

Foundation Programme in Literacy,  
Numeracy and Skills

# ENGLISH LITERACY

Grade 8



**MAURITIUS INSTITUTE OF EDUCATION** under the aegis of



**MINISTRY OF EDUCATION AND HUMAN RESOURCE**



## Acknowledgement

Dr Ajay Ramful

Head of Curriculum, MIE

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### PANEL COORDINATOR

Ms Reshma Gungapersand  
Mrs Mangala Jawaheer  
Mrs Jennita Boyjonaath-Somaroo  
Mrs Preeyamvada Chuttooar  
Mr Westley Valaydon  
Mr Tariq Jhungeer

Panel Coordinator, Senior Lecturer  
Panel Member, Lecturer  
Secondary School Educator  
Secondary School Educator  
Secondary School Educator  
Secondary School Educator

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### PROOFREADER

Mr Toshanand Beekarry

Senior Research Officer, MES

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### DESIGN

Ms Bhoomita Chumun

Graphic Designer

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## Reading: Samira helps the environment

**Teacher's Guide**



## Reading Comprehension

**A**

### **Competency:**

C1.3 Reading with comprehension

**B**

### **Element 5:**

Read simple phrases/sentences/texts with understanding.

**C**

### **Performance criteria:**

Level 1: 1.3 Apply a range of decoding skills to read.

**D**

### **Purpose of Activity**

Students should be able to read a text with understanding.

**E**

### **Learning Outcomes**

By the end of the activity, students should be able to:

- read a text using visual and contextual cues.
- match ideas to make correct sentences.

**D**

### **Resources and materials:**

- Vocabulary flashcards
- Diary entry template



## Reading Comprehension

### F

### Teaching trajectories/ Implementation Guidelines



#### Activity 1: Protecting the environment

1. Stick the picture of the Earth provided on the board.
2. Teacher pre-teaches the words on the vocabulary flashcards.
3. Students select vocabulary flashcards and stick them appropriately around the picture.
4. Introduce Samira as the main character in the text.
5. Ask students how Samira can help the environment with the help of pictures.
6. Teacher introduces the cloze text and explains that the pictures represent the missing words.
7. Teacher reads the cloze text and explains it.
8. Allow students to read independently and to say what they understand.
9. Students fill in the blanks with the words provided in the box.



#### Activity 2: Samira's diary entry

1. Introduce **Activity 2** to students and explain the phrases in columns A and B.
2. Guide students to complete the sentences by matching the phrases from column A to those column B.
3. Students read the completed sentences to the class.
4. Students write a diary entry by copying the sentences from the matching activity.
5. Ask students to discuss other ideas that Samira could include in her diary.



## Reading Comprehension

**G**

**Assessment:**

Read the given texts with understanding using visual and contextual cues.

**H**

**Extension of activity:**

Students write two to three additional sentences to complete Samira's diary entry.

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