in the market.

- ii. **DRTA** (Directed Reading-Thinking Activity) – This strategy is used to guide reading and thinking by asking questions which guide you to identify the key points in the text. You will make predictions and read to confirm them.
- iii. **Herringbone** – This strategy will guide you to analyse the text or passage. It will help you to identify the main idea and details of a text.  
E.g. who did what, when, where, how and why?



- iv. **Story Map** – This strategy will help you to focus on the order of events in a text, passage, or story you will read. It will also help you to plan the events in a story you tell or write.

### 3. The Post Reading Stage

(Activities under Post Reading can be written or oral)

#### Strategies/Activities

- You will be asked to summarise the story while keeping to the main ideas.
- Create graphic organisers (Webs, cause-and-effect charts, outlines) to link different ideas in the story together.





- You will have to link information in the story to your everyday life experience and give examples.
- Receive prompt feedback through remedial work.
- Engage in discussion, debates or arguments on the story.

### Teaching Resources

- *Using the internet search engines for research*
- *Textbooks*
- *Supplementary readers*
- *Kindle(e-reader)*
- *Projects*





# Reading Worksheets

## Worksheet 1

### B7.2.1.1.3. Generate and answer questions to increase understanding and independent reading of fiction texts

**Directions:** Read the assigned text and create both comprehension and inference questions. Remember, **a comprehension question covers something that is explicitly stated in the text** (ex: Which pigs' house was able to withstand the Big Bad Wolf?) **An inference question covers something that is not clearly stated** (ex: What does the Big Bad Wolf have against pigs?)

**Comprehension Questions:** Write comprehension questions about important events in the story.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**Inference Questions:** Write inference questions about important events in the story.

4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_





## Worksheet 2

### B7.2.1.1.4. Use text structure to understand and read texts Independently

**Directions:** Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

Every day after work Paul took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag; Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight up the stairs to the shower as he was instructed. He would eat dinner with her after he was “presentable,” as Alice had often said.

1. What type of job does Paul do? \_\_\_\_\_

**How do you know this?**

2. Describe Alice: \_\_\_\_\_

**What in the text supports your description?**

3. What relationship do Paul and Alice have? \_\_\_\_\_

**Why do you feel this way?**





Crack! Thunder struck and rain poured. Max stared blankly out the window, trying to contain his emotions that raged like the weather. He was beginning to lose it. Dropping the kite from his hand, Max broke out into full sobs. His mother comforted him, "There, there, Max. We'll just find something else to do." She began to unpack the picnic basket that was on the counter and offered him a sandwich. Max snapped, "I don't wanna sand-mich!" A flash from the sky lit up the living room. Boom! Mom sighed.

4. Why is Max upset? \_\_\_\_\_

**How do you know this?**

5. What was Mom planning on doing today? \_\_\_\_\_

**What in the text supports your description?**

"Tommy!" Mom called out as she walked in the front door. "Tommy," she continued shouting, "I sure could use some help with these groceries. There was still no reply. Mom walked into the kitchen to put the grocery bags down on the counter when she noticed shattered glass from the picture window all over the living room floor and a baseball not far from there. "I'm going to kill you, Tommy!" Mom yelled to herself as she realized that Tommy's shoes were gone.

6. What happened to the window? \_\_\_\_\_

**How do you know this?**





7. Why did Tommy leave? \_\_\_\_\_

**What in the text supports your description?**

Today was a special day in Ms. Smith's class. Some of the children were walking around the room, some of them were standing in small groups, and some of them were at their desks, putting finishing touches on cardboard mailboxes. After colouring a cool flame on the side of his race car mailbox, Johnny hopped off his chair, strutted over to Veronica's desk, and dropped a small white envelope into her princess castle mailbox. Veronica blushed and played with her hair. While this was happening, Edem was frantically trying to put a small white envelope into everyone's mailbox. After giving one to Ms. Smith, Edem pulled out a medium-sized red envelope from his pocket. He blushed and tried to put it in Veronica's mailbox, but it wouldn't quite fit. Edem struggled with it for a few seconds and then ran off with the envelope. Veronica rolled her eyes and popped her gum.

