

MINISTRY OF EDUCATION



Republic of Ghana

TEACHING SYLLABUS FOR ENGLISH LANGUAGE (SENIOR HIGH SCHOOL 1 – 3)

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September, 2010

TEACHING SYLLABUS FOR ENGLISH (SHS)

RATIONALE FOR TEACHING ENGLISH

Language is the very essence of our humanity and an important as well as effective tool for socialization. As individuals or members of a social group, our ability to function effectively and efficiently in almost all spheres of life depends fundamentally on our language skills. In Ghana, English is used as the official language and medium of instruction in our schools from upper primary school level to all higher levels. The need to study English is, therefore, crucial for students as well as all sectors of the population since it is the principal medium for teaching and learning, for official work and for international communication. The Senior High School is the second level of education in Ghana. At this stage, students would have been introduced to the basic language skills such as listening, speaking, reading and writing. These skills must be improved considerably to give students the confidence as they communicate in the language.

GENERAL AIMS

The general aims of teaching English as a subject at the Senior High School level are to:

1. reinforce language skills and competencies acquired at the Junior High School level.
2. develop further the language skills and competencies which were acquired at the Junior High School level.
3. improve the communicative competence of students and give them the confidence to communicate.
4. generate in students the love for reading for pleasure and the development of creative potentials.
5. raise students' level of proficiency in English usage and their ability to communicate with other users of English.
6. prepare students to function effectively on their own
 - a. in offices and other work situations
 - b. in tertiary institutions
7. develop in students human values for life.
8. enable all Senior High School products to deal effectively with the accumulated knowledge of their chosen fields and be able to communicate such knowledge through speaking and writing in English.

SCOPE OF CONTENT

The study of English at this level comprises Language and Literature. The Language component is an integration of both the receptive and productive skills in English. Emphasis is laid on Speechwork, Grammar, Reading for Comprehension and Summary and Composition Writing. The Literature Component, on the other hand, introduces students to oral literature and written literature. Students are exposed to the appreciation of literature using various types of literary techniques and devices studied.

PRE-REQUISITE SKILLS

The English course builds on knowledge and skills already acquired at the Basic Education level. Being a core subject, English is to be studied by all students irrespective of their other programmes of study.

ORGANIZATION OF THE SYLLABUS

The syllabus is structured to cover three (3) years of Senior High School. Each year's work has been divided into sections with each section containing a number of units. The section and unit topics for the three years' course areas are as follow:

ORGANISATION AND STRUCTURE OF THE SYLLABUS

YEAR 1	YEAR 2	YEAR 3
<p>SECTION 1: LISTENING AND SPEAKING (Pg. 1-7)</p> <p>Unit 1: Vowel Segments of English</p> <ul style="list-style-type: none"> - pure vowels - diphthongs (Pg. 1-2) <p>Unit 2: Vowel Segments</p> <ul style="list-style-type: none"> - Details and contrasts (Pg. 3) <p>Unit 3: Consonant Segments</p> <ul style="list-style-type: none"> - the plosives - the affricates - the fricatives - the nasals - the laterals - the semi-vowels (Pg 4 – 5) - Trill (Pg. 4 – 6) <p>Unit 4: Consonant clusters (Pg. 6)</p> <p style="padding-left: 20px;">syllable Initial syllable final the genitive the 'S' genitive the 'of' genitive</p> <p>Unit 5: Mono and Di-syllabic words (Pg.6)</p> <p>Unit 6: Intonation Tune 1 and Tune 2 (Pg. 6)</p>	<p>SECTION 1: LISTENING AND SPEAKING (p.39 – 47)</p> <p>Unit 1: Vowels (Review) (Pg. 39)</p> <p>Unit 2: Consonant Review (Pg. 39-41)</p> <p>Unit 3: Syllabic Consonants (Pg. 42)</p> <p>Unit 4: Phonologically Conditioned Endings</p> <p style="padding-left: 20px;">ed – t, d, id/ s/es – s, z, iz (Pg. 43)</p> <p>Unit 5: Stress</p> <ul style="list-style-type: none"> - polysyllabic words (Pg. 44) <p>Unit 6: Intonation</p> <ul style="list-style-type: none"> - tune 1 and tune 2 in sentences (Pg. 45) 	<p>SECTION 1: LISTENING AND SPEAKING (Pg. 78-80)</p> <p>Unit 1: Speechwork – Review (Pg. 71)</p> <p>Unit 2: Sentence Stress</p> <ul style="list-style-type: none"> - emphatic and - contrastive stress (Pg. 72) <p>Unit 2: Weak Forms (Pg. 73)</p> <p>Unit 3: Linking – r, (Pg. 74)</p> <p style="padding-left: 20px;">Blending Vowel linkage</p> <p>Unit 4: Emphatic intonation</p> <ul style="list-style-type: none"> - intonation of words in parenthesis (Pg. 74)

YEAR 1	YEAR 2	YEAR 3
<p>SECTION 2: READING COMPREHENSION AND SUMMARY (Pg. 8-11)</p> <p>Unit 1: Reading Techniques for Reading Skimming Reading Comprehension Recall questions (Pg 8-9)</p> <p>Unit 2: Reading - Listening comprehension - Recall questions (Pg 10)</p> <p>Unit 3: Summary - reading - identification of functional words - location of essential points - summary (Pg. 10 – 11)</p> <p>Unit 4: Reading Beyond Class Texts (p. 11)</p>	<p>SECTION 2: READING COMPREHENSION AND SUMMARY (Pg 46-48)</p> <p>Unit 1: Reading Skills Reading Phrases Skipping unessential words i.e. function words (Pg. 46)</p> <p>Unit 2: Reading comprehension Derivative/derived Questions, Grammatical questions, Vocabulary questions (p. 47)</p> <p>Unit 3: Summary Step 11 - use of general vocabulary - use of basic sentences - sentence summary (Pg. 47-48)</p>	<p>SECTION 2: READING COMPREHENSION AND SUMMARY (Pg 46-48)</p> <p>Unit 1: Reading comprehension - skimming - scanning - Appreciative questions (Pg. 75)</p> <p>Unit 2: Summary Step III Topic sentence - sentence summary and - continuous summary (Pg. 76)</p>

YEAR 1	YEAR 2	YEAR 3
<p>SECTION 3: GRAMMAR (Pg. 11-28)</p> <p>Unit 1: Nouns (p. 12-13)</p> <ul style="list-style-type: none"> - proper/common - count/non-count - concrete/abstract - singular/plural - regular/irregular - the genitive - the 'S' genitive - the 'of' genitive <p>Unit 2: Pronouns - Forms of Pronouns (Pg. 14)</p> <p>Unit 3: Adjectives (Pg. 15)</p> <p>Unit 4: Verb Forms (p. 16) Regular and irregular Primary Auxiliary Modal Auxiliaries</p> <p>Unit 5: Tense and Aspect (Pg. 17-19) The present tense</p> <ul style="list-style-type: none"> - simple present - present continuous - present perfect - present perfect continuous 	<p>SECTION 3: GRAMMAR (Pg. 49-64)</p> <p>Unit 1: The sentence (p. 49-51) Parts of the sentence Types of sentences</p> <p>Unit 2: Concord (Pg. 52) Subject-verb agreement</p> <p>Unit 3: Phrasal verbs (Pg. 52-53)</p> <p>Unit 4: Complex Phrasal Verbs (Pg. 53)</p> <p>Unit 5: Idiomatic Expressions (p. 53)</p> <p>Unit 6: Finite and Non-Finite Verbs (Pg. 54)</p> <p>Unit 7: Nominal (Noun) Clauses (Pg. 56)</p> <p>Unit 8: Adverbial Clauses (Pg. 57)</p> <p>Unit 9: Adjective/Relative Clauses (Pg. 58)</p> <p>Unit 10: Transitive/Intransitive Verbs (Pg. 58)</p> <p>Unit 11: Voice – Active and Passive (Pg. 60)</p>	<p>SECTION 3: GRAMMAR (Pg. 64-78)</p> <p>Unit 1: Consolidating the phrase (Pg. 78)</p> <p>Unit 2: Comparison of Adjectives and Adverbs (Pg. 79)</p> <p>Unit 3: Post-modifiers of nouns (Pg. 80)</p> <p>Unit 4: Word formation (Pg. 81-84)</p> <p>Unit 5: Sequence of Tenses (Pg. 86)</p> <p>Unit 6: Reported speech (Pg. 87) - Direct and indirect</p> <p>Unit 7: Register (Pg. 86)</p>

YEAR 1	YEAR 2	YEAR 3
<p>Unit 6: Tense and Aspect (Pg. 20-21)</p> <ul style="list-style-type: none"> The past tense - simple past - past continuous - past perfect - past perfect continuous <p>Unit 7: Future Time (Pg.22)</p> <p>Unit 8: Adverbs (Pg. 23)</p> <p>Unit 9: Prepositions (Pg. 24)</p> <p>Unit 10: Conjunctions (Pg. 25)</p> <p>Unit 11: Interjection (Pg. 26)</p> <p>Unit 12: The Phrase (Pg. 26 -27)</p> <ul style="list-style-type: none"> - noun phrases - verb phrase - Adverb phrase <p>Unit 13: Clauses (Pg. 28)</p> <ul style="list-style-type: none"> -Dependent and Independent 		

YEAR 1	YEAR 2	YEAR 3
<p>SECTION 4: WRITING (Pg. 29-33)</p> <p>Unit 1: The structure of an Essay (p. 29)</p> <p>Unit 2: Paragraph Development (p. 30)</p> <p>Unit 3: Planning an essay (Pg. 30-31)</p> <p>Unit 4: Short Stories and Narratives (Pg. 32)</p> <p>Unit 5: Descriptive Writing (Pg. 32)</p> <p>Unit 6: Letter Writing (Pg. 33) - informal/friendly</p>	<p>SECTION 4: WRITING (Pg. 61)</p> <p>Unit 1: Letter Writing - Formal Letters</p> <p>Unit 2: Speeches (Pg. 62)</p> <p>Unit 3: Argumentative Essays (Pg. 63)</p> <p>Unit 4: Debates (Pg. 63)</p>	<p>SECTION 4: WRITING (Pg. 90-91)</p> <p>Unit 1: Creative Writing (Pg. 90)</p> <p>Unit 2: Expository Writing (Pg. 91)</p> <p>Unit 3: Programme Writing (Pg. 92)</p> <p>Unit 4: Report Writing (Pg. 93)</p> <p>Unit 5: Writing Minutes (Pg. 94)</p>

YEAR 1	YEAR 2	YEAR 3
<p>SECTION 5: LITERATURE (Pg. 34–39)</p> <p>Unit 1: Introduction to Literature</p> <ul style="list-style-type: none"> - What is Literature - Aspects - Importance <p>Unit 2: Oral Literature (Pg. 35)</p> <ul style="list-style-type: none"> - the folklore - myths and legends <p>Unit 3: Written Literature (Pg. 36)</p> <ul style="list-style-type: none"> - Non-literary - Journalistic prose/fiction and drama <p>Unit 4: Literary Terms (Pg. 36-37)</p> <ul style="list-style-type: none"> - subject matter and theme <p>Unit 5: Poetry (Oral) (Pg.37)</p> <p>Song Texts:</p> <ul style="list-style-type: none"> - work, praise and satirical Poems, libation, appellation. 	<p>SECTION 5: LITERATURE (63-69)</p> <p>Unit 1: Prose (Oral) (Pg. 64)</p> <p>Proverbs</p> <p>Unit 2: Prose (Written) (Pg. 65)</p> <p>Study of a Specific Text</p> <ul style="list-style-type: none"> - background and setting - subject matter and theme - plot and characterization <p>Unit 3: Literary Terms (Pg. 66)</p> <ul style="list-style-type: none"> - Rhyme - Alliteration - Assonance <p>Unit 4: Poetry Written</p> <p>The Ballad (Pg. 67)</p> <p>Unit 5: Poetry</p> <p>The Epic (P. 67)</p> <p>Unit 6: Drama</p> <p>Study of a Specific Text (Pg 68 -70)</p> <p>Unit 7: Drama</p> <p>Literary Devices</p>	<p>SECTION 5: LITERATURE (Pg. 95-102)</p> <p>Unit 1: Prose (Pg. 95 - 96)</p> <p>Study of a Specific Text:</p> <ul style="list-style-type: none"> - background and setting - subject matter and theme - plot and characterization - narrative techniques <p>Unit 2: Literary Terms I: (Pg. 96)</p> <ul style="list-style-type: none"> - ambiguity - paradox - flashback - interior monologue <p>Unit 3: Drama (Pg. 97)</p> <p>Study of a prescribed Text - Tragedy</p> <ul style="list-style-type: none"> - background and setting - subject matter and theme - plot and characterization - dramatic techniques <p>Unit 4: Literary Terms II (Pg. 98)</p> <ul style="list-style-type: none"> - tragi-comedy - epilogue - prologue

YEAR 1	YEAR 2	YEAR 3
Unit 7: Poetry (Written) (Pg. 37-38) - the lyric poem Unit 8: Drama (Oral) (Pg. 38) Festivals Concert Parties Unit 9: Drama (Written) (Pg. 38) - Tragedy	Unit 5: Poetry (Written) Study of a specific Text - Ballads Unit 6: Drama (Pg. 68-69) study of a specific text - Dramatis personae - Act - Scene - Satire - Sarcasm - Euphemism - Soliloquy - Aside	Unit 5: Poetry (Pg. 100) Study of selected poems - background and setting - subject matter and theme - poetic devices - sound effects - symbolism, etc. Unit 6: Literary Terms III (Pg. 101-102) - pun - apostrophe - elegy - dirge - epitaph - oxymoron

TIME ALLOCATION

The course is designed to be taught in forty weeks for each of the three years. English has five periods of 40 minutes each per week. Four of the periods should be devoted to English Language while the remaining one period should be used for “Literature in English”.

SUGGESTIONS FOR TEACHING THE SYLLABUS

General Objectives

General Objectives have been listed at the beginning of each section of the syllabus, that is, just below the theme of the section. The general objectives are linked to the general aims for teaching English Language listed on the first page of this syllabus. The general objectives form the basis for the selection and organization of the themes and their unit topics. Read the general objectives very carefully before you start teaching. After teaching all the units, go back and read the general aims and general objectives again to be sure you have covered both of them adequately in the course of your teaching.

Sections and Units: The syllabus has been planned on the basis of Sections and Units. Each year’s work focuses on a number of units of a Section and each Section deals with a genre. A section consists of a fairly homogenous body of knowledge within the subject. Within each section are units. A unit consists of a more related and homogeneous body of knowledge and skills.

The syllabus is structured in five columns: Units, Specific Objectives, Content, Teaching and Learning Activities and Evaluation. A description of the contents of each column is as follows:

Column 1 - Units: The units in Column 1 are divisions of the major topics of the section. You may follow the unit topics according to the linear order in which they have been presented. However, if you find at some point that teaching and learning in your class will be more effective if you branch to another unit before coming back to the unit in the sequence, you are encouraged to do so.

Column 2 - Specific Objectives: Column 2 shows the Specific Objectives for each unit. The specific objectives begin with numbers such as 1.3.5. or 2.2.1. These numbers are referred to as "Syllabus Reference Numbers". The first digit in the syllabus reference number refers to the section; the second digit refers to the unit, while the third digit refers to the rank order of the specific objective. For example, 1.3.5 means: Section 1, Unit 3 (of Section 1) and Specific Objective 5. In other words, 1.3.5 refers to Specific Objective 5 of Unit 3 of Section 1. Similarly, the syllabus reference number 2.2.1 simply means Specific Objective number 1 of Unit 2 of Section 2. Using syllabus reference numbers provides an easy way of communication among teachers and other educators. It further provides an easy way of selecting objectives for test construction. For instance, Unit 2 of Section 2 has five specific objectives: 2.2.1 -2.2.5. Teachers may want to base their test items/questions on objectives 2.2.3 and 2.2.4 and not use the three other objectives. In this way, a teacher could sample the objectives within units and within sections to be able to develop a test that accurately reflects the objectives of the various skills taught in class.

You will note also that specific objectives have been stated in terms of the student i.e., *What the student will be able to do after instruction and learning in the unit.* Hence specific objective starts with the following: "The student will be able to." This, in effect, you have to address the learning problems of each individual student. It means individualizing your instruction as much as possible such that the majority of students will be able to master the objectives of each unit of the syllabus.

Column 3 - Content: The content column of the syllabus presents a selected body of information that you will need to use in teaching the particular unit. In some cases, the content presented is quite exhaustive. In some others, you could add more information to the content presented. Yet in cases the content space has been left blank for you to develop.

Column 4 - Teaching and Learning Activities (TLA): Teaching and Learning activities that will ensure maximum student participation in the lessons are presented in column 4. Try to avoid rote learning and drill-oriented methods and rather emphasize participatory teaching and learning and also emphasize the cognitive, affective and psychomotor domains of knowledge in your instructional system wherever appropriate. You are encouraged to re-order the suggested teaching and learning activities and also add to them where necessary in order to achieve optimum student learning. As we have implied already, the major purpose of teaching and learning is to make students able to use their knowledge in Literature-In-English in a variety of ways. There may be a number of units where you need to re-order specific objectives to achieve such required effects. The emphasis is to encourage students to develop the skills for critical thinking, and analysis and to appreciate any type of literary work. The activities should also help to unearth and develop their creative potentials.

