OROMIA EDUCATION BUREAU CURRICULUM DIRECTORATE

A quick Reference

On newly Revised English Curriculum for Grade 7

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Introduction

This module is prepared on the basis of the revised primary level English language which is currently implemented in the schools. It is aimed at making the teachers and students aware of the contents and the strategies have to be used in the schools. The curriculum material is distributed to schools in this academic year especially at the beginning of the second semester. However, there is no basic change from the prior curriculum. But, there is a change in style and level of difficulty as well as components of the materials. The material is organized in thematic way. The contents treated in the eight components are the same. The components treated in this curriculum are: word study, vocabulary, reading comprehension, reading fluency, listening, speaking, and grammar and writing sections.

Therefore, the aim of preparing this quick reference is to make students and teachers aware each component and what the intention of each section is.

1. Word study and Vocabulary

Under this section two sections are treated as one component as they both are talking about a word. However, as **word study** focuses on facilitating comprehension by teaching difficulty words by segmenting, blending and giving meaning to facilitate reading by serving as pre-reading activity. Whereas the vocabulary teaching the meaning of words while students are reading; it is a while reading activity. It helps students to do the reading comprehension section as it is intended. They both are treated in the section. Therefore, while you study this reference read the students book and check how they appear in the students' book.

1.1. *The word* study part deals with different techniques about how words are formed with the intention of developing learners' ability to identify words, their parts and their pronunciation.

- ✓ The main objective of the session is to help students to develop their reading ability. The main strategies that are introduced are *blending, segmenting and compounding*.

Homophones

Homophones are:

- words which have the same pronunciation but are different in meaning. They are usually spelled differently.

Activity 1

Please refer grade 7 Students book on week 20, day 1 and week 17, day and see how the word study activities are helping students reading the preceding /next reading comprehension activity.

1. Does it help students in understanding the text? How?
2. Are the activities blending or segmenting?

1. **Separate syllables into Prefixes and root words**

• Students segment root words and prefixes in the words that are found on the students' book under the word study section. Then, write the meaning of each word.

Activity 2

Dear reader, look at the word study activity on grade 7, week 16 day 1, week 17 day 1 `and see how a word can be organized from prefixes and root words. Look also at week 18 day 1. Week 19 day 1 and tell what difference you have observed from the activities.

1. Does it help students in understanding the text? How?
2. Are the activities blending or segmenting?

2. **Separate syllables into Prefixes, root and suffixes words**

Activity 3

Dear reader, please look at week 26 day 1 and identify what does it mean by prefixes, root word and suffixes.

3. **Segmenting words into syllables**

Activity 4

Look at week 27 day 1,week 28 day 1 and week 29 day 1 and see how words are segmented into syllables

1.2. Vocabulary

- ✓ In vocabulary part, learners are provided with the activities that encourage them to identify **word relation** and **contextual meaning** of words.
- ✓ Thus, most of the words, especially those which demand meaning, are presented in texts which reflect various contexts relating to the themes.

Meaning of Vocabulary

- ✓ Vocabulary is the knowledge of words and word meanings. According to Stahl (2005), "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world."
- ✓ Vocabulary knowledge is not something that can ever be fully mastered; it is expands and deepens over the course of a lifetime.
- ✓ Instruction in vocabulary involves much more than looking up words in a dictionary and using the words in a sentence.
- ✓ Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction and word-learning strategies.

Vocabulary Strategies

1. **Word Detective (Context-based Strategy)**

- ✓ The most valuable activity you can do to increase your student's vocabulary is to encourage them to read.
- ✓ This activity enables students to encounter words in different contexts, thus deepening their knowledge.
- ✓ It requires students to find new words as they encounter them in their daily reading.

- ✓ The procedures of word detective are the following
  1. The teacher gives students a list of key words for which to search.
  2. Students write each target word and its sentence on a sticky note and then place it on their desk each time they encounter a key word.
  3. Devote a few minutes to reading each sticky note.

4. A game can be made out this activity by assigning each word a point that can be earned.

- ✓ This can also be presented in putting the words extracted from a text at one side and presenting its meaning in the other side
- ✓ It can also be presented by providing the word in in sentences by bolding the word and ask the meaning of the word
- ✓ This type of vocabulary activities are provided in the book widely

Activity 1

Dear reader read the activity under week 16 day 2,week 16 day 4,week 17 day 2,week 16 day 4,week 18 day 2, week 18 day 4. Look how it is provided in context.