8. Why is today a special day? \_\_\_\_\_

**What in the text supports your idea?**

9. Which boy does Veronica like? \_\_\_\_\_

**What in the text supports your idea?**

10. Why did Edem run? \_\_\_\_\_

**What in the text supports your idea?**





## Grammar

Content standard	<b>B7.3.1.1: Apply the knowledge of word classes and their functions in Communication.</b>
What you should know already	<i>Reminder about prior learning</i> nouns, verbs, adjectives, adverbs, etc.
What will you learn? What skills will you develop?	<i>Key learning/Core competencies, subject-specific skills</i> You will use a range of different adjectives to describe nouns to develop your descriptions. You will also use adverbs to talk about how, when, how often, action takes place etc..
Language and vocabulary you will need to use	nouns, adjectives, pronouns, verbs, adverbs, conjunctions, prepositions, tense, aspects, determiners, classify, mini story
Ways to extend your understanding	<ul style="list-style-type: none"> <li>• Compile a list of each word class type (nouns, verbs, adjectives etc.) from passages.</li> <li>• Construct sentences (simple, and compound) using elements of the various word classes.</li> <li>• Use nouns preceded by articles or determiners in meaningful sentences e.g. <i>some oil, a chicken, the student</i> etc.</li> <li>• Identify and categorise irregular forms of nouns, adjectives and verbs in passages e.g. <i>mouse – mice, eat – ate, good – better</i>.</li> <li>• Use regular and irregular forms of word classes in sentences.</li> <li>• Use verbs that show tense (present and past) and aspect in sentences.</li> <li>• Construct sentences using verbs that accept objects (transitive) and verbs that do not take objects (intransitive) verbs.</li> <li>• Use coordinating conjunctions (<i>for, and, nor, but, or, yet, and so</i>) to construct sentences.</li> </ul>





Things you will need to remember for future lessons	<p><i>Brief statements of essential points that must be remembered</i></p> <p>Understanding of the use of the word classes and its functions.</p> <p>Simple, compound and complex sentences</p>
---	---

<b>Content standard</b>	<b>B7.3.1.2: Demonstrate command of structural and functional use of sentences.</b>
What you should know already	<i>Parts of a subject, coordinating conjunctions (FANBOYS)</i>
What will you learn? What skills will you develop?	<p><i>Differences between simple sentences and compound sentences</i></p> <p><i>Using the right coordinators to join simple sentences to form compound sentences. Identifying simple and compound sentences in texts.</i></p> <p><i>Developing skill for writing paragraphs using combination of simple and compound sentences.</i></p>
Language and vocabulary you will need to use	<i>simple, compound, sentence, coordinating conjunctions</i>
Ways to extend your understanding	<i>Identify simple and compound sentences in your reading passages, newspapers and other texts.</i>
Things you will need to remember for future lessons	<p>A simple sentence contains a subject and a verb. It may also have an object and modifiers. It contains only one independent clause and is also called an independent clause.</p> <p>A compound sentence is formed by joining two or more simple sentences using coordinating conjunctions (coordinators).</p>





## Worksheet 1

### Simple and compound sentences

Simple sentences have only one clause (they have only one subject and verb combination). E.g. The baby cried.

### Compound sentences

Compound sentences are two or more simple sentences joined by/with a coordinating conjunction(s). E.g. The baby cried, so the mother fed her.

### Task 1

Read the sentences in the table below and tick the boxes to show whether they are simple or compound sentences.

Sentences	Simple sentence	Compound sentence
She has six brothers.		
The thieves jumped over the fence but they could not open the doors.		
It rained heavily so we did not go to school.		
My parents are travelling to America tomorrow.		
The students and their teachers enjoyed the long speech.		
You can watch TV now or play tennis with me.		

### Task 2

Combine the sentences using appropriate coordinating conjunctions.

- Leon likes banku. Leon also likes fufu.





.....

.....

2. Dad boiled the plantain. I pounded it.
3. It is raining. Let's walk fast.
4. Alan chased his cat. The cat escaped.
5. Sue was helping her mother. She didn't go out to play.
6. Pat wanted to play in the sandbox. Tim wanted to play on the slide.
7. James had not played tennis before. James had to watch tennis on TV.
8. We are going to the farmers' market. Today is Sunday.

### Assessment Task

- In your groups, construct a paragraph using simple and compound sentences appropriately. Have your group representative read your paragraph to the whole class.

### Homework Task

Look for a local newspaper and identify all the simple and compound sentences in one of the pages. Write 's' under the simple sentences and 'c' under the compound ones. Share your work with the whole class the following day at school.





## Writing

<b>Content standard:</b>	<b>B7.4.1.1: Develop, organise and express ideas coherently and cohesively in writing</b>
What you should know already	You have been communicating orally, conversing with colleagues and telling stories to others. You have been writing simple messages to one another.
What will you learn? What skills will you develop?	<p><b>Key Learning</b></p> <ul style="list-style-type: none"> <li>• Explain how or why cohesive devices are linked in sentences.</li> <li>• Write simple, compound and complex sentences.</li> <li>• Use conjunctions to join clauses in compound sentences.</li> <li>• Write paragraphs with a topic sentence and supporting sentences.</li> <li>• Organise sentences in a logical sequence to create a coherent paragraph that is appropriate for the text type (narrative, descriptive, directions, short stories, notices etc.).</li> </ul> <p><b>Core competencies:</b></p> <ul style="list-style-type: none"> <li>○ Critical Thinking and Problem Solving</li> <li>○ Creativity and Innovation</li> <li>○ Communication and Collaboration</li> <li>○ Personal Development and Leadership</li> <li>○ Digital Literacy</li> <li>○ Cultural Identity and Global Citizenship</li> </ul> <p><b>Writing skills:</b></p> <ul style="list-style-type: none"> <li>○ Enhance your knowledge of punctuation</li> <li>○ Be brief in writing your ideas</li> <li>○ Always revise and proofread any piece you write</li> <li>○ Expand your vocabulary.</li> <li>○ Express yourself clearly with a good active vocabulary.</li> </ul>





