MINISTRY OF EDUCATION SCIENCE AND SPORTS

Republic of Ghana

TEACHING SYLLABUS FOR ENGLISH LANGUAGE

(JUNIOR HIGH SCHOOL 1-3)

Enquiries and comments on this syllabus should be addressed to:

The Director
Curriculum Research and Development Division (CRDD)
P. O. Box 2739
Accra
Ghana.

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TEACHING SYLLABUS FOR ENGLISH

(JUNIOR HIGH SCHOOL)

RATIONALE

The status of English Language and the roles it plays in national life are well known. As the official language, it is the language of government and administration. It is the language of commerce, the learned professions and the media. As an international language, it is the most widely used on the internet. Beyond the lowest levels of education, that is, from Primary 4, English is the medium of instruction. This means that success in education at all levels depends, to a very large extent, on the individual's proficiency in the language. It is for these and other reasons that English Language is a major subject of study in Ghanaian schools.

GENERAL AIMS

The syllabus has been designed to assist the pupil to

1. develop the basic language skills of listening, speaking, reading and writing
2. attain high proficiency in English to help him/her in the study of other subjects and the study of English at higher levels
3. cultivate the habit of and interest in reading
4. communicate effectively in English

SCOPE OF CONTENT

The subject aims at integrating the receptive and productive skills in the teaching and learning of English in the five sections indicated below:

Section 1:	-	Listening and Speaking	Oral/Speech Work Conversation
Section 2:	-	Grammar	Language Structure
Section 3:	-	Reading	Silent Reading Reading Aloud Reading Comprehension Summary Writing
Section 4:	-	Composition	Narrative and Descriptive Writing Letter Writing Guided Summary Work

Section 5: - Literature/Library Prose, Drama and Poetry

PRE-REQUISITE SKILLS

The pre-requisite skills in listening, speaking, reading and writing English are assumed to have been adequately acquired at the Primary Level.

ORGANISATION OF SYLLABUS

The structure and organization of the syllabus for each year of JHS1-3, is indicated in the following pages:

J.H.S. 1	J.H.S. 2	J.H.S. 3
SECTION 1: LISTENING AND SPEAKING (Pg.1-4) Unit 1: Pure Vowel Sounds (pg. 1-2) Unit 2: Consonants (p. 2-3) Unit 3: Diphthongs (p. 3) Unit 4: Conversation (p. 4-5) **SECTION 2: GRAMMAR** (pg 6) Unit 1: Noun Classes (p. 6) Proper Nouns Common Nouns Unit 2: Nouns (p. 8) Irregular Unit 3: Pronouns and Their Types (p. 9) Personal and Possessives Unit 4: Verb Tense Forms (p. 10-11) Unit 5: The Simple Sentence subject/Predicate (p. 12) Unit 6: Subject – Verb Agreement (p.13 Unit 7: Verb Patterns in Simple Sentences (p.14-15) Transitive/Intransitive Verbs Unit 8: Active and Passive Sentences (p. 15-16) Unit 9: Adverbs (17) Unit 10: Primary Auxiliaries (p. 18)	**SECTION 1: LISTENING AND SPEAKING** (Pg 34-39) Unit 1: Revision (p. 34-35) Vowels and Consonants Unit 2: Intonation (p. 35-36) Unit 3: The Syllable and Word Stress (p.36-37) Unit 4: Conversation (p. 38) **SECTION 2: GRAMMAR** (p. 39-55) Unit 1: Auxiliary Verbs (p. 40) Modals Unit 2: Phrases (p. 41) Unit 3: Clauses (p. 42) Unit 4: Verb Tense Forms (p. 43) Unit 5: Compound Sentences (p. 44) Unit 6: Complex Sentences (p. 45) Unit 7: Conditional Sentences (p. 47-48) Unit 8: Complex Prepositions (p. 49) Unit 9: Possessive and Reflexive Pronouns (p 50) Unit 10: Adverbs (p 51) Manner Place Time	**SECTION 1**: **LISTENING AND SPEAKING** (Pg. 66-70) Unit 1: Intonation (p. 67) Unit 2: Revision of Vowels and Consonants (P 68) Unit 3: Weak Forms (p. 69) Unit 4: Conversation (p. 69 – 70) **SECTION 2**: **GRAMMAR** (p. 70 - 79) Unit 1: Relative Clauses (p. 71 - 72) Defining and Non-Defining Unit 2: Verb Tense Forms(p. 73) Present Perfect Present Perfect Continuous Unit 3: Noun Phrases (p.73) Unit 4: Collective Nouns (p. 74) Unit 5: Tense Forms and Uses: (p. 74 - 75) Past Perfect Past Perfect Continuous Unit 6: Subject-Verb Agreement (p 75) Either, Neither, None, Nobody, Each, Not one of them, Everybody Unit 7: Conditional clauses: (p. 76) Unit 8: Idioms and Idiomatic Expressions (p 77) Unit 9: Direct and Reported Speech (p.78 - 79) Unit 10: Question and Answer Tags (p.79)