2. **Insert appropriate words from the list of words (word bank)**
   - ✓ Some content words are provided in the table or above the sentences provided
   - ✓ Such activities are provided in text book

Activity

- ✓ Look how the activity on week 20 day 4, week 21 day 4, week 22 day 4 and insert appropriate words in the sentences. Then, try to find similar activities from the text book and do by yourself.

1. Listening

What is listening?

- ✓ Listening is the ability to attend to and understand information provided by a speaker or the act of hearing attentively.
- ✓ Listening is similar to speaking, reading and writing in that the listener must understand phonics, syntax and semantics in order to comprehend what the speaker is saying.
- ✓ In the classroom students must pay close attention to what teachers and others are saying (listen) to positively impact their learning.

- ✓ Listening is a very important skill in the students' academic life and in life in general. **Listening lessons in the newly developed student book and teacher's guide for grades 5-8 typically are presented in three-stages: pre-listening, while-listening and post-listening.**

1. The **pre-listening** stage:

- ✓ is meant **to activate students' prior knowledge** and help them develop prediction skills.
- ✓ Students also can become familiar with key vocabularies.

2. The **while-listening** stage:

- ✓ focuses on comprehension through exercises that require careful listening, listening for the gist, details, sequencing, etc.
- ✓ It also can give students opportunities to create pictures in their mind of what listening text is about.

3. The **post-listening** stage:

- ✓ mainly involves a response which requires students to discuss or write about the message of the listening text or to examine the text or parts of the text in detail.
- ✓ Activities in all three stages are designed to create connections between the text and real life through various interactive activities.

NB. The strategies we use in reading and listening comprehension is the same.

Pre-listening

- ✓ Inform the trainees that the title of today's listening text is **"Exercises for Health."** Then, tell them to work in a small group to discuss the pre-listening questions.
- ✓ Trainees will discuss the following questions based on their existing knowledge and/or experience.

  1. Look at the title and pictures and predict the contents of the listening text.

2. Talk about what the children in the pictures are doing.(Example SB: Grade 6, Week-26, Day 2)

While-listening

- ✓ Tell trainees to listen very carefully to the text while you read it aloud.
- ✓ Tell them that you are going to read the listening text three times.
- ✓ For the **first reading**, tell the trainees to just listen quietly.
- ✓ During the **second reading**, tell the trainees to listen and answer the while-listening questions.
- ✓ Then, tell them to listen to the **third** reading to verify their answers.

Activity 6

1. What is the role of students in listening and reading comprehension?
2. Which one is simple? What is the difference?
3. What is the role of students in listening comprehension?
4. What is the role of students in reading comprehension?

3. Speaking

What is speaking?

- ✓ Speaking is an important skill for language learning.
- ✓ Speaking activities are designed to help students to build and share ideas through talk.
- ✓ Accordingly, one of the main purposes of a speaking lesson is to improve students' communicative skills.
- ✓ During speaking practice, students are exposed to a variety of experiences for using English to communicate their thoughts and experiences.
- ✓ They are provided with opportunities to learn how to follow the social and cultural norms appropriate in each communicative circumstance.

- ✓ In grade 5-8, speaking lessons are taught separately for 20 minutes on the third day of each week's lesson.

Stages of Speaking

There are *three stages* in speaking. These are practice, production and application stages.

1. Practice Stage

- ✓ The Practice Stage will provide trainees with opportunities to become familiar with some common English expressions.
- ✓ At this stage trainee's model, rehearse and/or act out a dialogue or practice a conversation.
- ✓ They depend on the given modelling to learn the spoken words or conversation and practice repeatedly. It is not memorization.

  Possible activities for this stage:
  - acting out a dialogue;
  - modelling a dialogue;
  - using given expressions in an identified context;
  - rehearsing poem/songs;
  - playing a game; and
  - passing a message that is being

2. Production Stage

- ✓ In production stage, trainees perform a given task based on the model activity they practiced earlier.
- ✓ The activities provide trainees with opportunities to practice speaking. Trainees are expected to apply the language items/expressions they practice under the first stage.
- ✓ The activities are presented in a guided manner in which trainees complete or extend a dialogue or conversation using their own language.
- ✓ Some possible activities for this stage are as follows:
  - completing a table with input from other people;
  - retelling a story;
  - completing part of a dialogue; and

- extending a dialogue.