	<ul style="list-style-type: none"><li>o Master English spelling.</li><li>o Read regularly.</li><li>o Improve your grammar.</li></ul>
Language and vocabulary you will need to use	topic sentence, minor and major support sentences, coherence, paragraph unity, etc.
Ways to extend your understanding	<ul style="list-style-type: none"><li>• Engage in Self-access Language Learning (SALL) SALL allows the learner to carry out a variety of activities such as project work and classroom-based language learning tasks,<ul style="list-style-type: none"><li>o It provides the learners with many opportunities for negotiating and making decisions on what and how they want to learn, as well as reflecting on and evaluating their own learning.</li></ul></li><li>• You can also motivate yourself by:<ul style="list-style-type: none"><li>o identifying tangible goals for self-development</li><li>o taking every opportunity to practise as much as possible, and trying to look out for or creating these opportunities</li><li>o developing endurance and tolerance in the face of hardships</li><li>o overcoming shyness and inertia by deliberately urging yourself to face challenges</li></ul></li></ul>
Things you will need to remember for future lessons	You will need to remember the following logical connectors that link sentences in a paragraph: <ul style="list-style-type: none"><li>o ordering ideas: firstly, secondly, finally, etc.</li><li>o addition: moreover, furthermore, in addition, etc.</li><li>o similarity: similarly, likewise, in the same way, etc.</li><li>o contrast: however, nevertheless, although, though, on the other hand, etc.</li><li>o cause/effect: because, therefore, as a result, consequently, etc.</li><li>o conditions: if, provided that, unless, etc.</li><li>o sequence in time: next, soon, after, then, later, suddenly, afterwards, etc.</li></ul>





## Assessment Task 1

Sample assessment task	
Year level	B7
Subject	English
Strand	Strand 4: Writing
Title of task	Paragraphing
Task details	
Description of task	Students will first communicate their ideas orally and then write paragraphs with a topic sentence and supporting sentences
Type of assessment	Formative and Summative
Purpose of assessment	To assess learners' ability to create short texts, using spoken and written (sentences, punctuation, spelling) forms of communication.
Assessment strategy	Oral and written work, observations
Evidence to be collected	Written text (a single idea developed in one paragraph)
Suggested time	30 minutes
Content description	
Content standard	B7.4.1.1: Develop, organise and express ideas coherently and cohesively in writing
Content indicator	Learners can use connectives to join sentences in a cohesive manner





<b>Task preparation</b>	
Prior learning	Learners are familiar with compound and complex. They have had experience constructing compound and complex sentences. They have been exposed to a variety of texts. They have been provided with experiences to create a range of texts, using different forms of communication.
Assessment differentiation	The teacher should differentiate their teaching and assessment to meet the specific learning needs of learners based on their ability and speed. Where appropriate, the teacher may either scaffold or extend the scope of the assessment tasks.
<b>Assessment task</b>	
Assessment conditions	Writing a paragraph
Resources	Pen and A4 sheets





<b>Content standard:</b>	<b>B7.4.2.1.1. Write personal narratives using effective techniques incorporating descriptive details and logical event sequences</b>
What you should know already	You have been composing simple stories and you write to family and friends.
What will you learn? What skills will you develop?	<p><b>Key Learning</b></p> <ul style="list-style-type: none"><li>• Generate ideas and draft personal experiences or past events.</li><li>• Revise and edit the writing for sense or meaning, and effect (emotional reaction).</li><li>• Compose an advertisement for the sale of products, services, events following appropriate format/style using process approach.</li><li>• Write the steps taken to do or make something or how something works.</li><li>• Describe people using precise words (e.g. <i>He staggers</i>, to say precisely how someone walks), phrases and sensory details (words that appeal to sight, sound, smell, taste, and touch).</li></ul> <p><b>Core competencies:</b></p> <ul style="list-style-type: none"><li>• Critical Thinking and Problem Solving</li><li>• Creativity and Innovation</li><li>• Communication and Collaboration</li><li>• Personal Development and Leadership</li><li>• Digital Literacy</li><li>• Cultural Identity and Global Citizenship</li></ul>
	<p><b>Writing skills:</b></p> <ul style="list-style-type: none"><li>• Enhance your knowledge of punctuation.</li><li>• Be brief in writing your ideas.</li><li>• Always revise and proofread any piece you write.</li><li>• Expand your vocabulary.</li></ul>