Column 5 - Evaluation: Suggestions and exercises for evaluating the lessons of each unit are indicated in Column 5. Evaluation exercises can be in the form of oral questions, quizzes, class assignments, essays, structured questions, project work role play, dramatization. Try to ask questions and set tasks and assignments that will challenge your students to develop excellent skills in literary appreciation as a result of having undergone instruction in this syllabus. You are encouraged to develop other creative evaluation tasks to ensure that students have mastered the instruction and behaviours implied in the specific objectives of each unit. For evaluation during class lessons, determine the mastery level you want students to achieve in their answers and responses. If, for instance, you take 80% as the mastery level, ensure that each student's answer to questions asked in class achieve this level of mastery.

This syllabus cannot be taken as a substitute for lesson plans. It is therefore, necessary that you develop a scheme of work and lesson plans for teaching the units of this syllabus.

PROFILE DIMENSIONS

Profile dimensions describe the underlying behaviours and abilities students are expected to acquire as a result of having gone through a period of instruction. Each of the specific objectives in this syllabus contains an action verb that specifies the type of learning or skill that the student should acquire by the end of the instructional period. A specific objective like, "The student will be able to describe" contains an action verb "describe" that indicates what the student will be able to do after teaching and learning have taken place. Being able to "describe" something after the instruction has been completed means that the student has acquired "knowledge". Being able to explain, summarise, give examples, etc. means that the student has understood the lesson taught. Similarly, being able to develop, plan, construct, etc. means that the student can "apply" or use the knowledge acquired in some new contexts. Each of the action verbs in the specific objectives of the syllabus describe the behaviour the student will be able to demonstrate after the instruction. "Knowledge", "Application", etc. are dimensions that should be the prime focus of teaching, learning and assessment in schools.

In the case of Literature-In-English, the emphasis is to produce persons who can read widely, understand, appreciate and analyse any type of literature and communicate their ideas effectively. Read each objective carefully to know the profile dimension towards which you have to teach.

Two profile dimensions and four skills have been specified for teaching, learning and testing in this subject. The profile dimensions are:

Knowledge and Understanding	-	40%
Use of knowledge	-	60%

The four (4) skills are as follows:

Listening Comprehension	-	10%
Reading Comprehension	-	30%
Speaking	-	30%
Writing	-	30%

The profile dimensions and the skills may be combined as follows:

Listening	–	Knowledge and Understanding
Reading Comprehension	-	Use of knowledge
Speaking	-	Use of Knowledge
Writing	-	Use of Knowledge

Learning English implies the acquisition of two major abilities or behaviours. These are "Knowledge and Understanding", and the "Use of Knowledge". "Knowledge and Understanding" may be taught through "Listening" and "Reading", while "Use of Knowledge" may be taught in "Speaking" and "Writing". Listening and Reading are "receptive skills" while, Speaking and Writing are "productive skills". Every language and its associated culture have a store of body language and certain intonations which give particular meaning to spoken words. These are referred to as the "kinesics" and "paralang" of the language. "Kinesics" refers to the facial expressions and other body language that give meaning to spoken words. "Paralang" refers to the hidden meaning of spoken words. A simple "Good Morning" from a friend for instance, may be translated to mean that the friend is not happy. These are some of the perceptive skills that must be taught in "Listening", especially in learning a foreign language such as English. The intonations and body language that go with learning a language are very important for effective understanding and use of the language. The teacher should try to give attention to these aspects of the English Language.

Each of the dimensions and the skills, as you have noticed, has been given a percentage weight that should be reflected in teaching, learning and testing. The weights indicated on the right of the dimensions and skills show the relative emphasis that the teacher should give in the teaching, learning and testing processes. Combining the dimensions and the four skills in the teaching and learning process will ensure that English is taught and studied competently in school.

The explanation of the key words involved in each of the profile dimensions is as follows:

Knowledge and Understanding (KU)

knowledge	The ability to: remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is simply the ability to remember or recall material already learned and constitutes the lowest level of learning.
understanding	The ability to explain, summarize, translate, rewrite, paraphrase, give examples, generalize, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.

Use of Knowledge (UK)

The ability to use knowledge or apply knowledge, as implied in this syllabus, has a number of learning/behaviour levels. These levels include application, analysis, innovation or creativity, and evaluation. These may be considered and taught separately, paying attention to reflect each of them equally in your teaching. The dimension “Use of Knowledge” is a summary dimension for all four learning levels. Details of each of the four levels are as follows:

application	The ability to apply rules, methods, principles, theories, etc. to concrete situations that are new and unfamiliar. It also involves the ability to produce, solve, operate, plan, demonstrate, discover etc.
analysis	The ability to break down a piece of material into its component parts; to differentiate, distinguish, outline, separate, identify significant points etc., recognize unstated assumptions and logical fallacies, recognize inferences from facts etc.
innovation/creativity	The ability to: synthesize or put parts together to form a new whole. It involves the ability to combine, compile, compose, devise, suggest a new idea or possible ways, plan, revise, design, organize, create, and generate new solutions. The ability to create or innovate is the highest form of learning. The world becomes more comfortable because some people, based on their learning, bring new ideas, design and create new things.
evaluation	The ability to: appraise, compare features of different things and make comments or judgments, contrast, criticize, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some materials, ideas etc., based on some criteria. Evaluation is a constant decision making activity. We generally compare, appraise and select throughout the day. Every decision we make involves evaluation. Evaluation is a high level ability just as application, analysis and innovation or creativity since it goes beyond simple knowledge acquisition and understanding.

You will note from the above that evaluation is generally the highest form of thinking and learning skill and is therefore the most important behaviour. This accounts for the poor performance of students and people generally on tasks that call for evaluative thinking. Give your students lots of chances to do evaluative thinking.

Explanation of the meaning of the four skills is as follows:

Listening Comprehension: This is the ability to listen to, understand and follow directions, instructions etc. given in a language.

Reading Comprehension: The ability to read and understand what is conveyed in a piece of writing. The reader must be able to read coherently, and must be able to answer questions arising from the passage read.

Speaking: Being able to speak a language clearly, and in a way that will be understood by listeners. This is an oral communication skill that pupils should be encouraged to practise.

Writing: The ability to express one's self clearly and comprehensively in writing. Writing may be in the form of simple sentences, short essays, compositions, summaries, letters etc.

FORM OF ASSESSMENT

It is important that both instruction and assessment be based on the specified profile dimensions. In developing assessment procedures, first select specific objectives in such a way that you will be able to assess a representative sample of the syllabus objectives. Each specific objective in the syllabus is considered a criterion to be mastered by the students. When you develop a test that consists of items and questions that are based on a representative sample of the specific objectives taught, the test is referred to as a "Criterion-Referenced Test". It is not possible to test all specific objectives taught in the

term or in the year. The assessment procedure you use i.e. class test, homework, projects etc. must be developed in such a way that it will consist of a sample of the important objectives taught over the specified period.

End-of-Term Examination

The end-of-term examination is a summative assessment system and should consist of a sample of the knowledge and skills students have acquired in the term. The end-of-term test for Term 3 should be composed of items/questions based on the specific objectives studied over the three terms, using a different weighting system such as to reflect the importance of the work done in each term in appropriate proportions. For example, a teacher may build an end of Term 3 test in such a way that it would consist of the 20% of the objectives studied in Term 1, 20% of the objectives studied in Term 2, and 60% of the objectives studied in Term 3.

The diagram below shows a recommended examination structure for end of term examination in Senior High School following the structure of WAEC examination papers. The structure consists of two examination papers. Paper 1 is the objective test paper essentially testing knowledge and understanding. The paper may also contain some items that require application of knowledge. Paper 2 will consist of questions that essentially test "application of knowledge". The SBA should be based on both dimensions. The distribution of marks for Paper 1, Paper 2 and the SBA should be in line with the weights of the profile dimensions as shown in the last column of the table on the next page.

Distribution of Examination Marks across Profile Dimensions

Profile Dimensions	Receptive Skills		Productive Skills		Total Marks	% Weight of Dimensions
	Listening	Reading	Writing	Speaking		
Knowledge and Understanding	15	85	-	-	100	40
Use of knowledge	-	-	75	75	150	60
Total Marks	15	85	75	75	250	
%Contribution of Skills	5	35	30	30		100

The marks in the last column and in the last row are the weights of the profile dimensions and each of the four skills respectively. The dimension “Knowledge and Understanding” is assessed by “Listening” and “Reading”. The dimension “Use of Knowledge” is assessed by “Writing” and “Speaking”.

The last but one row, shows the marks allocated to each of the four skills. Only about 5% of the marks are allocated to “listening” since it is expected that at this stage students would have acquired a lot of the skills in listening to spoken English. The last but one column also shows the marks allocated to each of the profile dimensions. You will note that the marks allocated to the profile dimensions and to the four skills conform to the percentage weights of the profile dimensions and the skills. We have used a total mark of 250 in this example.

GUIDELINES FOR SCHOOL BASED ASSESSMENT

A new School Based Assessment system (SBA) will be introduced into the school system in 2011. The new SBA system is designed to provide schools with an internal assessment system that will help schools to achieve the following purposes:

- Standardize the practice of internal school-based assessment in all Senior High Schools in the country
- Provide reduced assessment tasks for subjects studied at SHS
- Provide teachers with guidelines for constructing assessment items/questions and other assessment tasks
- Introduce standards of achievement in each subject and in each SHS class
- Provide guidance in marking and grading of test items/questions and other assessment tasks
- Introduce a system of moderation that will ensure accuracy and reliability of teachers’ marks
- Provide teachers with advice on how to conduct remedial instruction on difficult areas of the syllabus to improve class performance.

The SBA should be used for measuring performance in reading, writing and speaking. SBA may be conducted in schools using the following: Mid-term test, Group Exercise, End-of-Term Test and Project

1. Project: This will consist of a selected topic to be carried out by groups of students for a year. Segments of the project will be carried out each term toward the final project completion at the end of the year,

The projects may include the following:

- i) experiment
- ii) investigative study (including case study)
- iii) practical work assignment

A report must be written for each project undertaken.

- 2. Mid-Term Test: The mid-term test following a prescribed format will form part of the SBA
- 3. Group Exercise: This will consist of written assignments or practical work on a topic(s) considered important or complicated in the term's syllabus
- 4. End-of-Term Test: The end –of-term test is a summative assessment system and should consist of the knowledge and skills students have acquired in the term. The end-of-term test for Term 3 for example, should be composed of items/questions based on the specific objectives studied over the three terms, using a different weighting system such as to reflect the importance of the work done in each term in appropriate proportions. For example, a teacher may build an End-of-Term 3 test in such a way that it would consist of the 20% of the objectives studied in Term 1, 20% of objectives studied in Term 2 and 60% of the objectives studied in Term 3.

Apart from the SBA, teachers are expected to use class exercises and home work as processes for continually evaluating students' class performance, and as a means for encouraging improvements in learning performance.

Marking SBA Tasks

At the SHS level, students will be expected to carry out extended writing as part of their home work assignments and the SBA. The suggested guideline for marking such assignments and projects is as follows:

1.	Introduction	10%
2.	Main Text	
	-Descriptions, analysis, use of charts etc.	50%
3.	Conclusion	20%
4.	Acknowledgement and references	20%

Students have to practise using charts and other forms of diagrammes in their writing pieces. They have to be taught to start with an introduction and conclude their writing appropriately. They must also acknowledge the sources of information for their work.

GRADING PROCEDURE

To improve assessment and grading and also introduce uniformity in schools, it is recommended that schools adopt the following WASSCE grading structure for assigning grades on students' test results.

Grade A1:	80 - 100%	-	Excellent
Grade B2:	70 - 79%	-	Very Good
Grade B3:	60 - 69%	-	Good
Grade C4:	55 - 59%	-	Credit
Grade C5:	50 - 54%	-	Credit
Grade C6:	45 - 49%	-	Credit
Grade D7:	40 - 44%	-	Pass
Grade D8:	35 - 39%	-	Pass
Grade F9:	34% and below	-	Fail

In assigning grades to students' test results, you are encouraged to apply the above grade boundaries and the descriptors which indicate the meaning of each grade. The grade boundaries i.e., 60-69%, 50-54% etc., are the grade cut-off scores. For instance, the grade cut-off score for B2 grade is 70-79% in the example. When you adopt a fixed cut-off score grading system as in this example, you are using the criterion-referenced grading system. By this system a student must make a specified score to be awarded the requisite grade. This system of grading challenges students to study harder to earn better grades. It is hence a very useful system for grading achievement tests.

Always remember to develop and use a marking scheme for marking your class examination scripts. A marking scheme consists of the points for the best answer you expect for each question, and the marks allocated for each point raised by the student as well as the total marks for the question. For instance, if a question carries 20 marks and you expect 6 points in the best answer, you could allocate 3 marks or part of it (depending upon the quality of the points raised by the student) to each point, hence totaling 18 marks, and then give the remaining 2 marks or part of it for organization of answer. For objective test papers you may develop an answer key to speed up the marking.

NOTES TO THE TEACHER

Integration of Skills

A key concept of the syllabus is the integrated approach to the teaching of skills. It must be remembered that the receptive (listening and reading) and productive (speaking and writing skills) are interrelated and hence complementary. Thus, for example, a reading lesson must provide ample opportunity for the practice of related listening, speaking and writing skills. Similarly, it must be borne in mind that grammar is taught to be applied in speech and in writing. Writing lessons must therefore feature relevant issues of grammar.

Another issue that is worthy of note is the integration of laudable human value. This is not to shift the focus of language lessons to preaching these values. Small doses of the values have been fused into literature and composition as well as reading and oral work.

1. Oral Work (Listening and Speaking)

This section on Oral Work referred to as "Listening and Speaking" in this syllabus, has the following segments:

Sounds of the English Language (vowels and consonants), consonant clusters, stress and intonation. The purpose of each of these segments is to encourage students to listen carefully to the articulation of sounds in English. It is also to encourage the students to articulate the sounds correctly in context. On the whole students should be able to make meaning from the English Language when it is spoken to them, and be able to speak in a way that will be understood by other speakers of English. The segments have been developed as complete units, but as activities that should be undertaken in turns. The teacher must give the segments their due weight, balance and influence in the teaching process. Above all, the teacher must endeavour to get his/her students to speak English as much as possible for them to be able to acquire effective skills in listening to and speaking the English Language. To handle the oral section effectively, the teacher is encouraged to use a good dictionary. *E.g. Macmillan English Dictionary for Advanced learners, (International Student Edition) and Longman Dictionary of Contemporary English.*

2. Reading Material

To help the teacher to achieve the general and specific objectives of the sections on “Reading” , a list of topics for reading has been provided on the next page. The topics have been carefully selected to help pupils acquire vital information on general issues including health, entertainment, communication, politics and current issues of interest. The teacher is further encouraged to use his initiative in improvising and planning new materials. It is a requirement that each student should read five books on different topics each term.

3. Supplementary Material

The teacher is further encouraged to constantly look for other supplementary material that will enhance the teaching and learning especially of the sections on “Listening and Speaking” and “Reading”. Material that focus on moral ethical and social values such as honesty, diligence, integrity are particularly recommended.

THEMES AND VALUES THAT READING PASSAGES SHOULD BE BASED ON

YEAR 1

1. **Values:** Attitude to work:
 - Loyalty
 - Honesty
 - Courtesy
 - Assertiveness
 - Hardwork
 - Patriotism
 - Tolerance
2. Water Resources/Bodies
3. Environmental Issues/ Natural Disasters e.g Floods, Bush fires, sanitation etc.
4. Nature: The Natural Environment – Plants, animals, birds
5. Entertainment: Sports, Games, Music & Dance
6. Social Problems e.g. Child Labour, Child Trafficking, Child Abuse.
7. Diseases: AIDS, Malaria
8. Festivals
9. Transportation: Land & Sea

In addition to these themes, passages should be varied to reflect the basic types of prose namely narrative, descriptive, expository and argumentative, as well as the other genres: verse and drama.

YEAR 2

1. **Values:** Attitude to work
 - Loyalty
 - Honesty
 - Courtesy
 - Assertiveness
 - Hardwork
 - Patriotism

2. **Environmental Issues:**
 - desertification
 - air pollution
 - water pollution
 - sanitation
3. **Tourism** - Mt. Afajato, Mt. Everest, Kakum National Park, Paga Crocodile Pond, Water Falls, The Castles, etc.
4. **Communication:** E-mail, Internet, Print and Electronic Media
5. Inventions
6. Entertainment: Sports and Games, Music and Dance
7. Nature – The Natural Environment
8. Festivals
9. Transportation: Air/Sea

In addition to these themes, passages should be varied to reflect the basic types of prose namely narrative, descriptive, expository and argumentative, as well as the other genres: verse and drama.

YEAR 3

1. **Values:** Attitude to work:
 - Honesty
 - Hardwork
 - Work Ethics
 - Environmental Issues
2. Diseases: AIDS, Tuberculosis, Guinea Worm
3. Commerce and Industrialization
4. Communication: E-mail, Internet
5. Tourism
6. Politics and Government: Elections, Arms of Government
7. Rich Nations and Poor Nations
8. Inventions

9. Religions and Forms of Worship

- The Problems:**
1. The large number.
 2. The Fallen standard of English.
 3. The media spread.
 4. Lack of English teachers.

➤ Composition

➤ Testing.

The End Product

- Absorbs
- Train Teachers
- Develop textbooks
- Conducting researches
- Producing the middle level manpower.

YEAR ONE

SECTION 1

LISTENING AND SPEAKING

General Objectives: Students will be able to:

1. articulate various English speech sounds.
2. listen to, understand and speak English as fluently as possible.

