

ENGLISH LANGUAGE SYLLABUS

YEARS 7 AND 8

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INTRODUCTION

This document is a summary of progress made towards the revision of the curriculum for Years 7 and 8 in junior secondary schools and “centre schools” in Vanuatu.

The revision was initiated as part of the plan to provide a further two years of “basic education” to all Class 6 leavers. Curriculum panels for each subject were established in 2004, and began working on syllabi that would be suitable for students of all abilities who would be entering Year 7. Panels were asked to adapt the existing materials in use for Years 7 and 8 in junior secondary schools. In consultation with these panels, the Ministry of Education decided that 11 separate subjects should be offered at Year 7 and 8 levels, with the general aim of satisfying academic requirements for those who would be continuing their education in Years 9 and 10, while at the same time equipping Year 8 leavers with important “life skills”.

In May 2005, the Ministry appointed a “supervisory committee” to check the syllabi produced by the curriculum panels, ensure that the syllabi are produced in a common and easily understood format, and ensure that all documents are available in both English and French. The present document is the work of that committee.

On 1st August 2005, a new directive from the Minister of Education stated that the programme of basic education, scheduled to start in January 2006, will be implemented through two parallel curricula - one for the existing junior secondary schools, and one for the new “centre” schools that will provide training in “life skills” for those who are less academically able.

This document sets out the revised curricula for use in junior secondary schools. A further document, to be produced later, will provide a summary of revised curricula for the new “centre” schools. However because this new programme will not be available at the start of 2006, it is understood that the “centre “ schools will initially follow the curriculum that has been developed for the junior secondary schools.

**Proposed division of teaching hours in the revised
curriculum for junior secondary schools and “centre”
schools**

Subject	Existing junior secondary schools	Revised programme
Agriculture	3	3
Arts	2	2
Basic Science	4	4
Business Studies	-	1
English or French (foreign language)	3	3
English or French (second language)	5	5
Mathematics	4	4
Physical Education	1	1
Religious Education	-	1
Social Science	3	4
Technology	2	2
T o t a l	27	30

SUMMARY OF MINISTERIAL DIRECTIVE #1 OF 2005

On 1st August 2005, the Minister of Education announced that basic education in Years 7 and 8 will now be implemented in two parallel streams. At the end of Class 6, school-based assessment will be used to decide whether a child enters a junior secondary school or a “centre” school. The junior secondary schools are for “more academically able children”, while the centre schools are for the “less academically able children”.

For Years 7 and 8 in junior secondary schools, a more formal curriculum will be followed. This is the curriculum currently under revision, and is appropriate for more literate and numerate children.

For Years 7 and 8 in the centre schools, the curriculum will consist of basic literacy, basic numeracy and the teaching of life skills such as sustainable gardening and forestry, harvesting of marine resources, sexual health, basic carpentry and building skills, home care and basic mechanics. There will be an examination at the end of Year 8 to allow more academically-able students to move to Year 9 in junior secondary schools. In 2006, the centre schools will provide courses in basic literacy and numeracy. The other “life skills” subjects will be added gradually as the new courses are developed and teachers are trained to teach these vocational skills.

GENERAL OBJECTIVES OF THE REVISED YEAR 7-8 CURRICULUM IN JUNIOR SECONDARY SCHOOLS

In keeping with current educational thinking (particularly the ideas contained in the Delors report of 1996¹), the revised curriculum attempts to address four important issues:

- The need to teach language (either English or French) and numeracy across the curriculum. For example, the teacher of Mathematics must also be a teacher of English or French.
- The notion of “four pillars of learning”: to know, to do, to be and to live together. At a workshop facilitated by PRIDE at VITE in March 2005, it was pointed out that most curricula in Pacific island states have focused on the first two pillars and placed minor emphasis on the last two. The revised Vanuatu curriculum for Years 7 and 8 endeavours to redress the balance.
- The need to focus on “learning” rather than “teaching”, to adopt a more student-centred approach to education, and to have a curriculum that is “outcomes-based”.
- The importance of having cross-curricular links between subjects, so that students do not compartmentalize what they learn, but can apply skills, knowledge and attitudes learned in one subject to others.