	<ul style="list-style-type: none"><li>• Express yourself clearly with a good active vocabulary.</li><li>• Master English spelling.</li><li>• Read regularly.</li><li>• Improve your grammar.</li></ul>
Language and vocabulary you will need to use	personal experiences, emotional reaction, process approach
Ways to extend your understanding	<ul style="list-style-type: none"><li>• Engage in Self-access Language Learning (SALL) SALL allows the learner to carry out a variety of activities such as project work and classroom-based language learning tasks. It provides learners with many opportunities for negotiating and making decisions on what and how they want to learn, as well as reflecting on and evaluating their own learning.</li><li>• You can also motivate yourself by:<ul style="list-style-type: none"><li>o identifying tangible goals for self-development</li><li>o taking every opportunity to practise as much as possible, and trying to look out for or creating these opportunities</li><li>o developing endurance and tolerance in the face of hardships</li><li>o overcoming shyness and inertia by deliberately urging yourself to face challenges</li></ul></li></ul>
Things you will need to remember for future lessons	Remember the following activities for future learning: <ul style="list-style-type: none"><li>o writing the aim of the text</li><li>o listing the materials needed</li><li>o sequencing and/or describing items to be carried out or conditions to be observed</li><li>o using appropriate text features (e.g., main heading, bullets/numbering)</li><li>o adjectives and adjective phrases for describing materials and objects</li></ul>





	<ul style="list-style-type: none"> <li>o connectors for showing sequence in steps</li> <li>o nouns and noun phrases (e.g., ingredients in recipes)</li> <li>o quantifiers for indicating amounts of ingredients and materials</li> <li>o use of the simple present for indicating the timeless nature of procedures</li> </ul>
--	--

## Assessment Task 2

Sample Assessment Task 2	
Year level	B7
Subject	English Language
Strand	Strand 4 : Writing
Title of task	Writing of descriptive essay
Task details	
Description of task	Students will first communicate their ideas orally and then write and describe a person using precise words (e.g. <i>He staggers</i> , to say precisely how someone walks), phrases, sensory detail, etc.
Type of assessment	Formative and Summative
Purpose of assessment	To assess learners ability to create relatively longer texts, using spoken and written (sentences, punctuation, spelling) forms of communication.
Assessment strategy	Oral and written work, observations
Evidence to be collected	Written text (describing features or characteristics of the subject) in 100 words.
Suggested time	1 hour
Content description	





<b>Content standard</b>	<b>B7.4.2.1: Develop, organise and express ideas coherently and cohesively in writing for a variety of purposes (description, narration, exposition/ information and persuasion), audiences and contexts</b>
Content indicator	Learners can write very good paragraphs
<b>Task preparation</b>	
Prior learning	Learners can compose their own essays of about 80-100 words. They have been exposed to a variety of texts. They have been provided with experiences to create a range of texts, using different forms of communication.
Assessment differentiation/ scaffolding	The teacher should differentiate their teaching and assessment to meet the specific learning needs of learners based on their ability and speed. Where appropriate, the teacher may either scaffold or extend the scope of the assessment tasks.
<b>Assessment task</b>	
Assessment conditions	Writing a 100-word descriptive essay
Resources	Pen and A4 sheets





<b>Content standard:</b>	<b>B7.4.2.2: Apply writing skills to specific life Situations</b>
What you should know already	You have been writing simple messages and compositions in class since B4.
What will you learn? What skills will you develop?	<p><b>Key Learning</b></p> <ul style="list-style-type: none"><li>• Write informal letters on a range of themes to friends and relatives. (E.g. of themes; school life, excursions, games, festivals etc.).</li><li>• Correct errors of informal letters written by others.</li><li>• Write formal letters to offices. (E.g. to the headmaster, the Director of Education, the assembly man, the SMC chairman, the PTA chairman etc.).</li><li>• Correct errors of formal letters written by others.</li><li>• write notices to class or club members to provide updates on rules, schedules or programmes.</li><li>• Compose a variety of media texts (e.g. write emails to news editors to make suggestions, compliments or complaints).</li><li>• Reflect on and identify strengths, areas for improvement, and the strategies found most helpful in understanding and creating media texts.</li><li>• Cultural Identity and Global Citizenship</li></ul> <p><b>Writing skills:</b></p> <ul style="list-style-type: none"><li>• Enhance your knowledge of punctuation.</li><li>• Be brief in writing your ideas.</li><li>• Always revise and proofread any piece you write.</li><li>• Expand your vocabulary.</li></ul>