SYLLABUS STRUCTURE AND ORGANIZATION (J.H.S. 1 - 3)

J.H.S. 1	J.H.S. 2	J.H.S. 3
SECTION 3: **READING** (p. 19-21) Unit 1: Fluent Reading (p. 19) Reading Aloud Unit 2: Fast Reading (p. 19) Reading Silently Unit 3: Reading Comprehension (p 20) Silent Reading **SECTION 4**: **WRITING** (21 – 27) Unit 1: Consolidation Work (p 21) Constructing and Arranging Sentences (p. 21) Unit 2: Correcting Faulty and Ungrammatical Sentences (p.22) Unit 3: Paragraphing (p. 22) Unit 4: Narrative Writing: Narrating Everyday Incidents Reproduction of Stories (p. 23) Unit 5: Writing Descriptions: (p. 23) People and Animals Unit 6: Writing Descriptions: (p. 24) Events, Places and Processes Unit 7: Writing Friendly Letters (p. 24) Unit 8: Writing Replies to Friendly Letters (p. 25) Unit 9: Guided Summary Writing (p. 25) Unit 10: Advertisements (p. 26)	**SECTION 3**: **READING** (p. 52) Unit 1: Comprehension (p 52) Unit 2: Summary Writing (p. 53) **SECTION 4**: **WRITING** (p. 55 - 59) Unit 1: Consolidation (p. 55) Punctuation Marks (p 54) Unit 2: Writing Dialogues (p. 55) Unit 3: Writing Simple Arguments (p. 55) Unit 4: Writing Speeches/Talks (p. 56) Unit 5: Writing Reports (p. 57) Unit 6: Articles for Publication (p. 57) Unit 7: Exposition, Processes and Directions (p 58) Unit 8: Filling in Forms (p. 59) **SECTION 5**: **LITERATURE/LIBRARY** (p. 63 – 65) Unit 1: Prose: Short Stories (p.60 – p.61) African/Non-African Unit 2: Poetry: Simple Poems (p. 6) African/Non African Unit 3: Drama: Simple Plays (p. 62) African/Non-African	**SECTION 3**: **READING** (p. 80 -81) Unit 1: Comprehension (p.82) Unit 2: Summary Writing of Texts (p. 83) **SECTION 4**: **WRITING** (p. 84 - 91) Unit 1: Consolidation (p. 84 - 85) Punctuation Unit 2: Writing Based on Non-Verbal Sources (p. 86) Unit 3: Drawing – Programme/Agenda (p. 87) Unit 4: Writing Minutes (p. 88) Unit 5: Functional Writing: Formal Letters (p. 89) Unit 6: Functional Writing: Letters to the Press (Editor) (p. 89) Unit 7: Narrative Writing (p.90) Short Stories Unit 8: Debates (p. 90) Unit 9: Descriptive Writing (p. 91) A School Event e.g., Open Day/Sports **SECTION 5: LITERATURE/LIBRARY** (p. 91 - 92) Unit 1: Novels: African/Non African Unit 2: Poetry (p. 93) Unit 3: Drama (p. 93)