The following general objectives/outcomes should be achieved by the end of Year 7. They will not necessarily be attained in each individual subject, but will be achieved through the totality of courses.

¹ Report to UNESCO of its International Commission on Education for the Twenty-first Century (Delors, 1996)

GENERAL OBJECTIVES COMMON TO ALL SUBJECTS

During their studies in Year 7, students will:

Learning to know	Learning to do	Learning to be	Learning to work together
<ul style="list-style-type: none"> • gain knowledge relevant to their lives as citizens of Vanuatu • gain knowledge that provides a sound basis for further studies • understand basic concepts and apply them to new situations and local examples • develop and apply their knowledge and understanding about people, societies and environments • explore what is possible and preferable in the future, both for their own lives and for society, and participate in actions that may contribute to more desirable futures 	<ul style="list-style-type: none"> • communicate with others in either English or French through speaking, reading, listening and writing • present and communicate information and ideas clearly and logically • systematically observe, measure and record accurately • interpret information from observation and evidence • develop skills in enquiry, planning, decision-making and problem-solving • use statistics correctly, and demonstrate the ability to use and draw graphs • show library and study skills • develop skills of researching information on an individual basis and presenting the findings in a logical and informative manner • think imaginatively in order to raise questions, solve problems, experiment, discover and invent 	<ul style="list-style-type: none"> • be open-minded and intellectually honest • be aware of technological changes in the world and be flexible in responding to these changes • be aware that they are unique and worthwhile individuals and community members, capable of making a positive contribution to society • develop a positive and systematic approach towards being responsible for their own learning • develop the values that will be necessary to meet the challenges of life in the twenty-first century • identify their own values and attitudes, the influences that have shaped them and the consequences of holding them • appreciate the diversity of values and attitudes found in Vanuatu and elsewhere • demonstrate key values for living in society - cooperation, concern for others, justice, truthfulness, honesty, perseverance, respect for others, acceptance of differences, readiness to give service, the peaceful resolution of conflict, etc. • explain reasons for conflicts over values and attitudes • develop an awareness of ways in which conflict may be resolved • demonstrate curiosity and respect for the environment and a concern for its conservation • respect, understand and preserve the cultural traditions of Vanuatu through the arts • take responsibility 	<ul style="list-style-type: none"> • appreciate our society's multicultural and interdependent nature • work, cooperate and communicate with others • understand how they can become useful members of their local community and better citizens of Vanuatu and of the world • participate cooperatively in group work and teams • show sensitivity to the needs, interests and ideas of others • show an awareness of the various, sometimes controversial, situations that face society • appreciate that everyone can make a contribution to the well-being of society • act to promote positive change in their own communities • take part in programmes that encourage gender inclusiveness and are balanced

		<ul style="list-style-type: none"> • become initiators 	in their appeal to, and relevance for, boys and girls
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ENGLISH (SECOND LANGUAGE)

Years 7 and 8

Overview

Role of English

English and French are official languages in Vanuatu, with Bislama the national language.

There are at least six reasons why proficiency in English is important for Ni-Vanuatu students:

1. English is one of the three languages used in government, regional business activity, the provision of services, and the media. English therefore becomes a means of participation in the life of the nation.
2. English is a major language of learning in schools. Proficiency in English enables students to take full advantage of the educational opportunities provided by the Anglophone system.
3. English (as well as French) enable students to have independent access to the enormous ranges of information that is available regionally and worldwide. In addition, students have access to the literature produced in other English speaking countries.
4. English serves community and national interests indirectly through the level of education achieved by students, and through the ability of students to take up further educational opportunities.
5. English, French and Bislama encourage the emergence of a national identity through facilitating cross-cultural understanding, and the appreciation of diversity. Each language provides a medium for vigorous debate between different language communities.

6. English is used as a tool within an Anglophone education system for studying the learners' linguistic and cultural heritage.

CONSTRUCTION OF THE CURRICULUM

The English curriculum for Years 7 and 8 is based on four strands of work, as illustrated in the *Pupil's Book* and *Teacher's Guide* for each year.