TERM 1

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 VOWEL SEGMENTS OF ENGLISH: (OVERVIEW)	The student will be able to: 1.1.1 identify pure vowels.	Identification of the pure vowels and diphthongs. <u>Pure vowels:</u> /i:/ as in see, field, eel /ɪ/ as in hit, lift, kick /e/ as in let, wet, pet /æ/ as in mat, ran, bad /ɑ:/ as in psalm, harm, part /ɒ/ as in got, rot, hot /ɔ:/ as in call, door, law /ʊ/ as in could, pull, look /u:/ as in food, true, woo	Provide model pronunciation as illustrated in content. Oral drill: students - read aloud vowels for practice - listen to tapes and Internet software programmes on ESL Teaching (where available) for model pronunciation. - listen to English Language programmes on TV and radio. E.g. GBC/TV, BBC, etc.	Pairs/individuals work on the articulation and use of the vowels and diphthongs. Pairs/individuals articulate sounds and use them in target words and sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1 (CONTD.)</p> <p>/ʌ/ - hut /hʌt/ /ɜ:/ - girl /gɜ:l/ /ð/ - doctor /dɔktə/</p> <p><u>DIPHTHONGS</u> /ei/ - page /peɪdʒ/ /əʊ/ - gold /gəʊld/ /ai/ - my /maɪ/ /aʊ/ - town /taʊn/ /ɔɪ/ - boy /bɔɪ/ /iə/ - year /jɪə/ /eə/ - fair /fɛə/ /ʊə/ - tour /tʊə/</p>	<p>The student will be able to:</p> <p>1.1.1 distinguish between vowels (^) and /ə:/ in words.</p> <p>1.1.2 identify diphthongs and produce them correctly.</p>	<p>/ʌ/ - bun, fun, cut /ɜ:/ - fur, girl burl /ð/ - <u>a</u>way, fath<u>e</u>r</p> <p>/ei/ - wait /weɪt/ /əʊ/ - gold /gəʊld/ /ai/ - why /waɪ/ /aʊ/ - town /taʊn/ /ɔɪ/ - boyl /bɔɪ/ /iə/ - year /jɪə/ /eə/ - hair /hɛə/ /ʊə/ - sure /ʃʊə/</p>	<p>Consult a good pronunciation dictionary and other useful on-line sound programmes.</p> <p>Look out for non-standard sounds resulting from first language (L1) interference.</p>	<p>Use sounds in pairs to read sentences that have these sounds.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2</p> <p>VOWEL SEGMENTS</p> <p>Details & Contrasts</p>	<p>The student will be able to:</p> <p>1.2.1 contrast the vowel sounds in paired words and sentences.</p> <p>1.2.2 determine meaning differences resulting from changes in vowel quality.</p>	<p>Contrasts in qualities of vowels and diphthongs in pairs or sets e.g. seat sit /i:/ and /ɪ/ bell bail /e/ /ei/ cut cart /ʌ/ /a:/ heart hurt /a:/ /hɜ:t/ bout boat /aʊ/ /əʊ/ pool pull /u:/ /ʊ/ pour poor /ɔ:/ /uə/ here hare /iə/ /eə/ pot port as in /ɔ/ /ɔ:.</p> <p>Determining meaning difference resulting from changes in vowel quality.</p> <p>For example:</p> <ol style="list-style-type: none"> Here's the pot There is the post I can't pull/pul/ the door open. The ball fell in a pool/pu:l/ of water. The hare/həə/ran very fast. The boy came here /hiə/ 	<p>Use charts to draw attention to vowel contrasts in words.</p> <p>Pronunciation drills: - pair students for practice in pronunciation of paired words in their context.</p> <p>Students listen to audio software programmes.</p> <p>NB: Teachers' own speech pattern is very important here. There are several books that can guide them to give the needed help to the students.</p> <p>Students should determine the meaning of pair words in context.</p>	<p>Pair/individual work – Students pronounce pairs of words bringing out the contrasts in them.</p> <p>Students should form sentences with contrasting words that show differences in meaning.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 CONSONANT SEGMENTS	The student will be able to: 1.3.1 identify and produce the consonants.	Production of <ul style="list-style-type: none"> - Plosives <i>/p/ / b/ /t/ /d/ /k/ /g/</i> - Affricates <i>/tʃ/ /dʒ/</i> - Fricatives <i>/f/ /v/ /s/ /z/ /h/ /ʃ/ /ʒ/ /ð/ /θ/</i> - Nasals <i>/m/ /n/ /ŋ/</i> - Lateral <i>/l/</i> - Semi-vowels <i>/w/ /j/</i> - trill <i>/r/</i> 	Drill articulation on the basis of place, manner and voicing. <u>Note:</u> Teacher must consult charts to locate positions of the consonants in the vocal tract, where necessary.	Students identify words that contain the sounds. In pairs/groups, produce words with consonant sounds and note differences between the sounds.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION		
UNIT 3 (CONT'D)	<p>The student will be able to:</p> <p>1.3.2 distinguish between voiced and voiceless consonants.</p> <p>1.3.3 pronounce consonants discriminately in words and in sentences.</p>	<table border="0"> <tr> <td style="vertical-align: top;"> Voiceless /p/ /t/ /k/ /tʃ/ /f/ /s/ /ʃ/ /θ/ /h/ </td> <td style="vertical-align: top;"> Voiced /b/ /d/ /g/ /dʒ/ /v/ /z/ /ʒ/ /ð/ - /r/ /m/ /n/ /ŋ/ /l/ /w/ /j/ </td> </tr> </table> <p>Using consonants discriminately in words and in sentences i.e, - bit, pit seal, zeal</p> <p>The lion fell into the pit. Serwaa ate a bit.</p> <p>Say “thank you” to Esinam. Mother bought a tank.</p>	Voiceless /p/ /t/ /k/ /tʃ/ /f/ /s/ /ʃ/ /θ/ /h/	Voiced /b/ /d/ /g/ /dʒ/ /v/ /z/ /ʒ/ /ð/ - /r/ /m/ /n/ /ŋ/ /l/ /w/ /j/	<p>Construct dialogues using combinations of vowels and consonants.</p>	<p>Students produce the sound in their contexts.</p>
Voiceless /p/ /t/ /k/ /tʃ/ /f/ /s/ /ʃ/ /θ/ /h/	Voiced /b/ /d/ /g/ /dʒ/ /v/ /z/ /ʒ/ /ð/ - /r/ /m/ /n/ /ŋ/ /l/ /w/ /j/					

TERM 2

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 4</p> <p>CONSONANT CLUSTERS</p> <p>syllable initial</p> <p>syllable final</p>	<p>The student will be able to:</p> <p>1.4.1 determine the syllable initial and syllable final structure of words and pronounce them correctly.</p>	<p>Syllable initial clusters:</p> <p>- cv → <u>top</u></p> <p>- ccv → <u>stop</u></p> <p>- cccv → <u>strive</u></p> <p>Syllable final clusters</p> <p>....c → <u>top</u></p> <p>....cc → <u>post</u></p> <p>....ccc → <u>lumps</u></p> <p>....cccc → <u>tempts</u></p>	<p>Make lists of words with syllable initial and final clusters.</p> <p>Compare and contrast with clusters in a Ghanaian language (if possible).</p> <p>Identify problem areas in initial and final clusters for some Ghana speakers of English e.g.</p> <p>e.g.</p> <ol style="list-style-type: none"> dropping some consonants in the cluster. i.e. “*pos” instead of “post” “*firs” instead of “first” interchanging positions of consonants, i.e. “*deks” instead of “desk” “*aks” instead of “ask” inserting vowels into the cluster, i.e. “*milik” instead of “milk” “*filim” instead of “film” 	<p>In groups, students compile a list of words with consonant clusters and practise their pronunciation.</p> <p>Conduct oral tests to detect common errors and offer appropriate help.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 MONO AND DI-SYLLABIC WORDS	<p>1.5.1 stress mono and disyllabic words to distinguish nouns and verbs correctly.</p> <p>1.5.2 determine stress of foreign or borrowed words.</p>	<p>Syllable stress in monosyllabic words. Variable stress in disyllabic words. e.g. 1st syllable in nouns, 2nd syllable in verbs e.g. 'mandate: man'date 'convert: con'vert 'import: im'port, etc</p> <p>Some foreign words retaining foreign stress e.g. coup d'etat, etc</p>	<p>Lead students to identify disyllabic words which change stress to indicate nouns or verbs e.g. 'increase in'crease 'contrast con'trast</p> <p>Draw attention to the fact that some words borrowed into English retain their foreign stress patterns in English. Eg. – coup d' etat, esprit de corps Using the dictionary, lead students to find more of such words.</p>	<p>Students should look for more examples from dictionaries of words which change stress to change form/ class and those that don't</p> <p>In pairs/groups should practise pronouncing words with correct stress.</p>

TERM 3

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 6 INTONATION: Tune 1 and Tune 2</p>	<p>The students will be able to:</p> <p>1.6.1 use falling intonation to express statements, commands, wh-questions and exclamation'.</p> <p>1.6.2 use rising intonation in statements with implications, polite requests, polar questions.</p>	<p>Falling intonation in statements i.e. Kofi is here \.</p> <p>commands i.e. Sit down \</p> <p>wh-questions ie. Who is there? \</p> <p>exclamation ie. How funny! \</p> <p>Rising intonation in</p> <p>- Statements of doubt, Kofi is here / (I thought he had left)</p> <p>- Sarcasm, surprise.</p> <p>Mary left home? / (are you sure?)</p> <p>-polite requests ie.</p> <p>Can I take this? /</p> <p>-polar questions ie.</p> <p>Are you happy? /</p>	<p>Use falling intonation in dialogue, conversation, etc.</p> <p>Students take turns at making sentences and identifying Tune 1 and Tune 2.</p>	<p>There should be dialogue between students using the intonation pattern.</p>

YEAR ONE

SECTION 2

READING COMPREHENSION AND SUMMARY

General Objectives: Students will be able to

1. develop the use of various skills and techniques for effective reading.
2. acquire the skills of answering comprehension questions accurately and appropriately.
3. acquire the skills of summarizing passages/texts.
4. acquire the skills of deriving moral and other values from passages/texts.

TERM 1

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 READING TECHNIQUES	The student will be able to: 2.1.1 read purposefully and with understanding.	Reading purposefully with understanding short passages of about 350 words. Introduce pre-reading questions to lead into passage. Read passage before questions for information processing: Teacher asks specific/ general questions based on passage read.	Provide passages of varying degrees of difficulty for reading. Discuss which passage is easier to understand. Students do silent reading. In pairs/groups, students find factual information from passage.	Students should answer factual/recall questions to manifest level of understanding.

YEAR ONE

SECTION 3

GRAMMAR

General Objectives: Students will be able to

1. use grammatical forms accurately in speech and writing.
2. identify and state the functions of the various grammatical forms in given contexts.

TERM 1

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 PARTS OF SPEECH (OVERVIEW) NOUNS Proper/Common nouns Count/Non-Count nouns Concrete/Abstract nouns Singular/Plural nouns Regular/Irregular nouns	<p>The student will be able to:</p> <p>3.1.1 identify parts of speech.</p> <p>3.1.2 identify nouns in sentences.</p>	<p>Define the noun but note the loopholes in the traditional definition as <i>name of a person, place or thing</i>.</p> <p>Use of determiners in the noun phrase e.g. a little boy; nouns change form to indicate singular/plural.</p>	<p>Using appropriate examples, explain to students that the traditional definition of nouns does not hold for nouns such as “<i>beauty</i>” “<i>advice</i>” etc.</p> <p>Group students to identify types of nouns in given passages.</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1 (CONT'D)</p> <p>The Genitive:</p> <p>“s” genitive</p> <p>“of” genitive</p>	<p>The student will be able to:</p> <p>3.1.2 distinguish between proper and common nouns as well as other types of nouns.</p> <p>3.1.3 use the nouns appropriately in speech and in writing.</p> <p>3.1.4 identify the forms of the genitive, and use them in speech and in writing.</p>	<p>Concrete Nouns: Proper Nouns – Kofi, Mary Common Nouns–table, tree Count Nouns – apples, books Non – Count – sugar, water</p> <p>Abstract Nouns – love, kindness</p> <p>Regular – boy → boys Irregular – sheep → sheep</p> <p>Eg. Physics, Economics, Mathematics</p> <p>Identify the forms of the Genitive. -Adding ‘s to a regular noun e.g. Ousman’s shirt - Adding ‘s to the genitive case in regular plural nouns e.g. the boys’ book. - Adding ‘s to the girls’ dresses a name or simply adding the apostrophe to names ending in [s] e.g. James’s book or James’ Book. - Adding of to the noun phrase e.g. The name of the girl. The title of the poem</p>	<p>Use pictures and charts for identification and determination of status and functions of nouns</p> <p>Find other invariable nouns eg. homework, dregs, outskirts etc.</p> <p>Using appropriate drills, let students contrast the “s” genitive and the “of” form e.g.</p> <ul style="list-style-type: none"> - The plays of Ama Ata Aidoo/Ama Ata Aidoo’s plays. - The daughter of the politician/the politician’s daughter. 	<p>In pairs/groups, students identify types of nouns in given sentences and passages.</p> <p>Students use given nouns to form meaningful sentences.</p> <p>Students use the ‘s genitive and the ‘of’ genitive in sentences to show contrast.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 PRONOUNS Forms of Pronouns	<p>The student will be able to:</p> <p>3.2.1 identify the various types of pronouns and use them in the appropriate contexts.</p>	<p>Identification of types and uses of pronouns:</p> <ul style="list-style-type: none"> - personal– I, you, he, they - possessive – mine, yours, hers, etc. - reflexive – myself, himself, themselves etc - relative – who, which, whom, that, whose - interrogative – who, whom, what, where etc. - demonstrative – this, that, those, these - indefinite – any, some, all – <u>All</u> is not lost. <u>Any</u> will do. 	<p>Students work in pairs/groups to identify types and uses of pronouns in given sentences and passages e.g. personal, possessive, etc.</p> <p>Explain the possessive forms for personal and non-personal gender e.g. mine, yours truly, his/hers, its, etc.</p>	<p>Blank-filling exercises using varied pronouns. Provide a text for students to replace nouns with the appropriate pronouns.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION																														
UNIT 3 ADJECTIVES	<p>The student will be able to:</p> <p>3.3.1 identify the different types of adjectives.</p> <p>3.3.2 use the various forms of the adjective correctly.</p>	<p>Identification of different types of adjectives</p> <ul style="list-style-type: none"> - Demonstrative - this, that, these, those - Interrogative - which, whose, what - Possessive - my, your, his, her, our, their <p><u>Examples</u></p> <ol style="list-style-type: none"> 1. <u>This</u> book is interesting. 2. <u>Whose</u> pen did you use? 3. <u>Her</u> mother is a baker. <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;"><u>Positive</u></td> <td style="width: 33%;"><u>Comparative</u></td> <td style="width: 33%;"></td> </tr> <tr> <td><u>Superlative</u></td> <td></td> <td></td> </tr> <tr> <td>short</td> <td>shorter</td> <td>shortest</td> </tr> <tr> <td>high</td> <td>higher</td> <td>highest</td> </tr> <tr> <td>strong</td> <td>stronger</td> <td></td> </tr> <tr> <td>strongest</td> <td></td> <td></td> </tr> <tr> <td>beautiful</td> <td>more beautiful</td> <td>most beautiful</td> </tr> <tr> <td>beautiful</td> <td></td> <td></td> </tr> <tr> <td>hardworking</td> <td>more hardworking</td> <td>most hardworking</td> </tr> <tr> <td>hardworking</td> <td></td> <td></td> </tr> </table> <p><u>NOTE</u> Draw attention to other adjective forms like “minor to” “superior to” “inferior to”, etc.</p>	<u>Positive</u>	<u>Comparative</u>		<u>Superlative</u>			short	shorter	shortest	high	higher	highest	strong	stronger		strongest			beautiful	more beautiful	most beautiful	beautiful			hardworking	more hardworking	most hardworking	hardworking			<p>Identification of adjectives according to type, in given contexts.</p> <p>Help students to distinguish between the possessive, adjectives and possessive, etc. pronouns.</p> <p>Identification of adjectives and their comparative forms. Use a good dictionary.</p> <p>Pairs/groups use substitution table to form sentences using the three forms of adjective</p> <p><u>NOTE</u> Use a good dictionary or the Internet to identify the appropriate forms of the adjective.</p>	<p>Students should write a short description of a place, person, event, etc. in a few sentences making use of the types of adjectives they have learnt.</p> <p>Let students give the comparative forms of some regular and irregular adjectives.</p>
<u>Positive</u>	<u>Comparative</u>																																	
<u>Superlative</u>																																		
short	shorter	shortest																																
high	higher	highest																																
strong	stronger																																	
strongest																																		
beautiful	more beautiful	most beautiful																																
beautiful																																		
hardworking	more hardworking	most hardworking																																
hardworking																																		

