



# ST. GEORGE'S COLLEGE DEPARTMENT OF ENGLISH

## REVISED CURRICULUM GUIDE FOR SECOND FORM SEPTEMBER 2015 TO JUNE 2016

ENGLISH LANGUAGE

### SECOND FORM COURSE OUTLINE

#### **RATIONALE**

This guide to the Second Form curriculum serves to foster in students an extensive appreciation of language learning and language use. It is not intended that the discrete compartments which are presented should be so taught and learned. Instead, an integrated approach should be adopted in the actual teaching and learning process. The guide is structured to allow for the development of competence through the acquisition of literacy skills: **listening, speaking, reading and writing**. Upon completion of this course of study in grade 8 all students are expected to communicate in Standard Jamaican English through the use of more complex structures in speech and writing.

Texts: A COMPREHENSIVE ENGLISH COURSE – BOOK 2  
OXFORD/COLLINS STUDENTS DICTIONARY

#### **TIME TABLE REQUIREMENTS**

This syllabus is designed to be covered in one academic year. It is recommended that three (3) hours per week be allotted to its delivery.

<b>SEMESTER ONE (September - January)</b> <b>TOPICS</b>	<b>OBJECTIVES</b>
<p><b>PRE-TEST</b>  Grammar and Usage  Comprehension  Paragraphing <i>Descriptive Writing</i></p> <p><i>Teaching Begins</i></p> <p><b>1. Grammar and Usage(Revision)</b>  <b>THE SENTENCE</b></p> <ul style="list-style-type: none"> <li>• Revision of nouns, pronouns, verbs, adjectives and adverbs</li> <li>• Phrases</li> <li>• Clauses</li> <li>• Purpose of sentences (<i>declarative, imperative, interrogative, exclamation</i>)</li> <li>• Structure of sentences (<i>simple, compound, complex, compound_ complex</i>)</li> <li>• Punctuation: end marks, commas, semicolons, exclamations, capital letters.</li> <li>• Spelling</li> </ul> <p>Subject-verb agreement(Reinforce grammatical rules)  Revision of pronoun agreement (subject and object pronouns) Relative pronouns in sentences</p> <p><b>2. VOCABULARY DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Students should use dictionary extensively in class</li> <li>• Prefixes and suffixes</li> </ul>	<p><b>Student should be able to:</b></p> <ul style="list-style-type: none"> <li>- demonstrate competence in grammar, comprehension and continuous writing</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>- demonstrate knowledge of each part of speech</li> <li>- differentiate between phrases and clauses</li> <li>- punctuate different types of sentences</li> <li>- spell given words</li> <li>- select the correct pronoun which agrees with its antecedent</li> <li>- select the correct verb which agrees with its subject</li> <li>- use tenses correctly</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>- identify and use words correctly</li> <li>- apply dictionary skills in vocabulary development</li> </ul>

- Homonyms
- Synonyms
- Antonyms

Related words (*i.e. forming other parts of speech from given word*)



### 3. DICTATION (To be done occasionally)

#### 4. WRITING

##### What is a paragraph?

- Elements of a paragraph
- Arranging sentences to form a paragraph
- Writing paragraphs (topic sentence and supporting details)
- Describing *objects, persons, places, events*, etc.
- Linking paragraphs (transitional phrases)

#### 5. COMPREHENSION (*to be done each week*)

- Recognizing topic sentence
- Recalling main ideas
- Summarizing important points
- Identifying fact and opinion
- Using context clues
- Predicting outcome
- making comparisons
- figurative expressions

##### Students should be able to:

- use listening and writing skills accurately
- demonstrate how paragraphs may be developed
- write topic sentences and supporting details
- write two(2) paragraphs linking them with transitional phrases

##### Students should be able to:

- comprehend given passage and supply recall and inferred responses
- identify topic sentences
- summarize salient points
- identify meanings of unfamiliar words by using context clues
- employ multiple choice skills
- making comparison