J.H.S. 1	J.H.S. 2	J.H.S. 3
SECTION 5: **LITERATURE/LIBRARY** (p. 27 - 29) Unit 1: Prose: (p. 27 - 28) Oral Narratives Unit 2: Poetry: Traditional African Poetry (p. 28) Unit 3: Simple African Poems: (p. 28 Ballads and Lyrics Unit 4: Drama (p. 29) Traditional Drama		

TIME ALLOCATION

The chart below presents suggested period allocations to facilitate the teaching of English at Junior High School.

	J.H.S. 1	J.H.S. 2	J.H.S. 3
Oral/Speech Work & Reading Comprehension	2	2	2
Grammar	2	2	2
Composition	2	2	2
Literature/Library	1	1	1
Total	7	7	7

Apart from the time allocation for the subject itself, schools are advised to provide the following recommended time for the subjects/items listed below:

Ø Music and Dance	3
Ø Physical Education	2
Ø Library Work (Reading and Research)	2
Ø SBA Project	2
Ø Worship	2
Ø Free Period	1

The one period allocated to Literature/Library in the chart above can be augmented with some of the time indicated beside Library Work in the list above.

SUGGESTIONS FOR TEACHING THE SYLLABUS

This syllabus has been developed very carefully and with a lot of consultations with the aim of helping to improve the standard of English in Basic Schools. Read this section very well in order to be able to use the syllabus very effectively.

General Objectives
General Objectives have been listed at the beginning of each Section. The general objectives are a summary of the specific objectives of the various units contained in that Section. Read the general objectives very carefully before you start teaching the section. After teaching all the units of the section, go back and read the general objectives again to be sure you have covered the objectives adequately in the course of your teaching.

Syllabus Structure: Sections and Units
The syllabus has been planned on the basis of Sections and Units. Each year's work is divided into sections. A section consists of a fairly homogeneous body of knowledge within the subject. Within each section are units. A unit consists of a more related and more 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 content of each column is as follows:

Column 1 - Units: The units in Column 1 are the divisions of the major topics of the section. You are expected to follow the unit topics according to the linear order in which they have been presented. However, if you find at some points that teaching and learning in your class will be more effective if you branched 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 instance, 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 for communication among teachers and other educators. It further provides an easy way for selecting objectives for test construction. Let's say for instance, that Unit 2 of Section 2 has five specific objectives: 2.2.5. A teacher may want to base his/her test items/questions on objectives 2.2.3 and not use the other three objectives. In this way, a teacher would sample the objectives within units and within sections to be able to develop a test that accurately reflects the importance of the various skills taught in class.

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

Column 3 - Content: The "content" in the third 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 other cases, you could add more information to the content presented. In a few cases the content space has been left blank for you to develop. The teacher should at any rate, have more content knowledge to be able to teach the syllabus effectively.

Column 4 - Teaching and Learning Activities (T/LA): T/LA that will ensure maximum pupil participation in the lessons is presented in Column 4. English is a subject in which rules of grammar and usage have to be learnt precisely and applied in a variety of situations. Lots of practice on the part of pupils is, therefore, required for mastery. The instructional model to bear in mind is "understanding followed by practice". You are encouraged to re-order the suggested teaching and learning activities and also add to them where necessary in order to achieve optimum pupil learning. In the case of English and the other languages, the emphasis is on the acquisition of effective communication skills. There may be a number of units where you will need to re-order specific objectives to achieve the required effects.