1. An experience strand where students are exposed to large amounts of meaningful language use through:
 - a. The study of themes.
 - b. Wide reading from high interest materials, chosen by students.
 - c. Tasks that link skills, encourage interaction and enquiry, and give rise to a wide range of output possibilities.
 - d. Extensive opportunities to write.
 - e. Personal enquiry.

The acquisition of vocabulary, grammar and discourse conventions are the outcome of this strand, as well as the development of fluency. Attention to form is driven by the effort to understand or to be understood.

2. A language awareness strand. This strand is based on:
 - a. A functional syllabus covering the various purposes for which English is used communicatively in different contexts.
 - b. A structural syllabus that enables students to focus on grammatical forms.

The language awareness strand develops explicit knowledge of English, enabling students to monitor their language use.

3. A skill development strand designed to improve the capacity of students to use English effectively in the pursuit of educational goals. The strand includes :
 - a. Improving specific performance in listening, speaking, reading and writing task.
 - b. Improving academic skills, including literature skills.

- c. Improving problem solving, and skills associated with enquiry, management of tasks and presentation of outcomes.
- d. Improving critical literacy.

This strand emphasizes strategy awareness and promotion of autonomous language learning.

- 4. A personal enrichment strand where English and other languages in the community are used to develop personal capabilities, to explore one's heritage, and to form identity.

Themes

The curriculum is organized around the study of themes. The themes chosen for the language books are as follows:

	Year 7	Year 8
1	Amazing animals : octopus and squid	Fresh water
2	Adventures in the bush	Warnings
3	Radio communication	Television, movies, videos
4	Tuvalu	Provinces of Vanuatu
5	Feeding minds and bodies	Language
6	Useful plants and trees	Coral reefs
7	Mountain climbing	Hunger
8	Newspaper, magazines and pamphlets	Advertising
9	Kiribati	Justice
10	Tourism	Identity
11	Business opportunities	Wildlife sanctuaries
12	Responding to emergencies	Sciences fiction
13	Old photographs	World events
14	Kingdom of Tonga	Responsibilities
15	Interesting jobs	Culture of peace

The *Pupil's Book* and *Teacher's Guide* for Years 7 and 8 give examples of the kind of work students should be doing as they study the themes.

Learning Outcomes (Year 7)

Through the study of themes, students will be expected to do the following things with confidence and ability.

Listening and speaking

1. Communicate about issues of local, national and international importance in a variety of situations.
2. Use a range of strategies for communicating effectively to groups of various sizes.
3. Notice and comment on how spoken language is used in particular contexts.
4. Evaluate how information has been organized in a range of oral texts to meet the purpose of the speaker and the expectations of the audience.

Reading

1. Read, reflect on, and respond to a range of texts.
2. Use a range of strategies for understanding a text, learning from it or responding to it.
3. Explain how culture, identity, knowledge and experiences influence one's understanding of texts and one's response to them.
4. Assess the relevance, appropriateness, and quality of texts in relation to the purpose of reading the text.

Writing

1. Plan and produce a range of texts for a variety of purposes and audiences.
2. Use a range of strategies to refine one's own writing and that of others.
3. Identify how texts have been organized to suit the context for which they are written.
4. Assess how the text might help a reader to respond in the way intended.

Investigative work

1. Select and investigate a topic which is related to the theme of the unit
2. Gather information from a variety of sources to clarify the topic.
3. Present a summary of one's work and respond to questions from the audience.
4. Reflect on the processes used during the investigation and on the quality of information gathered.

Learning Outcomes (Year 8)

Through the study of themes, students will be expected to do the following things with confidence and ability.

Listening and speaking

1. Communicate a range of ideas, information and opinions about significant local, national and international topics to a variety of audiences.
2. Use a wide range of presentation skills and strategies to communicate effectively in informal and formal school contexts, and in the wider community.
3. Create own examples of spoken language, demonstrating various ways it can be adapted to suite different context.
4. Assess the relevance, appropriateness and quality of their own listening and speaking in relation to purpose and audience.