<ul style="list-style-type: none"> <li>• use of idioms and proverbs</li> <li>• comprehension skills learnt in the topic</li> <li>• Making comparisons</li> <li>• Multiple choice skills <ul style="list-style-type: none"> <li>• facts and opinions</li> </ul> </li> <li>• Formulating answers to comprehension questions (select interesting and informative materials of various types)</li> </ul> <p><b>6. Expository Writing</b></p> <ul style="list-style-type: none"> <li>• Giving Directions/information</li> <li>• Explaining a process</li> </ul> <p><b>7. REPORT WRITING</b></p> <ul style="list-style-type: none"> <li>• direct and reported speech</li> <li>• writing simple reports</li> </ul> <p><b>8. MID-YEAR EXAMINATION</b> (approximately 1hr. 30mins.)</p>	<ul style="list-style-type: none"> <li>-draws comparisons between main ideas and supporting details</li> <li>-recognize and evaluate the effectiveness of figurative expressions</li> <li>-recognize and interpret idiomatic expressions and proverbs</li> <li>-differentiate between facts and opinions</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>-use factual statements to explain or give information</li> <li>- use descriptive and expository techniques in composition writing</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>-punctuate direct and indirect speech</li> <li>-write a simple report</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>-demonstrate all skills learnt at this point in the curriculum</li> <li>-Mode of assessment: <ul style="list-style-type: none"> <li>✓ comprehension (short responses)</li> <li>✓ multiple Choice</li> <li>✓ completion</li> <li>✓ matching Items</li> <li>✓ essay (expository/descriptive)</li> </ul> </li> </ul>
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**SEMESTER 2 (February - June)**

**9. LETTER WRITING**

- friendly letter (*revised*)
- business letter: focus on content and style of letter
- letter of complaint

**10. GRAMMAR AND USAGE**

- punctuation: semicolon, colon, dash and parentheses, hyphen

**11. COMPREHENSION**

- main points
- figures of speech
- poet's style

**12. NARRATIVE WRITING**

- elements of a short story: focus on characterization, plot and setting

**Students should be able to:**

- review friendly letter
- write a business letter in which the tone is formal and the contents business-like
- employ the appropriate type and style of letter in relevant contexts

**Students should be able to:**

- use punctuation marks effectively

**Students should be able to:**

- comprehend short narratives and answer recall and inferred questions on narrative passages
- answer questions on a narrative passage
- identify main points of given poem etc.
- identify and explain the effectiveness of figurative expressions

**Students should be able to:**

- identify the essential elements of a short story
- identify details that are used to describe characters
- use words and phrases that tell the order of events
- describe settings
- write a story using dialogue as a technique

### **13. SUMMARY WRITING**

- elements of summary writing
- writing a book report

### **14. GRAMMAR AND USAGE**

- vocabulary(prefixes and suffixes)
- continue direct and indirect speech
- subject and verb agreement
- pronoun agreement

### **15. COMBINE NARRATIVE WRITING AND DESCRIPTIVE WRITING**

### **16. GRAMMAR AND USAGE**

- Vocabulary: sentence completion
- Synonyms and antonyms
- Multiple meanings of words

#### **Students should be able to:**

- paraphrase sentences to make them shorter
- replace a group of words with a single word
- read passages and poems and tell what they are about
- give brief report of what someone says(stress proper punctuation of sentences)
- write summaries(choose passages carefully, not more than five points for summary)
- write a simple book report

#### **Students should be able to:**

- use prefixes and suffixes to form new words
- construct sentences with correct subject verb agreement
- construct sentences using pronouns and antecedents

#### **Students should be able to:**

- write a story in which a person or a setting is the focus

#### **Students should be able to:**

- complete given sentences with correct words
- select the correct synonym and antonym to complete sentences
- use dictionary to identify various meanings of given words

**17. SENTENCE CONSTRUCTION**

- combining related ideas by using conjunctions, semicolon, conjunctive adverbs and other linking words

**18. PARAGRAPH WRITING(ANY TYPE)**

- combining sentences to develop paragraph

**19. ERRORS IN STYLE**

- avoiding run-on sentences
- avoiding fragment sentences
- avoiding redundancy

**20. PREPARE FOR END OF YEAR EXAMINATION**

- revision of Essay Writing
- comprehension
- letter writing
- vocabulary and spelling
- aspects of grammar
- exam. and study tips

**Students should be able to:**

-combine related ideas to construct sentences

**Students should be able to:**

-write paragraphs using a combination of simple and complex sentences

**Students should be able to:**

-identify an incomplete thought that is missing either a subject or predicate

-identify when a sentence is two or more sentences written as one sentence

-rewrite sentences having unnecessary repetitions

**Students should be able to:**

- Demonstrate competence in skills learnt throughout the school year.

- *Mode of assessment*

✚ Comprehension (short responses)

✚ Letter writing

✚ Essay

✚ Aspects of grammar

✚ Vocabulary and spelling

**Rubric:**

✚ Comprehension (short responses) **15 Marks**

**21. END OF YEAR EXAMINATION**

*(approximately 2hrs.)*

- **understanding and expression**

✚ Letter writing **25 Marks**

✚ Essay **25 Marks**

✚ Aspects of grammar **35 Marks**

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