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 etc. Try to ask questions and set tasks and assignments that will challenge your pupils to develop excellent skills in the English Language as a result of having undergone instruction in this subject. The suggested evaluation tasks are not exhaustive. You are encouraged to develop other creative evaluation tasks to ensure that pupils have mastered the instruction and behaviours implied in the specific objectives of each unit.

Lastly, bear in mind that the 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.

DEFINITION OF PROFILE DIMENSIONS

The concept of profile dimensions was made central to the syllabuses developed from 1998 onwards. A 'dimension' is a psychological unit for describing a particular learning behaviour. More than one dimension constitutes a profile of dimensions. A specific objective may be stated with an action verb as follows: The pupil will be able to describe….. etc. Being able to "describe" something after the instruction has been completed means that the pupil has acquired "knowledge". Being able to explain, summarize, give examples, etc. means that the pupil has understood the lesson taught.

Similarly, being able to develop, plan, solve problems, construct, etc. means that the pupil can "apply" the knowledge acquired in some new context. Each of the specific objectives in this syllabus contains an "action verb" that describes the behaviour the pupil will be able to demonstrate after the instruction. "Knowledge", "Application", etc. are dimensions that should be the prime focus of teaching and learning in schools. It has been realized unfortunately that schools still teach the low ability thinking skills of knowledge and understanding and ignore the higher ability thinking skills. Instruction in most cases has tended to stress knowledge acquisition to the detriment of the higher ability behaviours such as application, analysis, etc. The persistence of this situation in the school system means that pupils will only do well on recall items and questions and perform poorly on questions that require higher ability thinking skills such as application of mathematical principles and problem solving. For there to be any change in the quality of people who go through the school system, pupils should be encouraged to apply their knowledge, develop analytical thinking skills, develop plans, generate new and creative ideas and solutions, and use their knowledge in a variety of ways to solve mathematical problems while still in school. Each action verb indicates the underlying profile dimension of each particular specific objective. Read each objective carefully to know the profile dimension toward which you have to teach.

Profile dimensions describe the underlying behaviours for teaching, learning and assessment. In English, two profile dimensions and four skills have been specified for teaching, learning and testing.

The profile dimensions are:

Knowledge and Understanding	40%
Use of Knowledge	60%

The four skills are as follows:

Listening	10%
Reading	30%
Speaking	30%
Writing	30%

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

Listening	-	Knowledge and Understanding
Reading	-	Knowledge and Understanding
Speaking	-	Use of Knowledge
Writing	-	Use of Knowledge

Learning the English Language implies the acquisition of two major abilities or behaviours. These are “Knowledge and Understanding”, and the “Use of Knowledge”. “Knowledge and Understanding” refers to the ability to identify and recall for example, the principles of grammar acquired through instruction, and further acquired through Listening and Reading. “Use of Knowledge” implies the ability to use the language in writing and in speaking. Besides the two dimensions are the four skills; Listening, Reading, Speaking and Writing. “Listening” and “Reading” are referred to as “Receptive Skills.” They are the skills through which a pupil receives some communication from reading a book or listening to other persons. “Speaking” and “Writing” are referred to as “Productive Skills” since these are the skills which require the pupil to produce knowledge or information through speaking the language and through writing letters, compositions, etc.
The English Language has a store of body language and certain stresses and intonations which give particular meaning to spoken words. Body language and stresses must also be taught to enable young people to be able to interpret the meaning of words and expressions more accurately.

Each of the dimensions and the skills 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 Language is taught competently and studied diligently in school.

The following diagram shows the relationship between the profile dimensions and the four language skills, with their suggested weights in the cells and in the last column and row.

Relationship Between Profile Dimensions and Language Skills

Profile Dimensions	Receptive Skills		Productive Skills		Total
	Listening	Reading	Writing	Speaking	
Knowledge and					

Understanding	10	30	-	-	40
Use of Knowledge	-	-	30	30	60
Total	10	30	30	30	100

"Knowledge and Understanding" has a weight of 40% and "Use of Knowledge" has a weight of 60% as shown in the last column of the table. The last row shows the weight or relative emphasis that should be given each of the four skills in the teaching and learning process. The productive skills are weighted 60% as against 40% for the receptive skills as already indicated.