Reading

1. Read, reflect on and respond critically to a broad range of literary and information texts.
2. Analyze how texts can inform, affect and manipulate the responses of a reader.
3. Analyze and justify personal preference of authors, styles, themes and other features of literary an information texts.
4. Assess the relevance, appropriateness and quality of texts in relation to purpose and readership.

Writing

1. Plan and produce texts with an individual style, to suit a variety of purpose and audiences.
2. Use a range of strategies to respond to and assess one's own writing and that of others.
3. Notice and comment on how one's own writing achieves its purpose in particular contexts.
4. Analyze how the language and style used in one's writing encourages readers to question, develop ideas and opinions, and make decisions.

Investigative work

1. Plan an investigation about a topic that relates to the theme of a unit.
2. Gather information from a variety of spoken and written sources to clarify the topic.
3. Present a clear and accurate summary of one's work and respond appropriately to questions from the audience.
4. Evaluate the processes used during the investigation and on the quality of information gathered.

Performance Indicators at Year 7

Performance indicators are examples of what students would be going in order to achieve particular learning outcomes. Here are the performance indicators for the learning outcomes associated with listening and speaking, reading, writing, and investigative work at Year 7.

Listening and Speaking

Experiences

Learning Outcome

Communicate about issues of local, national and international importance in a variety of situations.

Examples:

Students will be achieving the outcome when they:

- a. Listen carefully and respond appropriately to a talk.
- b. Retell a story in an interesting manner.
- c. Present information clearly to others; respond appropriately to questions from the audience.
- d. Express an opinion persuasively.
- e. Present two sides of an argument in a balanced way during a prepared speech.

Skills and strategies

Learning outcome

Use a range of strategies for communicating effectively in groups of various sizes.

Examples:

Students will be achieving the outcome when they:

- a. Listen to and show respect to the contribution of another person during group and class discussion.
- b. Use questions to seek clarification during a listening experience.
- c. Engage an audience during a short talk and keep their attention.]
- d. Adapt the language and presentation of talks to suit different audiences and purposes.
- e. Link the content of a talk to the experiences and present knowledge of the listeners.

Reflection

Learning outcome

Notice and comment on how spoken language is used in particular contexts.

Examples:

- a. Show appropriate knowledge of sequence words (first, then, before, after, finally...)
- b. Take turns in conversations and discussions.
- c. Recognize how language has been adapted to meet the needs of different audiences.
- d. Use organizational structures in presenting information or telling a story. (For example, in making an argument, a student would introduce the issue, give their point of view, provide supporting evidence, draw a conclusion and make a recommendation.)]
- e. Select appropriate techniques for speaking in formal and informal contexts.

Critical listening and speaking

Learning outcome

Evaluate how information has been organized in a range of oral texts to meet the purpose of the speaker and the expectations of the audience.

Examples:

Students will be achieving the outcome when they:

- a. Respond sensitively in a range of formal and informal language contexts.
- b. Use and compare different types of oral communication/
- c. Identify bias and stereotypes within a range of oral texts.
- d. Compose and deliver oral texts that present a particular point of view.
- e. Discuss the effects that different audiences can have on a speaker.

Reading Experiences

Learning outcome

Read, reflect on and respond to a range of texts.

Examples:

Students will be achieving this outcome when they:

- a. Draw and label a picture map that show the important places mentioned in a story, saying what happened at each place.
- b. Use role play to accurately create a scene from a story
- c. Ask and answer questions about the story, e.g. about characters and their motivations, events and their consequences, or themes and their implications.
- d. Find particular kinds of information in a text, then use the information to answer a question or solve a problem.
- e. Select and read aloud expressively a section of text which evokes a particular response in the reader, such a suspense, tension, or sadness, then explain how the author achieves that response.

Skills and strategies

Learning outcome

Use a range of strategies for understanding a text, learning from it or responding to it.

Examples:

- a. Define a purpose for reading a text.
- b. Preview a text, predicting what it will be about.
- c. Ask questions of the text, the author or the reader.
- d. Connect the text to background knowledge or to other texts.
- e. Restate important parts of a text in their own words.
- f. Scan longer and more demanding texts to locate specific information quickly and accurately for inclusion in notes.