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 4</p> <p>VERB FORMS</p> <p>Regular and Irregular</p> <p>Primary Auxiliaries</p> <p>Modal Auxiliaries</p>	<p>The student will be able to:</p> <p>3.4.1 identify the various inflections of the regular and irregular verbs.</p> <p>3.4.2 use verbs correctly in appropriate tense forms:</p> <p>3.4.3 distinguish regular verb forms from the irregular forms.</p> <p>3.4.4 identify primary auxiliaries.</p> <p>3.4.5 use them appropriately in speech and in writing.</p> <p>3.4.6 identify modal auxiliaries and use them to express the right intentions in speech and in writing.</p>	<p>Inflection of regular and irregular verbs</p> <p>Base form (V) – call, drink</p> <p>S – form (V + S) – calls, drinks</p> <p>Past (V + ed₁) – called, drank</p> <p>Participle (V + ing) – calling, drinking</p> <p>Participle (V + ed₂) – called, drunk</p> <p>Regular – talk, want, advise, weed, etc.</p> <p>Irregular – come, eat, go, get, say, write, etc.</p> <p>The primary auxiliaries are do, have, be</p> <p>Use of the primary auxiliaries e.g. to emphasize yes/no questions.</p> <p>Use modal auxiliaries e.g. can/could; will/would, may/might; must, need, etc.</p> <p>Uses of the modal to express volition, possibility, necessity.</p>	<p>Use sentence drills/passage to present the verb forms.</p> <p>In groups, students identify irregular forms in given texts.</p> <p>List primary auxiliaries. Construct sentences based on list and determine shades of meaning.</p> <p>Use sample texts for identification and analysis of meaning.</p> <p>List modal auxiliaries. Use them to construct sentences.</p> <p>Determine shades of meaning using sample texts.</p>	<p>From a given passage students should identify verbs (regular or irregular) and their forms.</p> <p>Students should write appropriate forms of verbs in sentences/passages</p> <p>Fill in blanks using the appropriate primary auxiliaries.</p> <p>In pairs, students should use the modals in appropriate situations e.g. an invitation to a party/football match.</p> <p>- permission to use the telephone.</p> <p>Students indicate various uses of modal auxiliaries in given sentences.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 5</p> <p>TENSE AND ASPECT</p> <p>The Present Tense</p> <p>Simple Present</p>	<p>The student will be able to:</p> <p>3.5.1 distinguish between the types of tenses.</p> <p>3.5.2 use them correctly in speech and in writing.</p>	<p>Explanation of relationship between time, tense and aspect.</p> <p>Forms of the Present Tense <u>Simple Present</u> It uses the base/bare infinitive form of the verb e.g. go, come, write etc. It changes with the 3rd person singular e.g. I come We come You come You come He/she comes They come The Simple Present Tense is used for a number of purposes:</p> <p>habitual present This expresses repetitive/repeated action e.g. We <u>go</u> to church on Sundays Kofi <u>drinks</u> a lot</p> <p>instantaneous present This expresses an action currently taking place. It brings the action alive as in commentary e.g. Kwame <u>passes</u> the ball to George. George <u>moves</u> with the ball and <u>takes</u> a shot.</p>	<p>Use substitution drills to differentiate forms and their uses.</p> <p>Use demonstration/role play/dialogue to distinguish forms and other uses.</p> <p>Use commentaries on sports recorded from the TV, Radio or the Internet.</p>	<p>Students should fill in blanks in sentences/passages with correct forms of the verb.</p> <p>Students should convert the base forms of verbs into other forms.</p> <p>Students should comment on what they watched/listened to.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 5 (CONT'D)</p> <p>TENSE AND ASPECT</p> <p>Present Continuous</p>	<p>The student will be able to:</p>	<p>Adoma <u>raises</u> her head and <u>observes</u> the birds in the sky.</p> <p>The historic present This expresses one's comment on what has happened. e.g. I <u>know</u> he has left. We <u>hear</u> the banks have raised interest rates</p> <p>Premeditated action This expresses an action that will happen at a future time but which is definite. e.g. Mary <u>leaves</u> for London next Monday. I <u>see</u> him tomorrow</p> <p><u>Present Continuous</u> It uses the appropriate "To be" "+ <u>ing</u>" form of the main verb. This is used to express an action in progress e.g. The baby <u>is sleeping</u> The students <u>are waiting</u> for the English teacher.</p>		<p>Students construct paragraphs using the instantaneous present and the present continuous forms.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 FUTURE TIME	<p>The student will be able to:</p> <p>3.7.1 identify forms used to express future time.</p> <p>3.7.2 use the correct form in the appropriate contexts.</p>	<p>Forms used to express future time (simple)</p> <ul style="list-style-type: none"> - will/shall/ 'll + infinitive e.g. I will/shall go I'll go - will/shall/'ll be + the progressive e.g. I'll be going soon - be + going + to infinitive e.g. I'm going to do it - The simple present tense e.g. Delle <u>leaves</u> for Accra tomorrow. - The present progressive e.g. The match <u>is starting</u> at 2p.m. - be + to + infinitive e.g. He <u>is to quit</u> - "be" + about to e.g. Kofi <u>is about to</u> write a letter. 	<p>Students practise the use of the forms which express future time.</p> <ul style="list-style-type: none"> - use substitution drills to re-inforce correct use of forms. - identify uses in speech and in writing especially in planning for the future etc. - shades of meaning arising from the use of forms emphasized through identification drills. <p>Select appropriate passages from literature texts to illustrate future time.</p>	<p>Blank-filling exercises using the various ways of expressing future time.</p> <p>Students should write a paragraph of activity using various forms expressing future time.</p>

TERMS 3

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 8 ADVERBS</p>	<p>The student will be able to:</p> <p>3.8.1 identify types of adverbs and use them correctly in sentences.</p> <p>3.8.2 distinguish between adjectives and adverbs in context especially those that have the same structure e.g. fast, well, hard.</p>	<p>Identification and function of adverbs Adverbs are words which modify verbs.</p> <p>Identification and use of different types of adverbs –</p> <ul style="list-style-type: none"> - Manner - He ran <u>fast</u>. <li style="padding-left: 20px;">- The baby cried <u>loudly</u>. - Time - They left <u>yesterday</u>. <li style="padding-left: 20px;">- The boy reported <u>early</u>. - Place - She came <u>here</u>. <li style="padding-left: 20px;">- We went <u>there</u>. <p>Distinguish between adjectives and adverbs in context. e.g. The car is <u>fast</u> – adjective The boy ran <u>fast</u> – adverb</p> <p>Everything is <u>well</u>- adjective The girl did <u>well</u> – adverb</p> <p>The ball is <u>hard</u> – adjective He kicked the ball <u>hard</u>-adverb</p>	<p>Lead students to identify adverb types in a given passage.</p> <p>Write pairs of sentences on the chalkboard using the same word first as an adjective and then as an adverb. Lead students to see the difference between the two.</p> <p>NOTE: Use comprehension passages and excerpts from literature texts for exercises.</p>	<p>Write some sentences on the chalkboard and let students identify the adverbs in them.</p> <p>Let students write sentences to show the difference between the same word used as an adjective and then as an adverb.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION																
UNIT 9 PREPOSITIONS	<p>The student will be able to:</p> <p>3.9.1 identify the two types of prepositions i.e. simple and complex and relate them appropriately to the words they govern.</p> <p>3.9.2 use examples to determine meanings of prepositions e.g. time, place, cause, etc.</p> <p>3.9.3 identify the idiomatic use of prepositions and their meanings in sentences.</p>	<p>Explanation of preposition. Identification of simple and complex types.</p> <p>Simple – on, at, from, in etc. Complex – due to, with respect to, in accordance with, apart from, with reference to etc.</p> <p>Using examples to determine meanings of prepositions e.g. time, place, cause, etc. e.g. We visited the zoo <u>during the course of</u> the week – Time He left the plate <u>on top of</u> the fridge – place She quit the job <u>as a result of</u> the manager’s harassment-cause.</p> <p>Identifying the idiomatic use of prepositions and their meanings. e.g. She can’t <u>put up with</u> that kind of behaviour (can’t tolerate)</p> <p>You must not <u>back out of</u> the competition (withdraw)</p>	<p>Use substitution drills to test for correct use of prepositions.</p> <table border="1" data-bbox="1230 386 1535 654"> <tr> <td>Prefer</td> <td>on</td> </tr> <tr> <td>Hail</td> <td>of</td> </tr> <tr> <td>Insist</td> <td>to</td> </tr> <tr> <td>Depend</td> <td>from</td> </tr> <tr> <td>According</td> <td></td> </tr> <tr> <td>Independent</td> <td></td> </tr> <tr> <td>In respect</td> <td></td> </tr> <tr> <td>As a result</td> <td></td> </tr> </table> <p>Use dictionaries/Internet/ literature texts to identify other examples of idiomatic use of prepositions</p>	Prefer	on	Hail	of	Insist	to	Depend	from	According		Independent		In respect		As a result		<p>Students identify prepositions and determine their types from a given passage.</p> <p>Students write short passages using prepositions.</p> <p>Students form own sentences illustrating the idiomatic use of prepositions</p>
Prefer	on																			
Hail	of																			
Insist	to																			
Depend	from																			
According																				
Independent																				
In respect																				
As a result																				

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 10 CONJUNCTIONS	3.10.1 identify types of conjunctions. 3.10.2 determine meanings and uses of conjunctions in context. 3.10.3 use conjunctions to link sentences in continuous writing.	Identification of conjunctions. <u>Types of conjunctions:</u> 1. Coordinating – and, but, or/nor She said her prayers <u>and</u> went to bed. 2. Subordinating – if, although etc. e.g. He will pass the examination <u>if</u> he studies hard.	Use a given passage to identify the various conjunctions. From a literature text/given passage help students to identify the various conjunctions and explain them using their contexts.	Students should identify conjunctions in a given passage. Students should join pairs of sentences using conjunctions.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 12 (CONT'D) Noun Phrase Verb Phrase Adjective phrase Adverb phrase	<p>The students will be able to:</p> <p>3.12.2 identify the different types of phrases and their uses.</p> <p>3.12.3 use them correctly in speech and in writing.</p>	<p><u>Types of Phrases:</u></p> <p>noun phrase – has a noun or noun equivalent as head e.g. <u>some of the students, the name of the boy.</u> <u>Some of the students</u> were in the classroom.</p> <p>A verb phrase is made up of an (auxiliary) + a main verb. verb phrase; is going, has gone, attend. They <u>attend</u> meeting</p> <p>Adjective phrase: a phrase that has an adjective as its head e.g. The flower is <u>extremely beautiful.</u></p> <p>Adverb phrase— has an adverb as head-- very <u>quickly, extremely, early</u> in the morning, later in the day--He left the house <u>very quickly.</u> The work was done <u>rather slowly.</u></p> <p>The preposition phrase is one that begins with a preposition and is followed by a noun or noun phrase. E.g. is the room at the long station.</p> <p>When a prepositional phrase functions as an adverb i.e. modifies a verb, it becomes an adverb phrase, e.g. he came <u>in a hurry</u>; he came <u>to the house.</u></p>	<p>In pairs/groups students construct sentences for analysis using different types of phrases in context.</p>	

YEAR ONE

SECTION 4

WRITING

General Objectives: Students will be able to:

1. develop skills for writing grammatically correct essays.
2. compose pieces of writing on a variety of topics.
3. compose pieces containing human values.

TERM 1

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 THE STRUCTURE OF AN ESSAY	The student will be able to: 4.1.1 recognize the various parts of an essay.	Structure in the context refers to introduction, body and conclusion.	Guide students to discover the structure of an essay: introduction, body and conclusion.	In pairs/groups, let students study sample texts and identify the parts.
			NOTE: Use appropriate texts for guidance.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) PLANNING AN ESSAY	<p>The student will be able to:</p> <p>4.3.2. organise ideas on a given topic.</p> <p>4.3.3. use appropriate words and phrases to link/connect ideas effectively.</p>	<p>Developing the points for an essay, discussing them and using inter/intra paragraph transitional devices to link the paragraphs logically and coherently</p> <p>Transitional devices/linking words include: To support Also, in addition, another, again, etc.</p> <p>To contrast But, on the other hand, however in contrast, nevertheless, etc.</p> <p>To exemplify for instance, for example, etc.</p> <p>To sum up Finally, in sum, in conclusion, eventually</p> <p><u>NOTE</u> The list is not exhaustive</p>	<p>Plan an essay on a given topic.</p> <p>In groups/pairs, let students use some transitional devices to link given paragraphs.</p>	<p>Students should develop their ideas into sentences and then join them to form one well-knit piece.</p> <p>Students should identify the use of the devices in a given text.</p> <p>Students should connect paragraphs into an essay.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 SHORT STORIES AND NARRATIVES	The student will be able to:	Composition of narratives and short stories using appropriate narrative techniques – i.e. dialogue, suspense and based on a story about the following: tolerance, co-operation, obedience, daring or any such value Chronological coherence i.e. narrating the events in time sequence.	Narrating events or activities of the day, week, etc. Group/pair work on writing short stories. Critique some stories. Students draft individual stories and narratives. See content for aspects of grammar to be considered.	In groups/pairs students compose interesting short stories for class discussion. Students should compose stories for publication in the school magazine.
	4.4.1 orally compose interesting and lively short stories reflecting moral values e.g. tolerance, co-operation, obedience. 4.4.2 write episodes and events in vivid language.			
TERM 3 UNIT 5 DESCRIPTIVE WRITING	4.5.1 orally compose descriptive essays on given topics.	Use descriptive and colourful vocabulary/expression.	Use objects, pictures. Let students write short descriptive essays on a journey to a town, life in the school, city or village.	Students write descriptive essays on a given topic e.g. - An inter-schools' sporting event, workshops. -Describe the teacher you would nominate for the Best Teacher's Award.
4.5.2 write descriptive essays.	Use spatial/locative expressions e.g on the roof, beyond the river, beside the board. <u>Language use:</u> Consider concord, idiomatic expressions, other appropriate tense forms and adjectives.	Organise field trips and get students to describe things they saw.		

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 LETTER WRITING informal, i.e. Friendly	<p>The student will be able to:</p> <p>4.6.1 write informal letters using the appropriate features, tone and language.</p>	<p>Discussion of letter format – i.e. address, date, salutation, introduction, body of the letter, conclusion, subscription, first name.</p> <p>Composing friendly letters to siblings, parents, close friends, relations, etc.</p> <p>For aspects of grammar, consider concord, idiomatic expressions, appropriate tense forms and punctuation.</p>	<p>Individual work on given topics for letter writing. Critique of sample letters.</p> <p>NOTE: Encourage students to use contractions--don't, didn't, can't--and vocatives in friendly letters. (Address the person as if he/she is right before the writer of the letter).</p>	<p>Individuals work on a given topic for letter writing observing aspects of grammar.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
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<p>UNIT 1</p> <p>INTRODUCTION TO LITERATURE (Overview)</p> <p>What <u>Literature</u> is</p> <p>Aspects</p> <p>Importance</p>	<p>The student will be able to:</p> <p>5.1.1 explain <u>Literature</u>.</p> <p>5.1.2 identify the forms and genres of literature.</p> <p>5.1.3 state importance of literature.</p>	<p>Explanation of literature—written information on any subject; any work of art, oral or written, that has form and teaches values.</p> <p>Forms: -Oral Literature. -Written Literature</p> <p>Genres: Prose, Drama, Poetry</p> <p>Importance: enjoyment, entertainment, helps develop critical/analytical minds, teaches moral, social and cultural values.</p>	<p>Guide students to discuss the meaning and forms of literature.</p> <p>Give examples of the forms and some elements of Oral Literature e.g. riddles, proverbs, folksongs, folktales. Show pieces of literary works for students to identify forms.</p> <p>Discuss various uses and importance of Literature.</p>	<p>Students should mention forms and genres.</p> <p>Students should write down some forms of Oral Literature.</p> <p>Students should study various pieces and identify the forms and genres.</p>
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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 ORAL LITERATURE The Folktale	<p>The student will be able to:</p> <p>5.2.1 recognize features of the folktale.</p> <p>5.2.2 identify and use narrative techniques in writing tales.</p> <p>5.2.3 state customs, beliefs, etc expressed in the tale.</p> <p>5.2.4 distinguish myths from legends.</p>	<p>Features of the folktale:</p> <ul style="list-style-type: none"> - Formulaic beginnings - Use of songs - Simple characterization - The trickster hero - Dialogue, suspense etc. - Variable narrator i.e. the performer influences delivery - Audience participation <p>Customs, beliefs, values expressed in the tale e.g. marriage rites, puberty rites, parental/ paternal control, getting poetic justice, etc.</p> <p>Myth: Story – anonymous Origin- Folk belief systems:- <u>Features</u> Use of the supernatural as means of interpreting natural events. Purpose--to explain people’s world view.</p>	<p>Students listen to oral folktale. Students watch live performances or recorded versions e.g. TV’s programme or ”Story Time”</p> <ul style="list-style-type: none"> - Analyze features of the Folktale using a sample of the folktale. - Write or tell versions of folktale. <p>Guide students to identify customs, beliefs, etc. in folktales.</p>	<p>Students should write versions of folktales heard for class discussion.</p> <p>Group performs folktale for class discussion of the features.</p> <p>Students should write their own tales.</p> <p>Students should tell and discuss myths and legends from their traditional areas.</p>

YEAR ONE

SECTION 5

LITERATURE

General Objectives: Students will be able to:

1. appreciate the forms of oral and written literature.
2. derive ethical values from literary works.
3. cultivate the habit of reading.
4. identify and appreciate literary terms in literary works.
5. apply literary techniques in creative writing.
6. enhance their language skills.