3. Application Stage

- ✓ The Application Stage refers to free language use.
- ✓ This implies that trainees are free to express their opinions, ideas and feelings or argue for or against an idea or make a speech on a given topic.
- ✓ In addition, trainees will apply appropriate language to share their life experiences.
- ✓ They exemplify the realities in their actual environments.
- ✓ They will do this when they discuss the message of a story, analyse a table or chart, interpret a picture or perform other relevant activities.
- ✓ Some possible activities for this stage include:
  - conducting a survey, interview or inquiry;
  - debating;
  - giving advice or offering help using one's own words or language;
  - preparing a speech on a given topic;
  - relating life experiences;
  - giving a speech on a summary on something new that was listened to;
  - improvising or creating dialogue and presenting it; and
  - giving feedback to other's presentations.

- ✓ Generally, the main contents in the ***speaking skills*** are role plays, debates, dialogues and oral presentations. While you study the dialogue, try to identify the topic used and the expressions used to express the ideas.

- ✓ For example: the topic of the dialogue on grade 7 Book 2 students book; page 131-132, topic: giving advise by using 'should' and 'should not. Please refer to other speaking sections and identify their topic and the expressions they have used.

- ✓ The focus is to help students to use the language items they learned in the week in the real like context in a classroom.

- ✓ The class needs to be more interactive and learners should be encouraged to be free to reflect their views based on the procedures indicated in this guide.

Activity 7

Dear reader, look at all the speaking sections and do the following.

1. What is the topic of the lesson?
2. Which tense is used?
3. Which expressions are used to ask as well as to respond?
4. **Reading**

- ✓ Reading, an important skill for academic and social endeavours for Ethiopian students, is given emphasis in the revised Ministry of Education curriculum.
- ✓ This material gives theoretical inputs and practice with effective methods reading for second cycle primary grade students.
- ✓ Activities are incorporated to activate the knowledge, beliefs and experiences of the trainees and extend their knowledge of effective reading instruction through modelling, practice and reflection.
- ✓ Moreover, the trainees will understand how and why they should use strategies and other resources
  to enhance students' reading ability

What is reading?

- ✓ Reading is an *interactive process* that can be divided into two major purposes: learning to read and reading to learn.
- ✓ These processes are taught in an explicit, sequential manner and involve the five skills that are important for acquiring literacy: listening, speaking, vocabulary, reading and writing in varied ways.
- ✓ The main purpose of reading is to make meaning from (comprehend) different types of text.
- ✓ Grades 5-8 students should be reading to learn instead of learning to read.

- ✓ At these grade levels, students read longer texts, continue to develop fluency, answer comprehension questions and integrate reading with listening, speaking, vocabulary and writing skills.
- ✓ Reading should be taught with the goal of helping students to comprehend the content of the different subjects they are studying.

4.1. Reading Fluency

What is reading fluency?

- ✓ Reading fluency is the ability to read aloud with appropriate rate, accuracy and expression.
- ✓ It is believed that if students can do this, it is likely that they can better comprehend what is read.
- ✓ The components of reading fluency are accuracy, appropriate rate and expression.
- ✓ ***Rate*** refers to the speed and pace at which a student reads a text.
- ✓ This can be assessed by having a student at a certain grade level read a text out loud so that the number of words read correctly in one minute can be noted and compared with research based data.
- ✓ ***Accuracy*** occurs is when students read words correctly. A strategy for improving accuracy is to teach students how to self-correct their decoding errors through self-monitoring and by using contextual clues when appropriate.
- ✓ A teacher can model accuracy by reading words aloud, reading sentences or a complete text.
- ✓ Students also can be taught to sound out a word which they are having difficulty decoding, use context clues to figure out the unknown word, go back to a certain point in the text and re-read and use other word learning strategies.
- ✓ ***Expression*** requires one to attend to punctuation and use varied intonation.
- ✓ A teacher can help students to develop reading expression by using the following strategies. Teachers can:

• demonstrate how to and ask students to practice using expression by attending to punctuation

and chunking words, using voice, clear diction, loud and soft tones and pauses;

4.2. Reading Comprehension

What is reading Comprehension?