Reflecting on texts

Learning outcome

Explain how culture, identity, knowledge and experience influence one's understanding of texts and one's response to texts.

Examples:

Students will be achieving the outcome when they:

- a. Explain how events described in a newspaper item could be interpreted differently by different people.
- b. Identify ways that characters, situations and problems in texts connect to their own experiences, thoughts and feelings.
- c. Identify personal responses to a narrative, suggesting how the author contributed to the response.
- d. Propose reasons why an author chose to end a story in particular way.
- e. Identify and discuss recurring themes in stories drawn from different cultures.

Critical literacy

Learning outcome

Assess the relevance, appropriateness and quality of texts in relation to the purpose of reading the text.

Examples:

Students will be achieving the outcome when they, for example:

- a. Compare and contrast a range of stories and justify their preference.
- b. Select examples from a newspaper of how opinion is sometimes read as fact.
- c. Identify a moral or cultural issue in a locally relevant text.
- d. Give an opinion about a dilemma faced by a character in a story.
- e. Look up reference material on a topic in two different source texts; compare the helpfulness and presentation of the information given.

Writing

Production of texts

Learning outcome

Plan and produce a range of literacy and factual texts for a range of purposes and audiences (see Table of Text Types)

Examples:

Students will be achieving the outcome when they:

- a. Prepare a news story from sources.
- b. Prepare an article on a topic of interest using the results of research/investigation.
- c. Express an opinion about an issue of local, regional or nation importance.
- d. Make an argument supported by evidence.
- e. Compose an imaginary narrative story that includes dialogue.
- f. Write a personal letter to a family member or friend.
- g. Reply to formal correspondence.
- h. Compose poetry, scripts and advertisements.
- i. Review a book for a potential reader.
- j. Write recounts of personal experiences.

Writing strategies

Learning outcome

Use a variety of strategies to refine one's own writing and that of others.

Examples:

Students will be achieving the outcome when they:

- a. Review and edit their own writing so that it matches the needs of an identified reader.
- b. Record and acknowledge sources.
- c. Demonstrate understanding of the conventions associated with various text types.
- d. Edit texts written by a peer for such features as text organization, paragraphing, sentence structure and grammar, spelling and punctuation.
- e. Use a dictionary to check the spelling of words.

Reflecting on texts

Learning outcome

Assess how their text might affect a reader.

Examples:

Students will be achieving the outcome when they:

- a. Explain the function of different parts of the text.
- b. Explore their own experiences, thoughts and feelings.
- c. Consider whether texts give a reader enough information.
- d. Consider whether the text is likely to create a mood in the reader.
- e. Compose texts that present different points of view.
- f. Compose texts with well-defined characters.
- g. Evaluate their own texts for persuasiveness, clarity, quality of information.
- h. Identify bias, prejudice, half-truths in writing.
- i. Analyse the message in examples of persuasive writing.

Critical writing

Learning outcome

Assess how a text might help a reader to respond in the way intended.

Examples:

Students will be achieving the outcome when they:

- a. Compose texts that present different points of view.
- b. Compose texts with characters that challenge typical stereotypes, such as gender stereotypes.
- c. Evaluate their own texts for clarity, persuasiveness, and quality of information.
- d. Distinguish between fact and opinion in their own writing.
- e. Identify bias, prejudice and half-truths in their own text, and in the texts written by peers.

Performance Indicators at Year 8

Here are the performance indicators for Year 8. They are examples only.

Listening and speaking

Experiences

Learning outcome

Communicate a range of ideas, information and opinions about significant local, national and international topics to a variety of audiences.

Examples:

Students will be achieving the outcome when they:

- a. Listen for a range of purposes; respond appropriately on each occasion.
- b. Present information clearly and in an interesting manner; respond thoughtfully to question from the audience.
- c. Use evidence to support an opinion.
- d. Use metaphor and cultural references to enhance the message in a talk.
- e. Compose and present speeches for real purposes at school and in the community.

Skills and strategies

Learning outcome

Use a wide range of presentation skills and strategies to communicate effectively in informal and formal school contexts, and in the wider community.