TERM 1

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
Myths and Legends	5.2.3 determine customs, attitudes, beliefs, etc. expressed in the forms	<p>Legend: <u>Features</u> A legend</p> <ul style="list-style-type: none"> - has a more historical truth - Often exemplifies love of a people and expresses their racial and nationalistic spirit <p>e.g. The legend of Yaa Asantewaa, Tohazi, Achilles. Protagonist is a person rather than a supernatural being.</p>	<p>Use recorded or written texts and have such enacted (whenever possible)</p> <ul style="list-style-type: none"> - group discussion on habits and traditions emerging from tales. <p>Students write or narrate myths and legends known in the community, nation-wide and world-wide:</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT ₃₅	TEACHING AND LEARNING ACTIVITIES	EVALUATION
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UNIT 3 WRITTEN LITERATURE Non-Literary: Journalistic Prose, Fiction and Drama	The student will be able to:		Features of Journalistic: - use of clichés and catchy phrases; - use of a lot of pre-modifying adjectives; - use of special vocabulary. Students read prescribed literature books.	Use suitable texts to illustrate features. Students read and discuss relevant texts from newspapers etc. to determine effects. Group discussion of texts to identify features. Extracts to be read aloud or acted. Introduce students to prescribed books for class discussion	Group I reads short story or an extract from a novel. Group II performs a short drama/sketch. Students should compare and discuss their effects. Students should answer questions on text read.
	5.3.1	identify and use features of good journalistic prose in writing.			
	5.3.2	identify the intended effects.			
UNIT 4 LITERARY TERMS 1 Subject Matter and Theme	5.3.3	read selected literature texts.	Subject Matter – The overall statement of what a passage is about. Theme – The central idea in a story/text/ -subject matter contains the theme.	Students suggest titles for passages or short stories. Students read titled texts to find out whether titles are appropriate for texts or summarize the crucial message of the passages/short stories.	Pair and group work to find the subject matter/theme of passages. Individually, students identify and write subject matter, theme and any moral value contained in the literature texts.
	5.4.1	distinguish between subject matter and theme using the prescribed texts.			
	5.4.2	find the theme(s) of a given prose/extract.			
	5.4.3	identify values, e.g. hard work contained in a given extract/ text.	<u>NOTE:</u> Draw students' attention to language use in literature texts.	Students read literary texts.	

TERM 2

UNIT	SPECIFIC	CONTENT	TEACHING AND LEARNING	EVALUATION
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	OBJECTIVES		ACTIVITIES	
UNIT 5	The student will be able to:			
LITERARY TERMS 2	5.5.1 identify the terms in extracts and use them appropriately in speech and in writing.	<u>Rhyme</u> : When two or more words end with the same sounds e.g. date gate; rate fate.	Use relevant extracts to illustrate the terms. Students should recite tongue twisters that illustrate sound devices.	In groups/pairs students identify the use of some of these literary terms in given texts and discuss their effects.
Rhyme				
Alliteration		<u>Alliteration</u> : Successive use of a dominant consonant sound in a spoken or written piece e.g. my most memorable memories melted away.		Students compose poems using the devices.
Assonance		<u>Assonance</u> : Repetition of a dominant vowel sound in adjacent words e.g. the fat cat sat on the mat.		
		<u>Subject matter & Theme</u> - inference that can be drawn from the subject matter form the theme(s) - A passage can have more than one theme. Consider moral values in the extract(s).	Students should identify and discuss subject matter, theme(s) and any moral values in the given text.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION

<p>UNIT 6</p> <p>DRAMA (ORAL) Festivals</p> <p>Concert Parties</p>	<p>The student will be able to:</p> <p>5.6.1 identify the elements of performance.</p> <p>5.6.2 appreciate the social messages and bonds.</p>	<p>Some elements of the festival and the concert party; Festivals</p> <ul style="list-style-type: none"> - Open air theatre - Fluid roles between performers and spectators. - Minimal use of stage props. - Use of costume etc. - Use of music and dance <p>Concert Party:</p> <ul style="list-style-type: none"> - Comic - Music - Simple characters - Impersonation - Moral ending <p><u>Language Use</u> Dialogue, the present tense</p>	<p>Field trips to:</p> <ul style="list-style-type: none"> - observe festivals and concert party performances; - discuss elements that characterize the above; - describe festivals of communities; - determine cultural and moral significance of festivals and concert parties. 	<p>Students role play some aspects of a festival.</p>
<p>UNIT 7</p> <p>DRAMA (WRITTEN) Tragedy</p>	<p>5.7.1 state the features of tragedy.</p> <p>5.6.2 state characteristics of tragedy.</p>	<p>Characteristics of stage plays:</p> <ul style="list-style-type: none"> - the stage - the cast - props, act, scene, etc <p>Characteristics of tragedy</p> <ul style="list-style-type: none"> - conflict - tragic hero - tragic flaws - sad ending <p>Moral values e.g. humility, self-confidence, taking initiative, honesty.</p>	<p>Students watch and discuss values in a selected play.</p> <p>Students read a selected play for class discussion.</p>	<p>Students should state the characteristics of a tragedy.</p> <p>Students should state moral lessons learnt from a given tragedy.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
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<p>TERM 8</p> <p>POETRY (ORAL)</p> <p>Song Texts: Work songs, Praise and Satirical poems, Libation</p> <p>Appellation</p>	<p>The student will be able to:</p> <p>5.8.1 identify features of meaning and importance of given poems.</p>	<p>Song texts, including traditional songs sung at leisure times or at traditional social functions.</p> <p>Moral values e.g. dedication, discipline, honesty.</p>	<p>Use recorded/oral texts for analysis. Listen to pieces and identify features of the performance that recur.</p> <p>Listen to pieces and point out any values in them.</p>	<p>Students compose texts for analysis. e.g. A short poem on contemporary issues.</p> <ul style="list-style-type: none"> - The Dangers of STDs/HIV/AIDS - Drug Abuse. - Peaceful co-existence. - Natural disaster.
<p>UNIT 9</p> <p>POETRY (WRITTEN)</p> <p>The Lyric Poem</p>	<p>5.9.1 analyse the forms of the lyric.</p> <p>5.9.2 appreciate the emotions conveyed by the lyric .</p>	<p>Features of a lyric: Usually in stanzas;</p> <ul style="list-style-type: none"> - often possessing definite rhyme patterns; - expressing intense emotion e.g. love, loss, etc; - usually single themes. <p>NOTE: Focus on subject matter, theme and value lessons in lyrics.</p>	<p>Use a short poem e.g. Pepper Clark’s “River Bird” to identify features.</p> <p>In groups/pairs, students analyze theme and other stylistic features.</p>	<p>Students compose lyrical poems.</p> <p>Students compose poems parallel to lyrics which express emotions/values.</p>

YEAR TWO

SECTION 1

LISTENING AND SPEAKING

General Objectives: Students will be able to:

1. articulate various English speech sounds correctly.
2. speak English as fluently as possible.
3. make use of stress and intonation appropriately in speech.

TERM 1

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 VOWELS (Review)	The student will be able to: 1.1.1 articulate the vowels. 1.1.2 use the vowels correctly in speech.	Using vowel sounds correctly in words to distinguish vowel sound quality (for list of vowels, refer Year 1 Unit 2 Pure Vowels) Articulation of pure vowels.	Drill students individually/groups on the articulation of vowel sounds to distinguish vowel quality. Students read sentences/short paragraphs containing target sounds. Students listen to recorded texts and identify target sounds.	Students pronounce pairs/groups of words to show differences in sound quality. Orally, students use words that have sounds in sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 CONSONANTS (Review)	<p>The student will be able to:</p> <p>1.2.1 use the consonants correctly in different positions in words.</p>	<p>Using the consonants in initial, medial and final positions in words (for list of consonants, refer Year 1, Sec. 1, Unit 3).</p> <p><u>Articulation of plosives</u> /p/, /b/, /t/, /d/, /k/, /g/ e.g. pig big tip dip kick girl</p> <p>- <u>the affricates</u> /tʃ/ /dʒ/ e.g. church judge charm jam</p> <p>- <u>fricatives</u> /f/, /v/, /s/, /z/, /h/, /ʃ/, /ʒ/, /θ/, /ð/, /r/ e.g. fowl vowel sip zip house sure thin dog road</p>	<p>Drill articulation on the basis of place, manner and voicing.</p> <p>Drill students on the pronunciation of consonant clusters.</p>	<p>In pairs/groups, distinguish between initial/final consonants that are voiced or voiceless.</p> <p>Students find other words containing consonant clusters.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION								
<p>UNIT 3</p> <p>SYLLABIC CONSONANTS</p>	<p>The student will be able to:</p> <p>1.3.1 identify words that end in syllabic consonants and articulate them.</p> <p>1.3.2 articulate syllabic consonants.</p>	<p>In some English words, the syllabic peak is formed with the consonants /l/ and /n/.</p> <p>Conditions for syllabic consonants:</p> <ul style="list-style-type: none"> - A two syllable word; the first stressed the other unstressed. - The unstressed syllable has /l/ or /n/ - /n/ and /l/ are pronounced and heard as vowels, <p>e.g.</p> <table style="border: none;"> <tr> <td style="padding-right: 20px;">cot<u>ton</u></td> <td>sudd<u>en</u></td> </tr> <tr> <td>litt<u>le</u></td> <td>midd<u>le</u></td> </tr> <tr> <td>riva<u>l</u></td> <td>shuff<u>le</u></td> </tr> <tr> <td>abl<u>e</u></td> <td>appl<u>e</u></td> </tr> </table>	cot <u>ton</u>	sudd <u>en</u>	litt <u>le</u>	midd <u>le</u>	riva <u>l</u>	shuff <u>le</u>	abl <u>e</u>	appl <u>e</u>	<p>Pronunciation drill:</p> <ul style="list-style-type: none"> - identify words ending in / n / and / l /. - observe conditions for realizing syllabic consonants and pronounce words accordingly. <p>Students listen to syllabic consonants articulated in context e.g. recorded dialogues/sentences.</p> <p>Use a good pronunciation dictionary/Internet to detect syllabic sounds.</p>	<p>Students make a list of words ending in syllabic consonants and articulate them.</p> <p>In groups students compile a list of consonant clusters. They must pronounce the words correctly.</p>
cot <u>ton</u>	sudd <u>en</u>											
litt <u>le</u>	midd <u>le</u>											
riva <u>l</u>	shuff <u>le</u>											
abl <u>e</u>	appl <u>e</u>											

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 PHONOLOGI- CALLY CONDITIONED ENDING	<p>The student will be able to:</p> <p>1.4.1 identify endings of past tense and present tense (3rd person singular forms of verbs and the plurals of nouns) and pronounce them correctly.</p>	<p>Conditions for phonological realizations ed → /t/ /d/ /ɪd/.</p> <p><u>-ed</u> is pronounced / t / in verbs ending in voiceless consonants. E.g. kick – kicked /kɪkt/.</p> <p><u>-ed</u> is pronounced /d/ in verbs ending in vowels and voiced consonants e.g. hired, loved, robed.</p> <p><u>-ed</u> pronounced /ɪd/ in verbs ending in t or d. e.g. wanted, padded.</p> <p>s/es → s, z, ɪz</p> <p><u>-es/s</u> pronounced /s/ in verbs and nouns ending in voiceless consonants e.g. wants, tops, kicks.</p> <p><u>-es/s</u> is pronounced /z/ in verbs and nouns ending in vowels and voiced sounds e.g. boys, goes, loves, dogs.</p> <p><u>-es</u> is pronounced /ɪz/ in verbs and nouns ending in /s/ /z/ /ʃ/ /tʃ/ /dʒ/</p> <p>e.g. houses, buzzes, wishes, churches, judges.</p>	<p>Go through rules for realizing – <u>s/es</u> and <u>-ed</u>.</p> <p>Prepare random lists of words for students to provide matching pronunciation.</p> <p>Use short passages for identification.</p> <p>Students listen to recorded texts containing sounds.</p> <p>NOTE: Use a good dictionary—hardcopy as well as on-line ones--as a guide e.g. <u>Longman Dictionary of Contemporary English</u>.</p>	<p>In pairs students use short passages for the identification of the endings discussed.</p> <p>Students identify sounds in recorded texts.</p>

TERM 2

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 5</p> <p>STRESS</p> <p>Polysyllabic Words</p>	<p>The student will be able to:</p> <p>1.5.1 identify polysyllabic words and pronounce them with correct stress.</p>	<p>Stress in polysyllabic words:</p> <p>Words ending in – ate-</p> <ul style="list-style-type: none"> - two-syllable words with stress on 2nd syllable e.g. lo'cate, va'cate, dic'tate. - three-syllable words with 1st syllable stressed. 'allocate, educate, inculcate, etc. - four-syllable words with 2nd syllable stressed a'malgamate, a'ssimilate, etc. <p>Words ending in – ion-</p> <ul style="list-style-type: none"> - two syllable words, place stress on 1st syllable e.g. 'action, 'diction, 'motion. - three syllable words, place stress on 2nd syllable e.g. a'version, o'ccasion - four syllable words, with 3rd syllable stressed e.g infor'mation, intonation 	<p>Students listen to pronunciation of words with three and four syllables.</p> <p>Students list words, especially, verbs ending in – <u>ate</u>- nouns ending in <u>-ion</u>-</p> <p>In pairs/groups students practise pronunciation of words with the correct stress.</p> <p>Read passages to practise correct stress.</p>	<p>Students should read selected passages using the correct stress on words.</p>

TERM 3

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 6</p> <p>INTONATION</p>	<p>The student will be able to:</p> <p>1.6.1 read compound and complex sentences with the correct intonation.</p>	<p>Tune 1: Falling intonation → Tune 2: Rising intonation ↗</p> <p><u>Intonation of complex sentences:</u> When I went to the market, he was not there. ↘</p> <p>Tune 1 and Tune 2 e.g. - I saw him ↗ when he arrived from Wa ↘ - Akuba left ↗ before the bus arrived ↘ - The necklace is faded. ↘ Do you still like it? ↘</p>	<p>Students listen to sample sentences on Tune 1 and Tune 2.</p> <p>Students compare and contrast intonation of simple sentences with intonation of complex sentences. e.g. I went to the market. Tune 1 But in: When I went to the market ↗. <i>Tune 2</i> <i>Followed by</i> <i>I saw my friend ↘ ... Tune 1</i> Practise intonation of complex sentences noting shades of meaning resulting in change in Tune.</p>	<p>Students read out sentences using appropriate intonation, noting shades of meaning.</p> <p>Form complex sentences from the audio exercises.</p> <p>Read sentences and identify Tune 1 and Tune 2.</p>

YEAR TWO

SECTION 2

READING COMPREHENSION

General Objectives: Students will

1. acquire the skills of answering comprehension questions accurately and appropriately.
2. acquire the skills of summarizing passages/texts.
3. be able to analyze texts read and draw values from them.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 READING COMPREHENSION	The student will be able to: 2.2.1 digest thoroughly information read from passage and make implied deductions based on given questions.	<u>Derived/Derivative Questions</u> These are questions to which answers can be found by referring to /inferring from information in the passage.	Students answer questions based on texts in groups and pairs by referring to/inferring from given texts. Individually, students are given passages to answer specific questions on.	Students answer specific questions based on selected passages.
	2.2.2 draw, if any, lessons derived from passages read .	<u>Grammatical Questions</u> These are questions on grammatical items e.g. identifying parts of speech, types of clauses and phrases as well as their functions and figures of speech etc.	Discussion of answers given by students to questions. Make students aware of the various types of comprehension questions.	
	2.3.3 identify words with specific meaning in given texts.	<u>Vocabulary Questions</u> Here the students will have to replace certain words used in passage/text with other suitable words.	NOTE: Teacher pays attention to aspects of grammar studied and ensures students apply them in their writing.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) SUMMARY	2.3.4 identify the basic topic sentences that summarize each paragraph for writing the summary.	<p>Identification of key/main/essential words and phrases in passages.</p> <p>Distinguish between main and supporting ideas from passages.</p> <p>Reducing paragraphs to sentences and sentences to phrases and words.</p>	<p>In groups/pairs, students identify main and supporting ideas from given texts.</p> <p>Students identify the topic sentences from selected paragraphs and state them in their own words.</p> <p>Guide students to write out the summary of the given texts.. Class discussion of students work for essential ideas and common summary errors.</p> <p>Guide students to apply certain essential points about writing summary e.g.</p> <ul style="list-style-type: none"> - Use only the ideas in the passage. - Express these ideas in their own words as much as possible – no blind lifting. - Use complete, intelligible sentences. - Avoid adding unnecessary ideas. - Be brief – brevity of thought and expression. 	<p>Students identify and write single topic sentences and summaries of given passages and texts.</p> <p>Students write summaries of given texts.</p> <p>Students read summaries in class for discussion and correction.</p>

READING BEYOND THE CLASS TEXT

Each student is expected to read at least five story books of his/her own choice each term. Students make their choice from recommended titles. One way of encouraging students to read is to select comprehension passages for terminal examinations and continuous assessment tests/tasks from the recommended story books.

YEAR TWO

SECTION 3

GRAMMAR

General Objective: Students will be able to:

1. identify and use the grammatical forms accurately in writing and in speech.
2. identify the functions of the various grammatical forms.