- ✓ Reading comprehension is the ability to read text, process what is read and understand its meaning.
- ✓ Reading comprehension being able to read and understand information presented in written form.
- ✓ Reading is an active, not a passive activity.
- ✓ Comprehension involves make meaning from the whole of what is being read by understanding the meaning of words, sentences, pictures, graphics and other aspects of text that can influence comprehension.
- ✓ Reading comprehension strategies help students to interact with text before, during and after reading by making and verifying predictions, creating questions, monitoring understanding, using prior knowledge to make connections with text and other activities that help make connections to what is being learned.
- ✓ All teachers must teach students the comprehension skills necessary to help them understand text and become successful, independent readers.
- ✓ Strategies can be classified under the three main categories with follow.

  • **Pre-reading** strategies focus on developing students' skills to better comprehend concepts in the reading **before** they begin to read or listen to text being read.

  • **While-reading** activities focus on developing students' skills to better comprehend concepts **while** they read or listen to text being read.

  • **Post-reading** activities focus on developing students' skills to better comprehend concepts **after** they read or listen to text being read.

Comprehension Strategies

- ✓ Reading comprehension strategies help students to understand or comprehend text.
- ✓ Comprehension strategies help students actively read for a purpose.
- ✓ For example, if a teacher asks students to predict what a passage is about based on pictures in a story book or diagrams and pictures in informational text.
- ✓ Students acquire a purpose for reading the text.
- ✓ They will read to verify their predictions and will better understand the content.
- ✓ The process of comprehension begins before starting to read and continues even after the reading is completed.
- ✓ There are many comprehension strategies that can be used pre-, while- and post-reading.

- ✓ These strategies help students to focus on particular aspects related to the reading and help them to build understanding of the concepts being read.

Some frequently used pre-reading strategies include:

predicting based on the title, vocabulary, scanning, word games; discussions based on questions, brainstorming, describing pictures, naming and categorizing, comparing and contrasting, matching pictures, etc.

Some frequently used while-reading strategies include:

reading discussion, answering questioning, predicting what is next, jigsaw activities, true/ false activities, transferring information into tables charts, etc., categorizing, gap activities, reflecting, identifying what words reference, finding context clues, generating questions, completing KWL charts, etc.

Some frequently used post-reading strategies include:

retelling, reporting, discussion, writing a paragraph, role playing, gap-filling, summarizing.

Activity 8

Answer the following questions based on the notes you have read above.

1. Have you tried to identify the reading comprehension from reading fluency?
2. Which one needs understanding of the idea/messages tried to be passed?
3. Do you understand what you have to do in pre-reading, while reading and post reading stages?
4. Please try to read the reading comprehension and the reading fluency sections independently following these strategies.

5. Writing

What is writing?

- ✓ Writing is a form of communication that is important for success in school and in life.
- ✓ Writing to communicate is a complex task that requires the skills of reading, spelling, grammar, word usage, thinking and organizational and other skills to be effective.
- ✓ **Effective writing is a vital life-skill that is** important in almost every subject in school as well in the work environment.
- ✓ In this training, trainees will be exposed to the writing process and to different types of writing,

  writing conventions and writing compositions that are relevant to learning in Grades 5-8.

- ✓ Grammar, usage and mechanics such as punctuation and spelling and other conventions are important parts of writing.
- ✓ Details about grammar are in a separate section of the training manual.
- ✓ Trainees also will spend time writing complete compositions (pieces of writing).
- ✓ They will learn to teach students how to write effectively in a variety of ways using the process of writing as a basis.