Examples:

Students will be achieving the outcome when they:

- a. Respond sensitively to the contribution of others during group and class discussion.
- b. Summarize main ideas in a talk.
- c. Challenge a point of view with supporting evidence.
- d. Adapt language and tone in order to acknowledge different points of view.
- e. Identify strengths and weaknesses in one's oral texts.

Reflection

Learning outcome

Create your own examples of spoken language, demonstrating various ways it can be adapted to suit different contexts.

Examples:

- a. Use appropriate organizational structures in composing oral texts.
- b. Explain the features of language chose to convey a particular effect during an oral presentation.
- c. Recognize the degree of impartiality in an oral text.
- d. Project characterization through dialogue in the writing of stories and plays.
- e. Present a review of a book read recently.

Critical listening and speaking

Learning outcome

Assess the relevance, appropriateness and quality of their own listening and speaking in relation to purpose and audience.

Examples:

Students will be achieving the outcome when they:

- a. Analyse how figurative language can enrich understanding and convey mood in a play or speech.
- b. Recognize that choice of language can have an effect on the feelings and reactions of the audience.
- c. Identify bias and stereotypes within a range of oral texts.
- d. Debate an issue in a formal setting.
- e. Role play alternative responses to an issue of local significance.

Reading

Experiences

Learning outcome

Read, reflect on and respond critically to a broad range of literary and information texts.

Examples:

Students will be achieving the outcome when they:

- a. Map out the main stages of a story.
- b. Select and read expressively a text that evokes a particular response in the reader, such as suspense, tension or sadness.
- c. Ask and answer questions about a text that has been read carefully, paying special attention to characters and their motivations, events and their consequences, or themes and their implications.
- d. Interpret information and ideas in texts, applying the information in problem-solving situations.
- e. Reflect, through discussion, how authors create characters, events and language the remain with the reader after a book or play has been read.

Skills and strategies

Learning outcome

Analyse how texts can inform, affect and manipulate the responses of a reader.

Examples:

Students will be achieving the outcome when they:

- a. Identify what they already know about a topic and form questions that will add to their knowledge.
- b. Improve skimming and scanning skills for quick and efficient retrieval of information.
- c. Read and understand how authors acknowledge their sources.
- d. Show skill in expressing opinion in a non-biased, object manner.
- e. Clarify the strength or weakness of an argument, then suggest an opposing view.

Reflection on texts

Learning outcome

Analyse and justify personal preferences for authors, styles, themes and other features of literary and information texts.

Examples:

Students will be achieving the outcome when they:

- a. Read an information text, suggesting what further information the reader requires and where it could be obtained.
- b. Increase knowledge of different genres, especially explanatory texts, exposition and response texts.
- c. Identify ways that characters, situations and themes in texts connect to their own experiences, feelings and viewpoints.
- d. Critical examine the language of advertisements, noting examples of persuasive language and personal responses.
- e. Read about a decision made on a locally relevant issue and analyse the possible implications.

Critical reading

Learning outcome

Assess the relevance, appropriateness and quality of texts in relation to purpose and readership.

Examples:

Students will be achieving the outcome when they:

- a. Select examples from a newspaper of how opinion is sometimes read as fact.
- b. Detect half-truths and generalizations in a selection of letters to a newspaper editor.
- c. Look up information about a topic in several different sources; record the variations in the answers given.
- d. Read complex texts and devise questions that help a reader clarify their understanding of the text.
- e. Write a critical appraisal of a current affairs article which is about a well-known issue.

Writing

Production of texts

Learning outcome

Plan and produce texts with an individual style to suit a variety of purposes and audiences.

Examples:

Students will be achieving the outcome when they:

- a. Provide information about a particular person, place or event.
- b. Tell somebody clearly how to do something.
- c. Recount what happened during an event.
- d. Explain how or why something takes place.
- e. Tell an interesting story.
- f. Respond to a literary text or artistic work.
- g. Make an argument that considers two sides of an issue.

Writing strategies

Learning outcome

Use a range of strategies to respond to and assess one's own writing, and that of others.