	<ul style="list-style-type: none"><li>• Express yourself clearly with a good active vocabulary.</li><li>• Master English spelling.</li><li>• Read regularly.</li><li>• Improve your grammar.</li><li>• write notes while listening to teacher, reading a text or revising.</li><li>• Write notices/posters of different lengths for different purposes and audiences, using appropriate forms, conventions, and techniques (posters on a school excursion, notices on voluntary cleaning etc.)</li><li>• Write articles of different lengths on given issues for publication (e.g., a rap poem or jingle, to express a personal view to the class; a report for a community newspaper about a public meeting on an environmental issue affecting local neighbourhoods; an autobiography for a youth magazine, web page, blog, or zine)</li><li>• Compose dialogues of different lengths on given topics</li></ul> <p><b>Core competencies:</b></p> <ul style="list-style-type: none"><li>• Critical Thinking and Problem-Solving</li><li>• Creativity and Innovation</li><li>• Communication and Collaboration</li><li>• Personal Development and Leadership</li><li>• Digital Literacy</li></ul>
Language and vocabulary you will need to use	Media texts, emails, news editors, compliments, etc.





<p>Ways to extend your understanding</p>	<ul style="list-style-type: none"><li>• Engage in Self-access Language Learning (SALL) SALL allows the learner to carry out a variety of activities such as project work and classroom-based language learning tasks,<ul style="list-style-type: none"><li>○ It provides learners with many opportunities for negotiating and making decisions on what and how they want to learn, as well as reflecting on and evaluating their own learning.</li></ul></li><li>• You can also motivate yourself by:<ul style="list-style-type: none"><li>○ identifying tangible goals for self-development</li><li>○ taking every opportunity to practise as much as possible, and trying to look out for or creating these opportunities</li><li>○ developing endurance and tolerance in the face of hardships</li><li>○ overcoming shyness and inertia by deliberately urging yourself to face challenges</li></ul></li></ul>
<p>Things you will need to remember for future lessons</p>	<p>Recalling of the following will help you in future learning:</p> <ul style="list-style-type: none"><li>○ source information (title, author, date etc)</li><li>○ headings to help you identify the key topics</li><li>○ key points, examples, names, new ideas</li><li>○ triggers to make your notes more memorable – such as mnemonics, colour or drawings</li><li>○ further reading and ideas to follow up later.</li></ul>





### Assessment Task 3

Sample assessment task	
Year level	B7
Subject	English Language
Strand	Strand 4: Writing
Title of task	Article writing
Task details	
Description of task	Students will first communicate their ideas orally and then write articles of different lengths on given issues for publication
Type of assessment	Formative and Summative
Purpose of assessment	To assess learners' ability to create lengthier texts, using spoken and written (sentences, punctuation, spelling) forms of communication.
Assessment strategy	Oral and written work, observations
Evidence to be collected	Written text (several ideas developed in at least 5 paragraphs)
Suggested time	1 hour
Content description	
Content standard	<b>B7.4.2. 2: Apply writing skills to specific life Situations</b>
Content indicator	Learners can write lengthier texts.
Task preparation	





Prior learning	Learners have been composing good sentences and paragraphs and are able to generate ideas with little guidance. They have also been exposed to a variety of texts. They have been provided with experiences to create a range of texts, using different forms of communication.
Assessment differentiation	The teacher should differentiate their teaching and assessment to meet the specific learning needs of learners based on their ability and speed. Where appropriate, the teacher may either scaffold or extend the scope of the assessment tasks.
<b>Assessment task</b>	
Assessment conditions	Writing an article suitable for publication.
<b>Resources</b>	<b>Pen and A4 sheets</b>

#### B7.4.4

<b>Content standard:</b>	<b>B7.4.2.2: Apply writing skills to specific life situations</b>
What you should know already	You have written various types of composition before.
What will you learn? What skills will you develop?	<b>Key Learning</b> • Use non-textual elements, such as figures, tables, graphs, maps, photographs, etc., to support your key findings. • Identify the descriptive title of non-textual elements (e.g., Table 1. National Sales Activity from 2009-2014). • Identify and use a suitable font and caption format (e.g., bolded text).





	<ul style="list-style-type: none"> <li>• Write figures and tables within a text of results described.</li> <li>• Reference the number of the figures and tables in a text.</li> <li>• Comment on and explain the relevance and significance of figures and tables in relation to a research problem.</li> <li>• Use figures and tables effectively to present your structure and writing style</li> </ul> <p><b>Core competencies:</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving</li> <li>• Creativity and Innovation</li> <li>• Communication and Collaboration</li> <li>• Personal Development and Leadership</li> <li>• Digital Literacy</li> <li>• Cultural Identity and Global Citizenship</li> </ul> <p><b>Writing skills:</b></p> <ul style="list-style-type: none"> <li>• Enhance your knowledge of punctuation.</li> <li>• Be brief in writing your ideas.</li> <li>• Always revise and proofread any piece you write.</li> <li>• Expand your vocabulary.</li> <li>• Express yourself clearly with a good active vocabulary.</li> <li>• Master English spelling.</li> <li>• Read regularly.</li> <li>• Improve your grammar.</li> </ul>
Language and vocabulary you will need to use	non-textual elements, figures, tables, graphs, maps, photographs, etc.