Sub-contents of Writing

- ✓ This part has two sub contents: *writing conventions* and *writing composition*.
- ✓ The writing convention constitutes contents on *spelling*, *punctuations* and *capitalization*.
- ✓ The *composition writing* presents different levels of writing such as, sentences and paragraphs with their accompanying features (elements of sentences, types of sentences, types of sentences in a paragraph, elements of a paragraph etc.)
- ✓ **Writing** is a means of communication that uses signs and symbols.
- ✓ In most languages, writing documents ideas and other thoughts which are spoken. Writing is not a language, but ***a tool developed*** by human society.
- ✓ Writing depends on many of the same structures as speech, such as vocabulary, grammar, semantics (study of meaning in language), and other conventions communicated through the use of a system of signs or symbols in different languages.
- ✓ Text is the result of writing, and those who read text are recipients of meaning through language.
- ✓ Writing is communicated through publication, storytelling, correspondence, diaries and other means.
- ✓ Writing is an instrument for recording history and disseminating knowledge.
- ✓ The *writing process* is the means by which students learn how to approach and carry out a writing task.
- ✓ The *elements of writing* provide teachers and students with the concepts and terminology necessary to understand and talk about the process and products of writing.
- ✓ An understanding of the *forms of writing*, which include *genres* and *types*, and *practice* in identifying the purpose and audience for writing enable students to select the most appropriate form to communicate their ideas and feelings.

Stages of the Writing Process

- ✓ Explain and model the writing process.
- ✓ Good writing is essential for success in school, personal life and at work.
- ✓ Writing is a complex combination of skills which is taught best by dividing the process into sequential parts that ends with a finished product.

  Pre-writing is the first stage of the writing process.
- ✓ It is the planning and organizational phase for writing and provides a focus for developing content.
- ✓ A common strategy used at this stage is brainstorming where students think about and generate ideas for a topic or concept and record them on paper.
- ✓ If the topic is the same for the entire class, brainstorming can be done in small groups, with partners or as a whole class activity.
- ✓ At this stage students also can organize ideas using diagrams or charts, develop an outline, conduct research and perform other activities prior to the next stage, drafting.
- ✓ Students also should think about who their audience is so that the proper voice and language are used.
- ✓ Make sure that topics chosen for writing are relevant to the experiences that students have had. If they live in the countryside, they may not be able to write about life in the city.

  Drafting occurs when students begin to write.
- ✓ The most important activity at this stage is to get thoughts down on paper using the organizational structure determined in the pre-writing stage.
- ✓ During drafting students should not focus on mechanical aspects such as grammar and punctuation and just make sure their thoughts are recorded on paper.

  Revision gives students an opportunity to carefully review their draft and rearrange content, revise sentence structure, and make sure that the purpose or the intended message is conveyed to the intended audience.

  Editing is the next stage of the writing process where the student reads the entire revised document and records final corrections in content: the message, the opening sentences, concluding sentences, organization of ideas, sentence structure, grammar, punctuation and other conventions.

- ✓ At this point in the writing process, writers correct all errors in grammar and mechanics and edit to improve style and clarity.
- ✓ Having another student's or teacher's feedback in this stage is helpful.
- ✓ Training students to do peer editing also is beneficial for providing good feedback during this stage.

  Proofreading involves reading the entire piece of writing carefully to check for accuracy and correctness.

  Publishing, the last step of the writing process, occurs in varied ways: sharing your writing with a partner, with the whole group or small groups; posting it on a wall in the classroom or hallway; sharing it with relatives or friends; including it in a booklet; emailing it to someone and other ways where your writing is shared with others.
- ✓ Keeping track of student writing also can be helpful to teaching and learning.
- ✓ Student writing should be kept in folders or the final draft recorded in a separate exercise book so that improvement over time can be noted.
- ✓ Students also can be taught to review their previous writing at a later time and reflect on what was effective and what they can do better next time.

Types of Writing

- ✓ There are four main types of writing: **narrative, expository, descriptive and persuasive**.

  Narrative Writing
- ✓ Narrative writing is writing where a sequence of events occurs.
- ✓ Story writing is narrative.
- ✓ The narrative is usually told in first or third person.
- ✓ Narrative writing usually has a beginning, middle and end as well as characters, setting, dialogue, conflicts, actions, problems and solutions.
- ✓ Novels, short stories, poetry and biographies are examples of narrative writing.

  Expository or Informational Writing
- ✓ Expository or informational writing is factual and subject oriented with main ideas and details about a subject or subjects.
- ✓ Expository writing explains something.
- ✓ Mathematics and science books are expository.

  Descriptive Writing

- ✓ Descriptive writing focuses on providing a "picture" in words with vivid details of a person, character, an event, a situation or a place.
- ✓ It is sometimes poetic in nature where the writer specifies the descriptive details rather than just providing the information.