Examples:

Students will be achieving the outcome when they:

- a. Plan, review and edit writing to improve accuracy and conciseness.
- b. Use and acknowledge sources of information in an article or in an argument text.
- c. Assist another person to edit a piece of writing with respect to paragraphing, organization, grammar, spelling and punctuation.
- d. Experiment with text forms to achieve an effect on the reader.
- e. Analyse a personal voice in one's own writing and in the writing of others.

Reflecting on texts

Learning outcome

Notice and comment on how one's own writing achieves its purpose in particular contexts.

Examples:

Students will be achieving the outcome when they:

- a. Use different forms of figurative language to create mood and atmosphere.
- b. Develop a journalistic style of the reporting of news, including balance, judgments of public interest, and factual considerations.
- c. Create a story using flashback episodes during an event.
- d. Develop skills of biographical and autobiographical writing.
- e. Produce clearly-written articles that are based on investigative work.

Critical writing

Learning outcome

Analyse how the language and style used in one's writing encourages readers to question, develop ideas and opinions, and make decisions.

Examples:

Students will be achieving the outcome when they:

- a. Evaluate a range of texts for persuasiveness, clarity, and quality of information.
- b. Prepare specific questions for a questionnaire aimed at developing a good understanding of a social issue.
- c. Compose texts that challenge typical stereotypes, such as gender stereotypes.
- d. Prepare a balanced report on a controversial issue.
- e. Write a review of a cultural activity which will inform readers.

Language Awareness

Functional Syllabus

The various purposes for which English is used in Years 7 and 8 are set out below. The second and third columns of the table show the various text types that students will be experiencing in their listening, reading, writing and investigative work.

Purpose	Text Type	Sub-types	Example
To provide information about a particular person, place or thing	Description	Objective description Literary description	My family The banyan tree
To provide information about something	Information support	Description report Types Parts Compare/contrast\ Historical report	Different types of shark The important part of a radio The difference between squid and octopus The first school on Ambae
To tell someone how to do something	Procedure	Instructions Experiment Directions Rules	Orange leaf tea Changing solids to liquids How to get to the clinic Our class rules
To tell what happened	Recount	Personal recount Factual recount Biographic recount Autobiographic recount Historical recount	My holiday with Dad Boy catches strange fish The life of Father Lini My childhood Becoming the first nuclear-free nation in the Pacific

To explain how or why something takes place	Explanation	Sequential explanation Causal explanation Factorial explanation Consequential explanation Exploration	The life cycle of a turtle How atolls are formed The causes of erosion The effects of global warming Why dinosaurs became extinct
To tell an interesting story	Story forms	Narrative (short story) Custom story, moral tale or fable Anecdote	The disappearing dog Gods of the mountains When I went to the dentist
To respond to a literary text or artistic work	Response texts	Personal response Review Interpretation Critical response	My favourite story The latest Harry Potter book "Eagle strike" – could it happen in Vanuau? Should we allow the bush to be cut?
To make an argument	Exposition	Persuasion Discussion Debate	Terrorism is immoral How to deal with plastic waste The pros and cons of developing ecotourism

The specific language functions and text types associated with each theme are listed in the Teacher's Guides for Years 7 and 8.

Language structures

The core verb and clause structures of English are set out below in four levels. The progression of core structures is determined by the frequency in which the structures are likely to be encountered in printed school English. Alongside the core structures are ancillary structures that are important at each level of the English curriculum. Normal, students would spend two years at each level, with Level 4 defining the work for Years 7 and 8.

Level	Core structure	Ancillary structures
1	Present simple Imperative <i>can/cannot</i> Present continuous <i>going to</i> (future), <i>go for a...</i> , <i>go + verb + -ing</i> Past simple Simple gerunds, <i>like + gerund</i>	Nouns (singular and plural) Indefinite article, definite article <i>there is, there are</i> Pronouns Adjectives Possessive adjectives Demonstrative adjectives and pronouns Prepositions <i>at, on, in, to</i> Comparative adjective with <i>-er</i>
2	<i>must/must not</i> Present perfect Comparison of adjectives <i>will</i> (future) <i>don't have to, could</i> <i>Simple time clauses</i> <i>Past continuous</i> <i>Ask/tell + infinitive</i> Infinitive of purpose <i>Should/may</i>	Definite and indefinite articles Some/any with countable and uncountable nouns Adverbs of manner Comparative adjectives with <i>-er</i> and <i>more</i> Prepositions of position and movement Verb+ gerund; verb + to + infinitive Questions and answers Irregular verbs