<p>Ways to extend your understanding</p>	<ul style="list-style-type: none"> <li>• Engage in Self-access Language Learning (SALL) SALL allows the learner to carry out a variety of activities such as project work and classroom-based language learning tasks,             <ul style="list-style-type: none"> <li>○ It provides learners with many opportunities for negotiating and making decisions on what and how they want to learn, as well as reflecting on and evaluating their own learning.</li> </ul> </li> <li>• You can also motivate yourself by:             <ul style="list-style-type: none"> <li>○ identifying tangible goals for self-development</li> <li>○ taking every opportunity to practise as much as possible, and trying to look out for or creating these opportunities</li> <li>○ developing endurance and tolerance in the face of hardships</li> <li>○ overcoming shyness and inertia by deliberately urging yourself to face challenges</li> </ul> </li> </ul>
<p>Things you will need to remember for future lessons</p>	<p>Recording and interpreting results from maps, tables and figures</p>

### Assessment Task

Sample Assessment Task	
Year level	B7
Subject	English
Strand	Strand 4 :writing
Title of task	Summarising findings using tables, charts and figures





<b>Task details</b>	
Description of task	Students will first communicate their ideas orally and then write figures and tables within a text of results described.
Type of assessment	Formative and Summative
Purpose of assessment	To assess learners ability to summarise texts, using non-text elements.
Assessment strategy	Oral and written work, observations
Evidence to be collected	Written text (short text)
Suggested time	1 hour
<b>Content description</b>	
Content standard	B7.4.3.1: Research to build and present knowledge
Content indicator	Learners are familiar with a variety of texts.
<b>Task preparation</b>	
Prior learning	Learners have been composing good sentences and paragraphs and are able to generate ideas with little guidance. They have also been exposed to a variety of texts. They have been provided with experiences to create a range of texts, using different forms of communication.
Assessment differentiation	The teacher should differentiate their teaching and assessment to meet the specific learning needs of learners based on their ability and speed. Where appropriate, the teacher may either scaffold or extend the scope of the assessment tasks.
<b>Assessment task</b>	
Assessment conditions	Interpreting results
Resources	Pen and A4 sheets





# Literature

## Strategies

The best approach to learning is to combine the suggested strategies. They are based on well-researched strategies to learn by learning psychologists. The suggestions are carved from discussions on [www.cultofpedagogy.com/learning-strategies](http://www.cultofpedagogy.com/learning-strategies).

STRATEGY	EXPLANATION
Create a study calendar	Create a study timetable to guide you to study all the time. What you study must be carved out of what you study at school. Your learning should include previously learned material and newly learned material
Retrieval Practice	Put your notebook, textbook etc. aside and then try to remember what you learned. Try explaining what you know to another friend or teach a friend about everything that you learned at school. An example is <i>try and recount what the poem Desert Rivers is about.</i>
Elaboration practice	Explain and describe ideas with lots of details by going beyond simple recalling of facts and begin to make connections within a text. In a Narrative text for example, ask questions such as <i>who is Ato Yawson in The Dilemma of a Ghost? What did Ato do about the attitude of Eulalie? Why did he do what he did?</i>
Interweaving	Link ideas with new skills. When learning a new skill, bring in other skills to think more critically. For example, after learning about characters, one can learn about setting. The new topic can be linked to the previous topic. Example: <i>What are the character traits of Ato Yawson? How does the setting of The Dilemma of a Ghost affect the character and behaviour of Ato Yawson?</i>
Concrete Examples practice	This involves the use of specific examples to understand abstract ideas. As students, extend your understanding by coming up with examples of your own.





Dual Coding	Dual coding refers to combining words and visual images. During reading, visualise images described in Narrative, drama, and poetry texts. This will reinforce the concepts in the brain thereby making it easier to remember. Pay attention to the use of imagery, visuals used in textbooks, on websites, diagrams, sketches, and graphic organisers.
-------------	---