TERM 1

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>CLAUSES: Dependent and Independent</p>	<p>The student will be able to:</p> <p>3.13.1 describe and identify clauses in given contexts.</p> <p>3.13.2 distinguish between dependent and independent clauses.</p>	<p>Describe a clause—it is a construction containing a finite verb and normally has a subject and a predicate. e.g. Seyram ate the food We went to Accra. John is a doctor</p> <p>Distinguish between dependent clauses (i.e. clauses beginning with subordinate conjunctions and not capable of standing on their own) from independent clauses (i.e. clauses capable of standing on their own) e.g. <u>Kwesi saw his friend, independent clause when he went to Accra. dependent clause</u></p>	<p>Students describe clauses. Using literary texts, let pairs/groups identify types of clauses.</p> <p>Students identify types of clauses in given passages.</p> <p>Students write their own short paragraphs using clauses.</p>	<p>Students discuss work identifying appropriate use of both types of clauses.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2</p> <p>THE SENTENCE</p> <p>Parts of the Sentence</p> <p>Types of sentences</p>	<p>The student will be able to:</p> <p>3.13.3 write sentences combining dependent and independent clauses.</p> <p>3.1.1 identify the subject and predicate of a sentence.</p> <p>3.1..2 analyze single sentences into their constituent elements.</p> <p>3.1.3 identify various types of sentences.</p> <p>3.1.4 use the types appropriately.</p>	<p><u>If Serwaa studies hard,</u> dependent clause <u>she will pass the exams</u> independent clause</p> <p>Parts of the sentence – subject + predicate. Elements of the sentence. S + V + O + C + A</p> <p>The lady'/ bought /a dress S V O John/is/a/doctor S V C</p> <p>Types: - Simple e.g. This is my house.</p> <p>- Compound with coordinating conjunction e.g. I came to school late and I was punished.</p>	<p>Provide clauses and let students join them into sentences.</p> <p>Use conversion drills beginning with simple sentences.</p> <p>Students construct sentences.</p> <p>Present simple texts for analysis of parts.</p> <p>Guide students to identify types of sentences.</p>	<p>Students join appropriate clauses.</p> <p>In pairs/groups, students analyze given sentences.</p> <p>Students construct sentences and identify constituent elements. S. V. O. C. A.</p> <p>Pairs/groups construct sentences and indicate the types.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2 (CONT'D)</p> <p>Types of sentences</p>	<p>The student will be able to:</p> <p>3. 1.5 identify the functions that different sentences perform.</p> <p>3.1.6 construct sentences which illustrate the different functions.</p>	<p>Different functions of sentences:</p> <p>1. statements e.g. This bread tastes good.</p> <p>2. questions Distinguish between –</p> <p>(i) Wh question – e.g. Who took my book?</p> <p>(ii) inverted question e.g. Are you happy here?</p> <p>(iii) question tag e.g. The book is interesting, <u>isn't it?</u></p> <p>(iv) intonation question e.g. He is eating?</p> <p>(v) rhetorical question e.g. Who cares? or What difference does it make?</p> <p>3. command e.g. Come here.</p> <p>4. interjections e.g. How lovely! What a hot weather!</p>	<p>Conversion drills e.g. Changing statements into questions. Identify functions of direct sentences in speech and in writing.</p>	<p>In pairs/groups, students use some of the forms in a role play.</p> <p>Students construct sentences illustrating the various functions of sentences.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 CONCORD: Subject-Verb Agreement	<p>The student will be able to:</p> <p>3.2.1 match the appropriate verb form with its subject in number and person.</p>	<p>Subject-verb agreement involves matching the appropriate verb form with its subject.</p> <p>Where the nouns used refer to the one and same person, the verb is singular e.g. -His boss and friend works hard.</p> <p>Singular subjects joined by or/nor take singular verbs e.g. Either my - brother or my sister has arrived</p> <p>- When a singular subject and a plural subject are joined by “or/nor” the verb agrees with the second subject that is nearer the nor/or e.g. Either the headmaster or the teachers are right.</p> <p>- A singular subject and a plural subject joined by “with” or “no less than’ takes a singular verb e.g. The boy with his parents is attending a seminar on human relations.</p> <p>- A collective noun can take either the singular or plural verb. e.g. The team is/are on the field.</p>	<p>Completion drills e.g. The boy’s parents is/are here. The man with his wife has/have flown to London.</p> <p>Use of sample texts for identification and analysis of the types of subject-verb agreement discussed.</p> <p>NOTE: Teacher should give more exercises to reinforce the concept.</p>	<p>Individuals complete tables with appropriate subject + verb.</p> <p>In groups/pairs, students identify and analyze subject-verb agreement in given passages.</p> <p>In groups/pairs students correct errors in subject-verb agreement in a passage.</p>
TERM 2 UNIT 4 PHRASAL VERBS	<p>3.4.1 identify and use the various forms of the simple phrasal verb.</p>	<p>Description of phrasal verbs. Types of simple phrasal verbs e.g. Verb + Adverb look + into take + off</p>	<p>Contrast classical verbs with phrasal verbs, e.g. She <u>put on</u> her dress (classical). She <u>put on</u> a smile (phrasal) It is difficult to <u>go up</u> the mountain (classical)Prices are likely to <u>go up</u> (phrasal).</p>	<p>Fill in the blank exercises with phrasal verbs.</p> <p>Students identify and discuss phrasal verbs in given texts.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION															
UNIT 4 (CONT'D) PHRASAL VERBS	The student will be able to:	<p>The prefect was asked to <u>look into</u> the issue.</p> <p>Verb + Preposition e.g. put + away take + up</p> <p>She <u>put away</u> the dishes.</p>	Use dictionaries/Internet to look for examples of phrasal verbs and list as many as possible for the student to understand the concept.																
UNIT 5 COMPLEX PHRASAL VERBS	<p>3.5.1 identify forms of complex phrasal verbs i.e. verb + adv. + prep verb + obj. + prep.</p> <p>3.5.2 identify and use simple/complex phrasal verbs.</p>	<p>Students work on types of complex patterns e.g. <i>Verb + Adverbial + Preposition</i> e.g. I won't <u>go in for</u> such expensive clothes for school. <i>Verb + adv. + prep.</i> If you work harder, you can <u>catch up with</u> the rest of the class. <i>Verb + object + prep.</i> e.g. We can <u>make room for</u> two more guests.</p> <p>Revise simple/complex phrasal verbs and their meanings.</p> <table border="0" data-bbox="743 1105 1041 1256"> <tr> <td>V</td> <td>ADV</td> <td>PREP</td> </tr> <tr> <td>look</td> <td>up</td> <td>to</td> </tr> <tr> <td>come</td> <td>up</td> <td>with</td> </tr> <tr> <td>stand</td> <td>up</td> <td>to</td> </tr> <tr> <td>look</td> <td>up</td> <td>for</td> </tr> </table>	V	ADV	PREP	look	up	to	come	up	with	stand	up	to	look	up	for	<p>Ask students to identify complex phrasal verbs in literature/texts/Internet.</p> <p>Students use their dictionaries/Internet to look for more examples of phrasal verbs.</p>	<p>Oral/written exercises on simple and complex phrasal verbs in sentences.</p> <p>Students explain phrasal verbs in contexts.</p> <p>Individually, students form sentences with complex phrasal verbs.</p>
V	ADV	PREP																	
look	up	to																	
come	up	with																	
stand	up	to																	
look	up	for																	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 IDIOMATIC EXPRESSIONS	<p>The student will be able to:</p> <p>3.6.1 identify and use Idiomatic expressions in speech and in writing.</p> <p>3.6.2 explain idiomatic expressions in specific contexts.</p>	<p>Identify some popular idiomatic expressions.</p> <p>Examples of basic types of idiomatic expressions</p> <p>e.g. verb based idiomatic expressions: ‘eat one’s words’ ‘kick the bucket’, ‘blow one’s trumpet’, ‘throw in the towel’</p> <p>Noun based idiomatic expressions: – ‘spick and span’ ‘By hook or crook’.</p> <p>Preposition-based idiomatic expressions. e.g. For and against On and off Determine the meanings and usage.</p>	<p>Identification of idiomatic expressions and their meanings in isolation and in literary texts.</p> <p>Using idiomatic expressions in sentences or continuous writing.</p> <p>Discussion of idioms and idiomatic expressions found in supplementary readers/literature texts.</p> <p>With the aid of a dictionary/Internet, students find more examples of idiomatic expressions and their meanings and use them appropriately in sentences.</p>	<p>Students to fill in the blanks exercises.</p> <p>Students write short essays on selected topics using at least two idiomatic expressions.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 7</p> <p>FINITE AND NON-FINITE VERBS</p>	<p>The student will be able to:</p> <p>3.7.1 identify finite verbs in context.</p> <p>3.7.2 identify verbs whose forms indicate tense.</p> <p>3.7.3 form sentences that distinguish between the use of the two forms.</p>	<p>Description of a finite verb - It is a verb whose structure changes according to the subject with which it goes or the time it refers to.</p> <p>Finite forms include:</p> <p>Simple Present – go, goes, eats, etc.</p> <p>Simple Past Form – went, ate, etc.</p> <p>NOTE: The Simple Present and Simple Past Forms show contrast in tense.</p> <p>Non – Finite Forms include:</p> <p>The bare infinitive – <u>call</u>, go, eat</p> <p>The infinitive – to go, to eat, etc.</p> <p>The present participle – going, eating etc.</p> <p>The past participle – gone, eaten</p> <p>Note: The various non-finite forms do not indicate tense.</p>	<p>Using given texts, students identify finite and non-finite verbs e.g.</p> <p>He <u>ate</u> (finite) He is <u>eating</u> (non-finite);</p> <p>Hassan studied English (finite); Hassan is <u>studying</u> (non-finite).</p> <p><u>To study</u> is <u>to succeed</u> (non-finite).</p> <p>Contrast invariable forms of the non-finite with the variable forms of the finite.</p> <p>Form sentences with the same verbs to show finite and non-finite forms.</p>	<p>Students identify the forms in given texts.</p> <p>Students form sentences using the forms studied.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 8 NOMINAL (NOUN) CLAUSES	<p>The student will be able to:</p> <p>3.8.1 identify nominal (noun) clauses.</p> <p>3.8.2 identify the various functions of the clause in given texts and sentences.</p> <p>3.8.3 use noun clauses in speech and in writing.</p>	<p>Identification of a nominal (noun) clause – It is a clause which as a result of its structure does the work of a noun in the sentence in which it is found.</p> <p>Identification of noun clauses as subjects, objects, complements: e.g. <u>What you are saying</u> is right. (subject)</p> <p>I know <u>(that) I was right</u> (direct object)</p> <p>It seems <u>(that) he will do it.</u> (complement)</p>	<p>In groups/pairs:</p> <ul style="list-style-type: none"> - identify noun clauses as subject/object/complement in given sentences - Construct sentences indicating the noun clauses and state their functions. - Discuss effects of the use of noun clauses in simple texts. 	<p>Students list nominal clauses and use them in sentences.</p> <p>Students identify and state the functions of noun clauses in given statements.</p> <p>Students construct noun clauses and use them in sentences.</p>

TERM 3

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 9 ADVERBIAL CLAUSES</p>	<p>The student will be able to:</p> <p>3.9.1 identify types of adverbial clauses and state their functions.</p> <p>3.9.2 use the adverbial clause effectively in speech and in writing.</p> <p>3.9.3 identify more complex adverbial clauses and use them correctly.</p>	<p>Identification of types and functions of adverbial clauses. E.g. Time Place Condition Manner Concession etc. Use of appropriate subordinating conjunctions to signal types e.g. * I saw him <u>when he arrived.</u> (Time) * The sun shines <u>where you are.</u> (Place) * <u>Although I spoke to him,</u> he didn't listen (Concession) etc. Function: I saw him <u>when he arrived</u> – This modifies the verb 'saw'</p> <p>Types of complex adverbial clauses— proportion, purpose and comparison e.g Proportion—As time went on <u>so did their hopes begin to rise.</u> Purpose—She studies hard <u>so she will pass her examination.</u> Comparison—I will work <u>as hard as my friend does.</u></p>	<p>Group/pair work: - identification of types of adverbial clauses and their functions in given literary texts.</p> <p>- construction and analysis of sentences containing adverbial clauses.</p> <p>Draw students' attention to various texts and let students identify some uses of the adverbial clauses.</p>	<p>Students identify types and state the functions of adverbial clauses in context.</p> <p>From given statements students identify the various subordinating conjunctions and the type of adverbial clauses they introduce.</p> <p>Students use adverbial clauses in sentences.</p> <p>Students write sentences using adverbial clauses.</p> <p>Students underline adverbial clauses in texts.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 10 ADJECTIVAL /RELATIVE CLAUSES	<p>The student will be able to:</p> <p>3.10.1 identify adjectives/ relative clauses and also state their functions.</p>	<p>Identification of relative clauses</p> <ul style="list-style-type: none"> - antecedent and its type of relative pronoun e.g. who/which/whom/ whose/that <p>e.g. This is the lady <u>who won the national prize for scientific invention.</u> I received the money <u>which you sent me.</u></p> <p>Defining Relative Clause: Describe the preceding noun in a way as to make it different from other nouns of the same class.</p> <ul style="list-style-type: none"> - The students <u>who came late</u> were punished. - The person <u>who repairs the computer</u> is here. 	<ul style="list-style-type: none"> - use sample texts for identification and analysis. - groups/pairs write clauses for analysis of structure and meaning. 	<p>From given statements students identify adjectival/relative clauses and their types.</p> <p>Students write a paragraph of descriptive essay using adjectival/relative clauses.</p>
UNIT 11 RELATIVE CLAUSES Defining and Non-Defining Clauses (Restrictive &Non Restrictive)	<p>3.11.1 identify and use relative clauses in appropriate contexts.</p>	<p>Revise relative clauses and their meanings.</p> <p>Relative Clauses: They Describe their preceding noun in a way as to make it the same class e.g The man <u>who reported the crime</u> was praised. This implies there was one man among many men.</p>	<p>Use sample texts to illustrate and discuss the types.</p> <p>Identification/analysis of types.</p>	<p>Identify and analyze types of relative clauses in given sentences.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 11 (CONT'D)</p> <p>RELATIVE CLAUSES</p> <p>Defining and Non-Defining Clauses (Restrictive & Non Restrictive)</p>	<p>3.3.2 differentiate between defining and non-defining relative clauses.</p>	<p>Non-defining Relative Clauses are placed after nouns which are definite already. They do not define the nouns but merely add information to them. They can be omitted from such clauses e.g. Dede, <u>who had been driving all day</u>, suggested stopping at the next village. Determine choice of relative pronoun:</p> <p>Who-human beings The boy <u>who ate the food</u></p> <p>Which-animals/things The cat <u>which caught the mouse</u>.</p> <p>That-neutral/objective antecedent. The letters <u>that I received</u> are from my friend.</p>	<p>Formation of sentences containing relative clauses.</p>	<p>Students should write texts using defining and non-defining relative clauses.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 12 TRANSITIVE/ INTRANSITIVE VERBS	<p>The Student will be able to:</p> <p>3.12.1 identify verbs that are transitive.</p> <p>3.12.2. identify verbs that are intransitive</p> <p>3.12.3 identify verbs that are neutral.</p> <p>3.12.4 identify types of verbs in context and use them in speech and in writing.</p>	<p>Transitive Verbs – Those that take direct objects.</p> <p>e.g. The woman <u>sells</u> rice. The boy <u>repaired</u> the radio.</p> <p>Intransitive Verbs – Those that do not take direct objects.</p> <p>e.g. The baby <u>cried</u>. We all <u>ran</u>.</p> <p>Neutral Verbs – Those that function both as transitive and intransitive.</p> <p>e.g. Nartey <u>sings</u> gospel songs (transitive)</p> <p>Nartey <u>sings</u>. (intransitive)</p> <p>Agyemang <u>reads</u> (intransitive)</p> <p>Fenyiwa reads books about computers (transitive)</p>	<p>Conversion drill for transitive verbs as well as intransitive verbs e.g.</p> <p>Seima <u>drives</u> a Toyota-- (transitive)</p> <p>Seima <u>drives</u>--(intransitive)</p> <ul style="list-style-type: none"> - Structure drills to determine appropriate verb use. - Sample texts for discussion and analysis. 	<p>Blank-filling exercises using the appropriate verb form (transitive/ intransitive/neutral)</p> <p>Write a paragraph using transitive, intransitive and neutral verbs.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 13 VOICE Active and Passive	<p>The student will be able to:</p> <p>3.13.1 distinguish between the form of active and passive voice.</p> <p>3.13.2 use active/passive voice in speech and in writing.</p> <p>3.13.3 change active to passive voice and vice versa.</p>	<p>Distinguish between <u>active</u> and <u>passive</u> voice:</p> <p>Active – S V O e.g. The girl swept the room.</p> <p>Passive – Verb be + past participle of main verb e.g. The room was swept by the girl.</p> <p>The passive voice is used when the agent is not mentioned My book has been stolen- - Some expressions are always in the passive. E.g. I was born in 1960.- - Kwame Nkrumah was born at Nkroful</p> <p>Conversion of active voice into passive voice.</p> <ul style="list-style-type: none"> - active subject becomes passive agent. Pearl sewed the dress. - active object becomes passive subject. The dress was sewn by Pearl. - the preposition 'by' is introduced before the agent. Use of passive for writing reports, minutes .etc. 	<p>Use pair conversation drill to help students practise the use of active/passive voice.</p> <p>Provide passages for students to identify active/passive voice.</p> <p>Analyze samples of texts to note differences in the use of the passive in formal writing.</p> <p>Teacher discusses various uses of the passive voice with students.</p>	<p>Students change active voice into passive and vice versa.</p> <p>Organise short field trips for groups of students. Let secretary write report for class discussion.</p>

YEAR TWO

SECTION 4

WRITING

General Objectives: Students will

1. acquire and develop skills for creative writing.
2. be able to write composition pieces on a variety of topics.
3. develop the ability to make critical, analytical and logical reasoning in discourse.

TERM 1

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 PARAGRPH DEVELOPMENT (Review)	Students will be able to: 4.2.1 write a suitable paragraph on a given controlling idea. 4.2.2 develop paragraphs out of given topics. 4.2.3 develop their own concluding paragraphs on given topics.	Body Writing paragraphs beginning with the sentence that contains the main idea – i.e. the topic sentence. Locating the position of the topic sentence – at the beginning - at the end -in the middle of paragraph. Identification of supporting sentences or sentences that help to explain and expand the topic sentence. Conclusion Strategies for concluding paragraphs in essays include: deducing, predicting, reviewing and summing up main points.	In groups/pairs identify topic and supporting sentences. Use different texts to illustrate deductive and inductive paragraph development. Develop supporting sentences from given topic sentences. Develop paragraphs on their own using the various positions of the topic sentence. Identify the major and minor sentences through pair/group study of given paragraphs. Compare paragraphs using the various sentences (Major and Minor).	In pairs/groups student identify the three positions of the topic sentence from a given text. Develop suitable concluding paragraphs on given topics. Discussion of students' work in groups, etc.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 CREATIVE WRITING	Students will be able to: 4.2.1 write and tell their own poems, stories and plays. 4.2.2 orally compose interesting and lively short stories.	Use of vivid imagination. Use of appropriate and varied language (diction). Use of literary devices. Use of literary techniques e.g. plot, characterization, setting, dialogue, suspense, flashback, humour. <u>Language use</u> Focus on concord, adjectives, adverbs, figurative expressions.	Discuss possible themes for writing. Discuss features of creative writing. Look at literary work and identify the features e.g. <u>A Forest of Flowers</u> by Ken Saro Wiwa. NOTE: Teacher encourages students to be critical observers of the environment to enable them gather material for writing.	Students choose from a number of themes and write a poem, a story or a play.