Level	Core structure	Ancillary structures
3	Present perfect continuous <i>Used to</i> Past perfect Causatives Relative clauses Indirect statements Passive (simple forms) <i>would</i> conditional clauses Indirect questions Relatives with <i>where</i> and <i>when</i> Clauses of purpose, reason Contrast	Articles and adjectives to describe quantity Possessive pronouns Superlative and comparative Prepositions of position and movement Prepositions and conjunctions of time Gerunds and infinitives Sentences structure Conjunctions Irregular verbs
4	Past perfect continuous Gerunds after prepositional phrases Passives (modals, continuous forms) Future perfect <i>Modals</i> + perfect infinitive <i>So/such... that</i> result clauses Would have conditional clauses Passive (infinitives, gerunds) Advanced modal meanings Clauses of concession, condition	Nouns and adjectives : Articles Possessives Plurals Comparative/superlative adjectives <i>So</i> and <i>such</i> Conditionals (<i>1st</i> , <i>2nd</i> , <i>zero</i> , <i>3rd</i> words, other <i>than</i> , <i>if</i> , hidden, mixed tense conditionals) Modals : <i>can</i> , <i>could</i> , <i>be able to</i> , <i>must</i> , <i>have to</i> <i>should</i> , <i>ought to</i> , <i>need</i> , modals in past tense <i>could</i> , <i>would</i> , <i>might</i> (in statement, question and native form) Gerunds and infinitives Reported speech Sentence structure Questions and answers Relative clauses Prepositional and phrasal verbs

Assessment

There are three reasons why it is important to assess the English language accomplishments of students in Years 7 and 8.

- a. Assessment can benefit teachers by providing information about where teaching may need to be strengthened.
- b. Assessment can benefit teachers by providing information about where teaching may need to be strengthened.
- c. Assessment can benefit a school and its community by indicating where improvements in quality have been made, and could be made in the future.

A range of assessment approaches need to be in place in order to give trustworthy information:

- a. Regular monitoring of the work undertaken by students.
- b. Samples of work presented by the students as a record of their learning.
- c. Class and school assessment procedures that can be used for internal assessment purposes.
- d. A national examination at the end of Year 8.

Effective assessment practices will reflect two important principles, among others:

- a. Assessment supports the goals of the language programme.
- b. Assessment is planned and the results are communicated clearly to those involved.

Resources

The following information summarizes the resources each class should have and the basic organization that should be followed:

1. Every student in the class should have a copy of the Pupil's Book. In addition, each Year 7 teacher should have a Teacher's Guide. It is important to teach students how to care for the Books and keep them in good repair.
2. There are 15 units of work in the Pupil's Book. Five units should be completed each term. You can change the order of the units to suit the interests of the students and the availability of first-hand experience in the local area.
3. Students should spend at least two to three weeks on each unit. The units integrate skill and draw on learning that may also be occurring elsewhere in the curriculum.
4. There are usually 10-12 activities in the Pupil's Book for each unit. More activities will be needed, arising out of your own planning and resources.
5. The Pupil's Book must be supplemented by book experiences that draw on a variety of other resources:
 - ❖ *Vanua Readers*
 - ❖ *School Journals*
 - ❖ Class and school library books
 - ❖ Books made from stories written by the students or available in the local area
6. Teachers must implement gender equity practices so that students will come to understand the potential that resides in everybody to make a valued and unrestricted contribution to their school, community and country.

Wherever possible, team planning should occur. In this way resources can be shared, issues discussed, and new activities tried. Zone curriculum advisers and other key people in basic education can assist schools in developing a quality language programme.

References

Department of Education, Papua New Guinea (2003). Language: Upper Primary Syllabus. Port Moresby: Curriculum Development Division.

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Department of Education, Vanuatu (2005). English Language Year 7 Teacher's Book. Port Vila: Curriculum Development Unit.