<b>Content standard</b>	<b>B7.5.1.1.1. Demonstrate understanding of oral literature(narrative, poetry, drama) and how the different genres contribute to meaning</b>
What you should know already	<ul style="list-style-type: none"> <li>• <i>You should have read many Narrative, Drama, and Poetry texts</i></li> <li>• You should know the meaning of terms such as plot, narrative techniques, character and characterisation, point of view, setting, acts and scenes, dialogue, subject matter and theme, flashback and foreshadow, linguistic features, figures of speech</li> </ul>
What will you learn? What skills will you develop?	<ul style="list-style-type: none"> <li>• Identify the basic concepts of Narrative, drama, and poetry             <ul style="list-style-type: none"> <li>○ Narrative: <i>subject matter, theme, plot, setting, narrative style, diction, character and characterisation, point of view</i></li> <li>○ Drama: title, acts and scenes, dialogue, subject matter, themes, setting, conflict</li> <li>○ Poetry: title, stanza, subject matter, themes, setting, point of view</li> </ul> </li> <li>• Explain the effect of structural features in:             <ul style="list-style-type: none"> <li>○ Prose</li> <li>○ Drama</li> <li>○ Poetry</li> <li>○ E.g. omniscient point of allows a speaker to move from the present to the past and future leading to flashback.</li> </ul> </li> <li>• Identify the basic linguistic features in narrative, drama, and poetry             <ul style="list-style-type: none"> <li>○ Examples: punctuation, paragraphing, sentences</li> </ul> </li> </ul>





	<ul style="list-style-type: none"> <li>• Explain the effects of linguistic features in making meaning in narrative, drama or poetry</li> <li>• Identify the basic literary features in Narrative, drama, and poetry <ul style="list-style-type: none"> <li>◦ Examples: repetition, alliteration, consonance, assonance, diction, connotation, metaphor, figures of speech</li> </ul> </li> <li>• Explain the effects of literary features in making meaning in narrative, drama or poetry</li> </ul>
Language and vocabulary you will need to use	literary genre, structural features (narrative, drama and poetry), linguistic features (narrative, drama and poetry), literary features (narrative, drama and poetry), plot, narrative techniques, character and characterisation, point of view, setting, acts and scenes, dialogue, subject matter and theme, flashback and foreshadow, linguistic features, figures of speech
Ways to extend your understanding	<ul style="list-style-type: none"> <li>• Read the selected narrative, drama, and poetry texts.</li> <li>• Continuously identify the concepts in the texts.</li> <li>• Discuss your findings at your Book Club.</li> <li>• Investigate similarities and differences between the different texts read.</li> <li>• Explain the effects of the identified concepts on the purpose of the author.</li> </ul>
Things you will need to remember for future lessons	Structural, Linguistic, and Literary features in Narrative, Drama and Poetry Effects of the features on the meaning of the texts







## Worksheet 2

### B7.5.1.1.2. Analyse the elements of written literature (narrative, drama, or poetry)

#### Point of View

**Directions:** determine from which perspective the passage is narrated. **If it is third-person, circle each time characters' thoughts or feelings are narrated.** Explain your answers in the box.

**Viewpoints:** first-person, second-person, third-person objective, third-person limited, and third-person omniscient.

1. The birds were chirping and the sun was shining. Kevin and Mary were sitting on a park bench together. Neither of them was smiling. After a long period of silence, Kevin said, "This isn't going to work. I mean, you're a dog person and I'm a cat person." Mary nodded. A tear rolled down her face. Kevin went on, "If we got married and bought a house, what kind of pet would we get? Some kind of cat-dog? Somebody's going to be unhappy." Mary began sobbing and said, "Ok, let's just end it now. Have fun with your slobbery dogs." She jumped off the bench and ran into the woods.

Narrator's Perspective:

Explain how you know:





2. The dew on the grass made my running shoes damp. It didn't bother me. The sound of my feet hitting the street formed a rhythm, a steady pattern of light thumps. I timed my breathing with the rhythm. These sounds filled my head. I thought of nothing other than the next step and keeping my tempo. I soared over the sidewalks like concrete clouds.

Narrator's Perspective:

Explain how you know:

3. Dora looked across the prairie. He didn't see anything concerning. He wondered why Joe had hollered like that. Joe turned to him. The ghost that Joe had just seen was gone. Joe swatted at the air. Now he felt crazy. "You have to believe me, Dora. It was just here," said Joe. Dora scowled at him in disbelief. "What was just here, Joe?" she asked. Dora was angry with Joe for disturbing her sleep for no apparent reason.

Narrator's Perspective:

Explain how you know:

4. If you are confused about something in class, don't wait. Raise your hand and ask for help immediately. Do it while your teacher is still explaining the material. Your teacher will probably be happy that you are taking an active part in your education and should attempt to explain the material in a different way. If you are still confused, ask your teacher if he or she is available after class to give you additional instruction. You are worth it. Don't give up on yourself.

Narrator's Perspective:

Explain how you know:







## Worksheet 4

**B7.5.1.1.3. Use basic literary devices in texts (e.g. metaphor, simile, personification, alliteration, assonance, consonance, etc.)**

**Directions:** Read the assigned text and identify instances of poetic devices and techniques. Write the example, and then explain which technique is being used and also how you know. Try to find an example of **metaphor, simile, personification alliteration, consonance, onomatopoeia, repetition, rhythm, and rhyme** (if possible).