TERM 3

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 5</p> <p>ARGUMENTATIVE ESSAYS</p>	<p>The student will be able to:</p> <p>4.5.1 identify features of argumentative essay.</p> <p>4.5.2 write argumentative essays.</p> <p>4.6.1 identify features of expository writing.</p> <p>4.6.2 write expository essays.</p>	<p>Three types of argumentative essays:</p> <ol style="list-style-type: none"> 1. Those that require the student to propose the point. 2. Those that require the student to express opinion. 3. Those that require the student to consider both sides of an issue and give judgment. <p>Exposition: Explanation/ Description, Presentation of the processes involved in making of an item or how something operates e.g preparation of one's favourite local dish, playing a particular game, manufacturing a product or giving of direction to a place.</p> <p><u>Structure/Features</u> Title Introduction Body—well-structured and co-ordinated paragraphs. conclusion</p> <p><u>Language use</u> Focus on the active and passive voice, present simple and habitual tense forms.</p>	<p>In pairs/groups, students discuss features of all three argumentative essays.</p> <p>Teacher divides class into two opposing groups to argue on the stand taken on a given topic.</p> <p>Use sample essays for analysis.</p> <p>Select topics for discussion.</p>	<p>Students write argumentative essays on a given topic</p> <p>Students discuss essays paying attention to features.</p> <p>Students write on given topics using features of exposition.</p>
<p>UNIT 6</p> <p>EXPOSITORY WRITING</p>				

YEAR TWO

SECTION 5

LITERATURE

General Objectives: Students will

1. see the relevance of, and appreciate various forms of oral and written literature.
2. understand and appreciate the use of literary terms in literary works.
3. develop love for creative writing.

TERM 1

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 PROSE (Oral) Proverbs	<p>The student will be able to:</p> <p>5.1.1 appreciate the beauty of the language of proverbs in contexts.</p> <p>5.1.2 explain the functions of proverbs.</p>	<p>Examples of proverbs.</p> <p>A stitch in time saves nine. A friend in need is a friend indeed. The crab does not give birth to a bird. The goat that delights in soiling the town soils its own tail.</p> <p>Functions of proverbs - they enrich the language. - they excite the mind - they are thematic statements</p>	<p>Students take turns in identifying proverbs in English and other local languages and state their meanings in context.</p> <p>In groups/pairs, students translate local proverbs within contexts into English.</p> <p>Select extracts of proverbs and state their relevance and meaning in the context in which they are used.</p>	<p>In groups, students should collect a number of proverbs in English and provide their meaning in context.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1 (CONT'D)</p>	<p>The student will be able to:</p> <p>5.1.3 translate proverbs from one language into another.</p> <p>5.1.4 use proverbs appropriately in speech and in writing.</p> <p>5.2.1 identify background and setting of the text.</p> <p>5.2.2 determine subject matter and theme.</p>	<p>Translate equivalents in English and Ghanaian or African Languages.</p> <p>Using specific text find:</p> <ul style="list-style-type: none"> - Background and setting - Subject matter and theme <p>Plot or the storyline: sequence of events in a story/play.</p> <p>Characterization:</p> <ul style="list-style-type: none"> -presenting characters in a story or play through -what they say and do -what is said about them -their reactions to situations. 	<p>Students look for equivalent English proverbs to local ones.</p> <p>Create scenarios that illustrate the appropriate use of proverbs.</p> <p>Students read passages, identify and discuss elements of background and setting.</p> <p>Read selected passages embodying subject matter and theme.</p> <p>Identify and discuss theme(s) of a text relating it to the action/plot.</p> <p>In groups/pairs, examine passages that deal with characterization and style.</p> <p>Discuss effectiveness of the language used, etc.</p>	<p>Individual should write short paragraphs on a given proverb to illustrate its meaning.</p> <p>In group/pairs students should read a short text and discuss it.</p> <ul style="list-style-type: none"> - setting - plot - subject matter/theme - characterization, etc. <p>Students should write short imaginative stories.</p>
<p>UNIT 2</p> <p>PROSE (Written)</p> <p>Study of a Specific Text:</p> <p>Background and Setting</p> <p>Subject Matter and Theme</p> <p>Plot and Characterization</p>	<p>5.2.3 analyze plot and show how the writer uses it effectively in a given text.</p> <p>5.2.4 show how characters are portrayed.</p>	<p>Plot or the storyline: sequence of events in a story/play.</p> <p>Characterization:</p> <ul style="list-style-type: none"> -presenting characters in a story or play through -what they say and do -what is said about them -their reactions to situations. 	<p>Identify and discuss theme(s) of a text relating it to the action/plot.</p> <p>In groups/pairs, examine passages that deal with characterization and style.</p> <p>Discuss effectiveness of the language used, etc.</p>	<p>In group/pairs students should read a short text and discuss it.</p> <ul style="list-style-type: none"> - setting - plot - subject matter/theme - characterization, etc. <p>Students should write short imaginative stories.</p>

TERM 2

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 4</p> <p>POETRY (Written)</p> <p>The Ballad</p>	<p>The student will be able to:</p> <p>5.4.1 identify and appreciate the features of the ballad.</p> <p>5.4.2 identify the values in a given ballad.</p>	<p>Features of a ballad</p> <ul style="list-style-type: none"> -usually in stanzas - often has rhyme patterns - expresses intense emotion - e.g. love, loss, sadness -usually has a single theme -long and sung 	<p>In groups, students identify the features of a given ballad.</p>	<p>Individually, students should compose poems parallel to a ballad.</p>
<p>UNIT 5</p> <p>POETRY (Oral)</p> <p>The Epic</p>	<p>5.5.1 recognize the form of the epic, identify its theme(s) and comment on features and impact of the epic.</p>	<p>The epic</p> <ul style="list-style-type: none"> - long narrative poem - uses elevated language - characters usually high ranking and socially important - deals with their impact on the history of a nation or a race - describes brave feats and heroic achievements 	<p>Use extracts from an epic poem. Identify features and other devices. Explain effect of devices used in characterizing the epic.</p>	<p>Students should do an Oral appreciation of an Epic Poem.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 DRAMA Study of a Specific Text:	<p>The student will be able to:</p> <p>5.6.1 identify background and setting.</p> <p>5.6.2 determine subject matter and theme(s).</p> <p>5.9.3 analyse plot and show how the writer uses it effectively.</p> <p>5.9.4 identify and comment on aspects of the dramatic techniques used.</p>	<p>Background and setting.</p> <p>Subject matter and theme.</p> <p>Plot and characterization</p> <p>Dramatic techniques e.g. irony, suspense.</p>	<p>Read extracts, identify and discuss elements of background and setting.</p> <p>Read selected passages embodying subject matter and theme(s).</p> <p>Identify and discuss themes relating them to the action, plot and characterization.</p> <p>In pairs/groups, students examine the effective use of dramatic techniques used in the text.</p> <p>Discuss the effectiveness of the language used in the text.</p>	<p>Students should identify and discuss theme(s) in a specific text relating them to the action or plot and characterization</p> <p>Students should identify the use of dramatic techniques in given contexts and discuss their effects.</p>

TERM 3

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 7 DRAMA</p> <p>The Study of a Specific Text II</p> <p>Dramatis Personae/Cast</p> <p>Act</p> <p>Scene</p> <p>Satire</p> <p>Sarcasm</p>	<p>The student will be able to:</p> <p>5.7.1 explain the terms.</p> <p>5.7.2 identify them in texts.</p> <p>5.7.3 show how they are used to achieve special effects.</p>	<p><u>Dramatis Personae/Cast</u></p> <ul style="list-style-type: none"> - characters in a play novel or poem - list of characters in the programme of a play, at the beginning of the printed version of a play <p>- <u>Act</u>: major division of a play.</p> <p><u>Scene</u>:</p> <ul style="list-style-type: none"> - minor division of a play - piece of action which is self-contained and primarily visual. <p><u>Satire</u> - Work of art that criticizes human foibles or frailties with a combination of wit and humour</p> <p><u>Sarcasm</u> speaker pretending to be precise when he actually means the opposite e.g. Mark Anthony's speech in <u>Julius Caesar</u>: "For Brutus is an honourable man"</p>	<p>Use text to identify and explain terms.</p> <p>Students look for other examples from other sources for class discussion.</p> <p>Pairs/groups discuss the effectiveness of terms as used in a given text.</p>	<p>Students should identify and discuss the effectiveness of any two of the devices used in a given text</p> <p>Students should perform the play studied</p>

YEAR THREE

SECTION 1

LISTENING AND SPEAKING

General Objectives: Students will be able to:

1. speak English accurately and fluently.
2. make use of appropriate stress and intonation in their reading and speech.

TERM 1

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT1 SPEECH WORK Review of Years 1 & 2 work	The student will be able to: (Refer to Years 1 and 2)	NOTE: Teacher should identify aspects of speech work in Years 1 and 2 that require remedial work Concentrate on problem sounds.	Refer to previous years' work.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2</p> <p>SENTENCE STRESS</p> <p>Emphatic stress Contrastive stress</p>	<p>The student will be able to:</p> <p>1.2.1 read and speak using the correct sentence stress and intonation.</p>	<p>Emphatic and Contrastive Stress.</p> <p>Stress content words - nouns, adjectives, verbs, adverbs, etc.</p> <p>Stress function words, prepositions, articles, auxiliary verbs, pronouns, etc. for emphasis.</p> <p>Emphatic/Contrastive stress is used to bring out different shades of meaning.</p>	<p>Provide extracts to give practice in the use of emphatic and contrastive stress.</p> <p>Discuss differences between observing sentence stress in reading and reading flat.</p>	<p>From a given dialogue assess students' knowledge of the use of stress and how stress affects the meaning of a sentence.</p> <p>Create scenes for dialogue and conversation or 'news reading' to practise sentence stress.</p> <p>Test students with a recorded material and identify examples of emphatic and contrastive stress.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 WEAK FORMS	<p>The student will be able to:</p> <p>1.3. 1 identify weak forms.</p> <p>1.3.1 determine when to use weak or stressed forms.</p> <p>1.3.3 use weak forms appropriately in utterances.</p>	<p>Weak forms: unstressed syllables in utterances</p> <p>Identification of weak forms in</p> <ul style="list-style-type: none"> - articles - pronouns - conjunctions - prepositions - auxiliary verbs <p>e.g. a /æ/ → /ə/</p> <p>has / hæz / → / həz /</p> <p>and /ænd / → /(ə)n(d)/</p> <p>to /tʊ/ → /tə/</p> <p>e.g I've got to do it.</p> <p>Note:</p> <ul style="list-style-type: none"> -weak forms are often employed in ordinary speech -strong forms, used for particular emphasis. <p>Note that strong forms are often used in citation.</p>	<p>Note differences between weak forms and strong forms of words listed in content.</p> <p>Let students read extracts/texts in which they pronounce weak forms for practice.</p>	<p>Students should read short passages/texts taking note of weak forms.</p>

TERM 2

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 4</p> <p>LINKING – r, Blending Vowel Linkage</p>	<p>The student will be able to:</p> <p>1.4.1 determine the onset of linking r in blending and vowel linkage.</p> <p>1.4.2 enrich speech delivery using the features.</p>	<p>Linking r is used when a word ending in r is followed by one beginning with a vowel. e.g. over and over, or ever and ever, etc.</p> <p>Blending When a word ends with a strong consonant and the next word begins with a vowel, both words are pronounced together. e.g. stand out stand up</p> <p>Vowel Linkage When the article an/the precedes a noun that begin with a vowel, both words are pronounced together – e.g. an / æn/ orange – The [ði] orange.</p>	<p>Provide extracts for practice in using linking r, blending and vowel linkage.</p> <p>Using sentences, practice pronunciation of linking r, blending, and vowel linked phrases.</p>	<p>Students read short passages/texts containing the linking – r and elements of blending and vowel linkages.</p>
<p>UNIT 5</p> <p>EMPHATIC INTONATION</p> <p>Intonation of Words in Parenthesis</p>	<p>1.5.1 identify features of tune 1 and tune 2, and use them appropriately.</p>	<p>Use of Tune 1 or 2 for words in parenthesis depending on main utterance.</p> <p>e.g. "Get out," she shouted "angrily". Tune 1, Tune 1 but: "Are you alright," he said "anxiously". Tune 2, Tune 2</p>	<p>Tune 1 falling intonation(↘) Tune 2–rising intonation(↗) Provide extracts for practice in intonation patterns.</p> <p>Students listen to good speech for models and practice.</p>	<p>Students engage in dialogues to practise Tune 1 and 2.</p>

YEAR THREE

SECTION 2

READING/LISTENING COMPREHENSION

General Objectives: Students will be able to:

1. develop further, the skills of reading and answering comprehension questions accurately and appropriately.
2. develop further, the skills of summarizing passages/texts.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>READING</p> <p>COMPREHENSION</p>	<p>The student will be able to:</p> <p>2.1.1 use skimming and scanning techniques in studying any given text.</p> <p>2.1.2 answer questions based on writer's language and style.</p> <p>2.1.3 read and answer a variety of comprehension questions.</p>	<p>Skimming and Scanning different texts for different purposes.</p> <p>Length of passage: 350-400 words.</p> <p><u>Appreciative Questions</u> Recall & Derivative questions Questions based on writer's diction, mood/attitudes portrayed by the choice of words, figurative and idiomatic expressions.</p> <p><u>Language use</u> Focus on punctuation—comma, apostrophe, full stop—tense sequence.</p> <p>Recall questions, derivative questions, appreciative questions, Grammatical questions vocabulary questions.</p>	<p>Use given passages and texts for practice exercises on skimming and scanning, paying particular attention to essential points and supportive ideas.</p> <p>Group discussion and questions based on passages of about 350-400 words.</p> <p>Draw students' attention to various types of comprehension questions.</p>	<p>Students read short passages to test faster reading using the techniques of skimming and scanning. (Length of Passage 350 – 400 words)</p> <p>Written comprehension exercises based on given passages/texts.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 SUMMARY III Topic Sentence Sentence Summary and Continuous Summary	<p>The student will be able to:</p> <p>2.2.1 use summary techniques in reducing passages into sentences, phrases and words effectively.</p> <p>2.2.2 identify topic sentences and write out paragraphs using only essential points.</p> <p>2.2.3 answer summary questions based on given texts.</p>	<p>Passages from textbooks and journals for summary work.</p> <p>Revision of the various steps and techniques of summarising.</p> <p>Listen to news and dictated passages for summary.</p> <p><u>Language use</u> Focus on phrases, sentence construction or needy area(s).</p>	<p>Ask questions based on given passages of about 350-400 words.</p> <p>Students summarize notes written on other subjects for general class discussion.</p> <p>Revise various steps and techniques for summarizing texts.</p>	<p>Students do revision exercises on summary writing.</p> <p>Students do several written summary exercises on passages/ texts.</p>

READING BEYOND THE CLASS TEXT

Each student is expected to read at least five story books of his/her own choice each term. Students make their choice from recommended titles. One way of encouraging students to read is to select comprehension passages for terminal examinations and continuous assessment tests/tasks from the recommended story books (contact CRDD for the list of approved books)

YEAR THREE

SECTION 3

GRAMMAR

General Objective: Students will be able to:

1. identify and use grammatical forms accurately in writing and in speech.
2. observe the functions of the various grammatical forms in given contexts.