Persuasive Writing

- ✓ Persuasive writing relates opinions, biases and justifications of the writer about a topic or topics.
- ✓ The purpose of persuasive writing is to convince others to believe the writer's point of view.
- ✓ The writer usually records reasons for particular beliefs and sometimes recommends actions.

Controlled, Guided and Independent Writing

- ✓ The concepts of controlled, guided and independent writing are built into teaching writing in grades 5-8.
- ✓ Review examples of these concepts with trainees.
- ✓ **Controlled writing**: the writer is given a lot of help with the actual writing (wording) and has to make very few decisions about how to put his/her ideas into words or how to organize the text.
- ✓ **Guided writing**: the writer is given a lot of help with the actual writing (wording) but writes more of the words independently and makes more decisions about content and organization.
- ✓ **Independent (free) writing:** the writer uses his/her own ideas and put the ideas into words and makes his/her own decisions about content and organization.

Conventions are the surface features of writing: **mechanics, usage** and **sentence structure**. Conventions make writing easier to read by putting it into a form that the reader expects and is comfortable with reading.

Mechanics

- ✓ Mechanics are conventions of print that do not exist in oral language.
- ✓ They include spelling, punctuation, capitalization and paragraphs.
- ✓ Because, they do not exist in oral language, students have to learn how mechanics function in written language and be able to use them in appropriately.

Usage

- ✓ Usage refers to conventions of both written and spoken language that includes word order, verb tense and subject-verb agreement.

Sentence Formation

- ✓ Sentence formation refers to the structure of sentences, the way that phrases and clauses are used to form simple and complex sentences.
- ✓ In oral language words and sentences rarely change once they have been spoken.
- ✓ The physical nature of writing allows writers to craft their sentences, revising and rearranging related ideas into a single, more compact sentence.
- ✓ Refer trainees to parts of the student book and teacher's guide for examples of writing conventions.
- ✓ Discuss the importance of the conventions for writing clarity.

Spelling

- ✓ Spelling is an integral part of literacy development and should be taught in the context of both reading and writing instruction.

Activity 9

Dear reader, look at the writing convention and writing composition section of Grade 7 on week 30 day 5, page 134-135 and answer the following questions.

1. Do you know what a colon is?
2. Look at the table that follows it to understand the use of colon.
3. Is the writing composition provided controlled, guided or free writing?
4. Look at the other writing convention and writing composition parts and identify the use of conventions and type of writing and try to practice writing following the phase of writing presented above.

6. Grammar

- ✓ Grammar is a set of rules that indicates how words, phrases and sentences are used in a language to convey meaning in speaking, reading and writing.
- ✓ Grammar is:
  - a system of organizing the English language using a particular structure;
  - how words and phrases fit together to make sense and create meaning; and
  - allows people to express themselves verbally and through writing to convey meaning. There are two approaches of grammar teaching. These are:

  a) A deductive **approach:** involves the students being given a general rule, which is then applied to specific language examples and becomes effective through practice.

- ✓ Therefore, the deductive teaching of grammar:
  - focuses more on form than meaning;
  - deductive teaching approach for teaching grammar is teacher driven and is less motivating to the students because of the mechanical way it is presented.
  - Its effectiveness is very limited.

  b) An **inductive approach:** involves the students detecting, or noticing, patterns and working out a rule for themselves before they practice the language.

- ✓ The inductive teaching of grammar:
  - focuses more on meaning than form; and
  - is student driven and more motivating because it encourages students to explore/discover.

  Therefore, as there is no one best way of teaching grammar, consider the suggestions below.
  - Teach grammar in context.
  - Use visible instruments such as *charts*, *tables*, *diagrams*, *maps* and *drawings* to aid understanding.
  - Avoid difficult grammatical terminologies as much as possible.
  - Allow enough opportunities for meaningful practice.

NB: Dear reader, the grammar section first presents the activities you are required to do and then gives the notes in the **grammar spot** sections. Therefore, first do the activities seriously and then read the notes to understand better the forms and meanings the language item used.

Activity 10

Read the following questions and do it independently.

1. Read the grammar section and identify whether they are presented deductively or inductively.
2. Does the grammar section appear in context?
3. Are there charts, tables, diagrams, maps or drawings in the grammar presented in the student's book?
4. Do all activities in grammar section independently?