1. \_\_\_\_\_  
Write the example here^

Which technique is being used? \_\_\_\_\_

How do you know?

2. \_\_\_\_\_  
Write the example here^

Which technique is being used? \_\_\_\_\_

How do you know?

3. \_\_\_\_\_  
Write the example here^

Which technique is being used? \_\_\_\_\_





How do you know?

4. \_\_\_\_\_  
Write the example here^

Which technique is being used? \_\_\_\_\_

How do you know?

5. \_\_\_\_\_  
Write the example here

Which technique is being used? \_\_\_\_\_

How do you know?

6. \_\_\_\_\_  
Write the example here ^

Which technique is being used? \_\_\_\_\_

How do you know?





## Worksheet 5

**B7.5.1.1.2. Identify and explain the effect of different linguistic features within a Narrative, drama or poetry**

### Tone

#### Tone Worksheet 1

**Directions:** Read each poem and then answer the following questions

#### Ellis Park

By Helen Hoyt

Little park that I pass through,  
 I carry off a piece of you  
 Every morning hurrying down  
 To my work-day in the town;  
 Carry you for country there  
 To make the city ways more fair.  
 I take your trees,  
 And your breeze,  
 Your greenness,  
 Your cleanness,  
 Some of your shade, some of your sky,  
 Some of your calm as I go by;  
 Your flowers to trim  
 The pavements grim;  
 Your space for room in the jostled  
 street  
 And grass for carpet to my feet.

Your fountains take and sweet  
 bird calls  
 To sing me from my office walls.  
 All that I can see  
 I carry off with me.  
 But you never miss my theft,  
 So much treasure you have left.  
 As I find you, fresh at morning,  
 So I find you, home returning --  
 Nothing lacking from your grace.  
 All your riches wait in place  
 For me to borrow  
 On the morrow.  
 Do you hear this praise of you,  
 Little park that I pass through?

1. What is this poem about? \_\_\_\_\_

2. What is the speaker's tone? \_\_\_\_\_

Explain your answer using textual evidence.





## In Trouble and Shame

By D.H. Lawrence

I look at the swaling<sup>1</sup> sunset  
 And wish I could go also  
 Through the red doors beyond the  
 black-purple bar.  
 I wish that I could go  
 Through the red doors where I could  
 put off  
 My shame like shoes in the porch  
 My pain like garments,  
 And leave my flesh discarded lying  
 Like luggage of some departed  
 traveller  
 Gone one knows not where.

Then I would turn round  
 And seeing my cast-off body lying  
 like lumber,  
 I would laugh with joy.  
 1. **swaling**: burning

3. What is this poem about? \_\_\_\_\_

4. What is the speaker's tone? \_\_\_\_\_

Explain your answer using textual evidence.

## From **Prelude**

By Richard Aldington

How could I love you more?  
 I try to think of one lovely gift  
 No lover yet in all the world has found;  
 I think: If the cold somber<sup>1</sup> gods  
 Were hot with love as I am  
 Could they not endow<sup>2</sup> you with a star  
 And fix bright youth forever in your limbs?  
 Could they not give you all things that I  
 lack?  
 You should have loved a god; I am but dust.  
 Yet no god loves as loves this poor frail dust.

1. **somber**: dark, dreary, joyless
2. **endow**: give someone something for free





5. What is this poem about? \_\_\_\_\_

6. What is the speaker's tone? \_\_\_\_\_

Explain your answer using textual evidence.

### Lone Dog

By Irene Rutherford McLeod

I'm a lean dog, a keen dog, a wild  
dog, and lone;  
I'm a rough dog, a tough dog, hunting  
on my own;  
I'm a bad dog, a mad dog, teasing  
silly sheep;  
I love to sit and bay the moon, to keep  
fat souls from sleep.  
I'll never be a lap dog, licking dirty  
feet,  
A sleek dog, a meek dog, cringing for  
my meat,  
Not for me the fireside, the well-filled  
plate,  
But shut door, and sharp stone, and  
cuff and kick, and hate.

Not for me the other dogs,  
running by my side,  
Some have run a short while, but  
none of them would bide<sup>1</sup>.  
O mine is still the lone trail, the  
hard trail, the best,  
Wide wind, and wild stars, and  
hunger of the quest!

1. **bide**: endure, bear, tolerate

7. What is this poem about? \_\_\_\_\_

8. What is the speaker's tone? \_\_\_\_\_

Explain your answer using textual evidence.

### Learning Resources

- Recommended books for JHS1-SHS1 for Narrative, Drama, and Poetry
- Audio-Visual on the selected Narrative/drama