TERM 1

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 CONSOLIDATING THE PHRASE	The student will be able to: 3.1.1 identify the different types of phrases and their functions. 3.1.2 use them correctly in sentences.	Types of phrases: -Noun phrase - Verb Phrase -Prepositional Phrase -Adjective Phrase -Adverbial Phrase Functions of the phrase: e.g. A noun phrase functions as a Subject, Object, Complement	Discuss the functions of phrases using appropriate texts drawn from various sources including selected literary texts and comprehension passages. Give sample sentences/ passages for students to identify phrases and state their functions.	Students should identify phrases in given sentences/passages. Students should state functions of the identified phrases.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 PRE-MODIFIERS/PRE-DETERMINERS OF THE NOUN	The student will be able to:			
	3.2.1 identify predetermines of nouns	Pre-determiners: Type of predetermines <u>Indefinite</u> : all, both, etc <u>The article</u> : a/an/the	Pair/group work: - identification of the different types of pre-modifiers/pre-determiners from a given list.	Students should identify the different types in given sentences.
	3.2.2 determine the pre-modifiers of the noun.	<u>Quantifiers</u> : Ordinals –first, second Cardinals – one, two	- Re-ordering of the modifiers.	Students should use different premodifiers/predeterminers in their own sentences.
3.2.3 establish the order in which they occur and use them correctly.	<u>Premodifiers</u> : Adjectives that talk about e.g. shape, size, colour of objects etc.	- Use of the different pre-modifiers in continuous writing. - students identify pre-modifiers and pre-determiners in sentences.		
3.2.4 use pre-modifiers and pre-determiners appropriately in context.	<u>Nouns/Nominals</u> e.g. Ghanaian, stone (house), stony (house), wooden (house) e.g. She bought a new, beautiful, purple, Ghanaian, kente stole			
	We met a tall, young, smart-looking, naval officer.	NOTE: Encourage students to read enough to get the arrangement/ordering of adjectives in English		
	Several variations in ordering adjectives are possible but a fairly usual order is: (a) Adjectives of size (except Little) (b) Adjectives that describe generally (c) Adjective of age (and the adjective <i>little</i>) (d) Adjective of shape			

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D)	The student will be able to:	(e) Adjective of colour (f) Adjective of material (g) Adjective of origin (h) Adjective of purpose For example: I have a long sharp knife. Our school bought blue velvet curtains.		
UNIT 3 POST-MODIFIERS OF THE NOUN	3.3.1 identify the different post modifiers. 3.3.2 establish the order in which they occur and use them appropriately.	The post-modifier normally comes after the <u>word/noun</u> it describes. It may be a/an: - Adverb The boy <u>behind</u> (post modifier) The heir <u>apparent</u> The secretary <u>general</u> Phrase - Infinitive: The man <u>to imitate</u> - Prepositional phrase A woman <u>of substance</u> - Participial: The car <u>being towed away</u> .	List the different post-modifiers for group study. - Substitution drill on the use of modifiers. - Students replace one type of post modifier with another to determine effects. - Sample texts for analysis/students writing.	Students should identify the different types of post-modifiers in given sentences/texts. Students should use different types of post-modifiers in given sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D)	The student will be able to:	<p>Clause: Relative which/who/that: The boy <u>who came here</u>. The cat <u>which I bought</u>....</p> <p>Adverbial The day <u>when I first went to school</u></p>		
UNIT 4 COMPARISON OF ADJECTIVES AND ADVERBS	3.4.1 identify and use the comparative forms of adjectives and adverbs correctly.	The use of various degrees of comparison—regular, irregular and adverbial forms of adjectives/adverbs.	Provide scenarios for students to form sentences using the adjectives and adverbs of various degrees of comparison.	Students should provide correct forms of adjectives and adverbs in given sentences and passages. Students should write short texts using various degrees of adverbs and adjectives.
UNIT 5 Word Formation	3.5.1 identify nominalized forms of adjectives.	<p>Nominalization Simple Nominalizations Adjective to noun long → length wide → width poor → poor</p> <p>Suffixes that convert adjectives into nouns e.g. - <u>ness</u> mean→<u>meanness</u> - <u>ity</u> sincere→<u>sincerity</u></p> <p>Suffixes that convert adjectives into adverbs e.g. - <u>ly</u> quick→ quickly</p>	Students change given adjectives into nouns and vice versa.	Students should change the functions of words in given sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 5 (CONT'D)</p> <p>Word Formation</p>	<p>The student will be able to:</p> <p>3.5.3 distinguish between acronyms and abbreviations.</p> <p>3.5.4 identify words that have nearly the same meaning.</p> <p>3.5.5 identify words that are nearly opposite in meaning.</p> <p>3.5.6 identify words that have the same forms but have different meanings and/or pronunciation.</p>	<p><u>Acronyms</u> e.g UNESCO, ECOWAS, WHO, TOEFEL, BECE, WAEC</p> <p><u>Abbreviations:</u> GES, JSS, BOG etc</p> <p><u>Synonyms</u> tired - exhausted aid - help whisper - murmur</p> <p><u>Antonyms</u> up - down on - under healthy - sick withdraw - advance polite - insolent</p> <p><u>Homonyms</u> bow - bow sow - sow minute - minute refuse - refuse</p>	<p>Students use dictionary/internet to find out differences between acronyms and abbreviations.</p> <p>Analysis of texts with words underlined for substitution with: Synonyms. Antonyms;</p> <p>Homonyms; Hyponyms; Students supply their own examples. Use the words to form sentences.</p>	<p>In groups, students make a list of examples of:</p> <ul style="list-style-type: none"> - Synonyms - Antonyms - Homonyms - Homophones - Hyponyms <p>using the dictionary/internet.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 (CONT'D) Word Formation	Students will be able to: 3.5.7 identify words that are related in meaning through a specific aid or a more general term.	<u>Homophones</u> see - sea die - dye phase - face formally - formerly <u>Hyponyms</u> Bird - eagle, vulture, crow Flower - hibiscus, lily, daisy Building - house, hut, chalet Vehicle - car, bus, cart		

TERM 2

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 6</p> <p>SEQUENCE OF TENSES</p>	<p>The student will be able to:</p> <p>3.6.1 state the different tense forms.</p> <p>3.6.2 use forms consistently in compound/complex sentences.</p> <p>3.6.3 use forms consistently in sentences and in continuous writing e.g. narratives.</p>	<p>Revision of tense forms: Present, past, and their perfect forms.</p> <p>Maintain the same tense forms in complex, co-ordinate and in continuous (across sentence) writing:</p> <p>e.g. (Simple Present) The boy <u>says</u> he <u>knows</u> the stranger. The students <u>think</u> the questions <u>are</u> difficult.</p> <p>(Simple Past) He <u>said</u> he <u>would come</u>. The old lady <u>asked</u> if I <u>could help</u> her.</p> <p>(Simple Present/Present Perfect) We <u>know</u> the boy <u>has run</u> away. I <u>am</u> happy you <u>have passed</u> the exams.</p> <p>(Simple Past/Past Perfect) He <u>realized</u> he <u>had made</u> a mistake. The girl <u>found</u> out someone <u>had taken</u> her pen.</p>	<p>Read short texts and identify the tense usage. Use substitution tables to re-inforce use of tense</p> <p>Writing short stories to practise tense sequencing.</p>	<p>Students should complete given sentences using correct tenses.</p> <p>In groups/pairs, students should write short texts using the appropriate tense sequence for discussion.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 7</p> <p>REPORTED SPEECH</p> <p>Direct & Indirect</p>	<p>The student will be able to:</p> <p>3.7.1 determine direct and indirect speech forms.</p> <p>3.7.2 use the forms in their appropriate contexts.</p> <p>3.7.3 report direct speech appropriately using suitable tense forms.</p>	<p>Direct speech form:</p> <p>Use of punctuation e.g. quotation marks. He said, "I am tired."</p> <p>Form of indirect speech.</p> <ul style="list-style-type: none"> - Use of reporting clause He said that He enquired <ul style="list-style-type: none"> - Shift in pre-nominal forms e.g. 1st, 2nd, 3rd, persons etc. <p>Back shift of tense forms e.g. He said, '<u>I like it</u>' He said he <u>liked</u> it.</p> <p>Back shift of adverbs e.g. now → then today → that day yesterday → the day before tomorrow → the next day</p> <p>Note: The choice depends on the time of reporting.</p>	<p>Conversion drills. Students dialogue converting direct speech to indirect speech e.g. Razak: I'm tired. Sharika: Razak says he is tired. Razak said he was tired.</p> <p>Use of material from journalism and literature for analysis.</p> <p>In pairs/groups, students change samples of direct speech into indirect/reported speech.</p>	<p>Students should change direct statements/questions into indirect forms and vice versa.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 8</p> <p>REGISTER</p>	<p>The student will be able to:</p> <p>3.8 .1 identify and use correctly register associated with specific fields.</p> <p>3.8.2 use appropriate register to compose specific texts in particular fields.</p>	<p>Definition of Register – Registers refer to vocabulary associated with specific fields. e.g. family, kinship and inheritance.</p> <p>Vocations – farming, dentistry Weaving, sports and games, the judiciary, etc. e.g Judiciary – bench, bar, counsel, client, plaintiff, accused, defendant, acquitted, discharged, bailed, warrant, plea, jump bail, etc.</p> <p>Register for: Advertising Journalism Commerce Professions – medical, The Clergy e.g. Journalism: the media – print/electronic, reporters, transmission, the press, presenters, frequency, studio, metre band, newsroom, air-time, newspapers, editorials, antenna/aerial, features, rejoinders, articles, crew, programmes, announcement.</p>	<p>Provide suitable passages/texts to help students study register of various fields and professions.</p> <p>Provide texts for class analysis</p> <p>Field trips to various places of specific professions and workshops.</p> <p>Students should discuss and practise different registers learnt.</p> <p>In groups, students use dictionaries, Internet and journals to collect registers.</p> <p>Students discuss/practise different forms of register learnt in exercises.</p>	<p>Students fill in blanks using appropriate register.</p> <p>Students write a short essay/report based on a field trip, using the appropriate register.</p> <p>Students write essays on any field of their choice, using the appropriate register.</p> <p>Students fill in blanks.</p>

YEAR THREE

SECTION 4

WRITING

General Objectives: Students will be able to:

1. develop further writing skills acquired and use them accurately.
2. write essays on a variety of topics.
3. practise creative writing.

TERM 1

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 DEBATES	The student will be able to: 4.1.1 identify features of debates. 4.1.2 compose debate for oral/written delivery using effective debating language.	Features characterizing debates: -address audience -introductory remarks stating the motion etc. -refutation/rebuttal – stating one’s position/arguments. -use of I and rhetorical questions, repetitive expressions, etc. -use of contrasts and comparisons. -concluding statements, often summative.	Organize debates Students listen to debates e.g. Radio debates or real model debates. Let students practise features of debates in class: -special introduction -stating the motion -rebuttal -contrast and comparison—concluding statement	Organize a class debate on given motion e.g. - Child waywardness, parents are to blame. Students should write arguments for their debates.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 4</p> <p>REPORT WRITING</p>	<p>The student will be able to:</p> <p>4.4.1 identify features of a report and use them effectively in writing.</p>	<p><u>Features of report writing</u></p> <ul style="list-style-type: none"> - appropriate title - signature - full name - address - date (could be on top/ bottom) - chronological ordering of events through use of * tense and time adverbials. * use of passive structures compound and complex <p><u>Structure</u></p> <ul style="list-style-type: none"> -Introduction—state purpose of report -Body—in paragraphs—can use sub-headings -Conclusion/recommendation <p>Reference(s):</p> <p>Documenting information gathered, e.g. Author's name, date, publisher, place of publication, page numbers, etc.</p>	<p>Analyze samples of reports to identify features.</p> <p>Dramatize scenes of situations, this should be followed by group writing and presentation of reports.</p> <p>Brainstorm session for writing reports e.g. a field trip, club activities, research project, etc.</p> <p>Teach students to appreciate the need to document information gathered. Use a novel style and be consistent.</p>	<p>Students write reports on given topics using the features identified e.g.</p> <p>-A Speech and Prize-Giving Day Activities of the Peer Counsellor's Group.</p> <p>Students should gather information – on a topic or project and do proper referencing.</p>

TERM 2

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 5</p> <p>WRITING OF MINUTES</p>	<p>The student will be able to:</p> <p>4.5.1 write minutes using the appropriate features.</p>	<p>Definition of Minutes (Record of deliberations at a meeting of a/an association, club, class, society)</p> <p>Features and structure</p> <ul style="list-style-type: none"> - opening – i.e. time - attendance - minutes of previous meeting - matters arising - new business - any other business (AOB) <p>Language use</p> <ul style="list-style-type: none"> - use of reported speech forms - use of summary devices - variation in use of active/ passive constructions. 	<p>Use of sample texts for identification of features.</p> <p>Analyse samples of minutes.</p> <p>Organise mock meetings for students to write the minutes for class discussion.</p>	<p>Students should write minutes of mock meetings.</p>
<p>UNIT 6</p> <p>NOTICES/ ADVERTISEMENTS</p>	<p>4.6.1 explain the concepts behind notices and advertisements.</p> <p>4.6.2 write good notices and advertisements.</p>	<p>Explanation of notices and advertisements.</p> <p>Functions of notices and advertisements:</p> <p>Notices 1: Give information i.e direction, warning. Advertisements are used to:</p> <ul style="list-style-type: none"> - sell products (goods and services) - persuade others to change behaviour in one way or another - convey information to the general public. 	<p>Take students round school/city/ town/village to see notices.</p> <p>Produce newspapers, magazines that contain notices and advertisements for students' perusal</p> <p>Students listen to radio/television notices/ advertisements.</p> <p>Discuss these notices/ advertisements in class, paying attention to language.</p> <p>Students correct captions e.g. Cars for hiring Chairs for hiring fowls for sale</p>	<p>Students should discuss notices/advertisements they hear and see.</p> <p>Students write notices and advertisements on given information.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 7</p> <p>NARRATIVE AND CREATIVE WRITING REVIEW I</p>	<p>The student will be able to:</p> <p>4.7.1 write short narratives using appropriate features.</p>	<p>Reference: Year 1 Unit 4 p.34</p> <p>Year 3 Unit 1 p.89</p>	<p>Revise features and techniques for narrative and creative writing.</p>	<p>Students should narrate events of the week and write short stories on given topics.</p>
<p>UNIT 8</p> <p>REPORT AND LETTER WRITING REVIEW II</p>	<p>4.8.1 write reports and letters using appropriate features.</p>	<p>Structure and features</p> <p>Ref: Year 3 Unit 5 p. 92</p> <p>Ref: year 1 Unit 6 p35</p> <p>----- year 2 unit 1 p. 62</p>	<p>Revise features and format for writing reports and letters. Students write reports of class projects.</p>	<p>Students should write reports and letters on given topics using the features studied.</p>

YEAR THREE

SECTION 5

LITERATURE

General Objectives: Students will be able to:

1. understand and appreciate various genres of written literature (prose, drama, poetry).
2. understand and appreciate the use of literary terms.
3. develop the love for creative writing using the appropriate literary techniques.

TERM 1

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 PROSE, Study of a Specific Text Background and Setting Subject Matter and Theme. Plot and Characterization Narrative Techniques	The student will be able to: 5.1.1 identify background and setting of prose text. 5.1.2 determine the subject matter and theme(s). 5.1.3 analyze plot and show how the writer uses it effectively. 5.1.4 show how characters are portrayed.	Background and setting. Subject matter and theme(s). Plot and characterization.	Read portions of the prescribed text in class. In groups/pairs, discuss theme(s), plot, etc. and bring out their effects in their contexts and on the text as a whole.	Students should discuss theme(s), plot, etc and bring out their effects in their contexts and on the text as a whole.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 DRAMA: Study of a Prescribed Text	<p>The student will be able to:</p> <p>5.3.1 identify background and setting of prescribed text.</p> <p>5.3.2 determine the subject matter and theme(s).</p> <p>5.3.3 analyse plot.</p> <p>5.3.4 show how characters are portrayed.</p> <p>5.3.5 identify values in text.</p>	<p>Background and setting.</p> <p>Subject matter and theme.</p> <p>Plot</p> <p>Characterization.</p> <p>Values</p> <p><u>Language use:</u> Focus on adjectives, dramatic techniques, dramatic dialogue and structure.</p>	<p>Read parts of the text in class. In groups/pairs, discuss issues of theme(s), plot, characterization, etc., pointing out their effects in their contexts and on the play as a whole.</p> <p>Dramatize parts of the play to highlight features.</p> <p>Discuss some values in the text.</p>	<p>Students should identify the theme(s) of a text and discuss how elements like setting, plot, characterization, etc. help to enhance the theme(s).</p> <p>In pairs/group, students should identify other values and comment on them.</p>

TERM 2

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 4 LITERARY TERMS II</p>	<p>The student will be able to:</p> <p>5.4.1 define literary terms.</p> <p>5.4.2 identify them in relevant extracts.</p> <p>5.4.3 determine their effects in their contexts.</p>	<p><u>Tragi-comedy</u>: A play that seems to lead to a tragic catastrophe but unexpectedly ends happily..</p> <p><u>Epilogue</u>: The final remarks of an actor addressed to the audience at the close of the play.</p> <p><u>Prologue</u>: The preface or introductory remarks, usually delivered by an actor in a play</p> <p><u>Litotes</u>: The use of an understatement or double negative. e.g. This is no mean achievement. I was not in the least surprised that he passed.</p> <p><u>Epigram</u> short, witty and amusing statement.</p> <p><u>Transferred Epithet</u> A word or phrase borrowed to describe someone or something. e.g. Iron Lady – used to refer to a strong – willed and hardworking woman.</p>	<p>Students learn the meaning of terms in context.</p> <p>Use suitable extracts to:</p> <ul style="list-style-type: none"> - identify features that describe the terms. - discuss their effectiveness in their contexts. <p>Students look for examples from other sources and comment on their effects.</p>	<p>Students should identify the use of these terms in a given text and discuss their effects.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
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UNIT 5 POETRY: Study of Selected Poems Poetic Devices; Sound effects, rhythm Symbolism, etc. Oxymoron Eulogy	The student will be able to:			
	5.5.1 determine the background and setting.	Study of background and setting of selected poems.	Read poems aloud in class or use recorded cassettes.	Students should write a short appreciation of a given poem making use of the devices learnt as a guide.
	5.5.2 determine the subject matter and theme(s).	Study of subject matter and theme(s) of given poems	In groups/pairs, discuss issues of background and setting, theme(s), poetic devices used etc pointing out their effects in their contexts.	
	5.5.3 comment on the poetic devices used, e.g. alliteration, paradox, etc.	Analysis of poetic devices, e.g. alliteration, paradox, assonance, onomatopoeia, etc.	Students relate poems to others they have read and share experiences.	Students should compose their own poems incorporating values in their themes
5.5.4 identify values in the poem.	Values in selected poems. <u>Oxymoron</u> : a combination of words which contradict each other e.g. poisonous pleasure Bittersweet, open secret. Disturbing silence <u>Eulogy</u> : a poem in praise of someone or his qualities.	Discuss some values in text		

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