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

Knowledge and Understanding (KU)

Knowledge — The ability to:
remember, recall, identify, define, describe, list, name, match, state principles/facts/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, summarise, translate, rewrite, paraphrase, give examples, generalise, 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)

This dimension is also referred to as "Application". Ability to use knowledge or apply knowledge, as implied in this syllabus, has a number of behaviour levels. These levels include application, analysis, synthesis, 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 material into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points, recognise un-stated assumptions and logical fallacies, recognise inferences from facts, etc.

Synthesis — The ability to:
put parts together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, design, organise, create, generate, etc.

Evaluation	The ability to: appraise, compare features of different things and make comments or judgement, contrast, criticise, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some material based on some criteria.

You will note from the above that evaluation is the highest form of thinking and is, therefore, the most difficult behaviour. This accounts for the poor performance of students and people generally on tasks that call for evaluative thinking. As we have said, start to develop this important skill early in your pupils by giving them lots of chances to do evaluative thinking while learning the subject.

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:	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. He or she must also be able to summarize passages read to show that he/she has understood the passages. Making summaries is a very important aspect of “Reading”.
Speaking:	The ability 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 to perfection.
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 must be emphasized again that it is important that both instruction and assessment be based on the profile dimensions of the subject. In developing assessment procedures, 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 achieved by the pupil. When you develop a test that consists of items or questions that are based on a representative sample of the specific objectives taught, the test is referred to as a “Criterion-Referenced Test”. In many cases, a teacher cannot test all the objectives taught in a term, in a year etc. The assessment procedure you use i.e. class tests, home work, projects etc. must be developed in such a way that it will consist of a sample of the important objectives taught over a 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 pupils 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 on the next page shows the recommended end-of-term examination structure in English for JHS 1-3. The structure consists of one examination paper with two sections, A and B and the School-Based Assessment. The end-of-term Test Paper will be a blend of objective-type and structured questions (i.e. short answers). The paper will test "knowledge and understanding" and "application of knowledge". The total marks for the test should be scaled to 40. The 60 marks left should be derived from SBA which focuses on "attitudes and process skills". The suggested number of items for the end-of-term test is as follows:

JHS1: 30 items for 45 minutes
JHS2: 40 items for 60 minutes
JHS3: 40 items for 60 minutes

The teacher should consider the ability level of the class and determine the number of items to use for the end-of-term assessment. The above is only a guide.

It is important that both instruction and assessment be based on the profile dimensions and the skills of the subject. In developing assessment procedures, 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 achieved by the pupil. When you develop a test that consists of items or questions that are based on a representative sample of the specific objectives taught, the test is referred to as a "Criterion-Referenced Test". In many cases, a teacher cannot test all the objectives taught in a term, in a year, etc. The assessment procedure you use i.e. class tests, homework, projects, etc., must be developed in such a way that it will consist of a sample of the important objectives taught over a period. The following structure should be considered for developing the end-of-term test.

Distribution of Examination Marks and Examination paper Weights

Dimensions	**Section A** (Objective Test) Grammar, Writing and Composition	**Section B** (Structured Questions) Reading, Writing and Composition	**SBA** All Five Sections	**Total Marks**	**%Weight of dimensions**
Knowledge and Understanding	10	10	40	60	40
Use of knowledge	10	10	60	80	60
Total Marks	20	20	100	140	
% Contribution of Test Papers	10	40	50		100

The assessment model above consists of one paper with two sections. Section A, the objective test paper will consist of 10 items. Section B, is the structured questions section made up of 20 questions, each carrying 2 marks and totalling 20 marks. The total marks of 20 marks under Section B should be multiplied by 2 to obtain 40 as the percentage contribution of Section B. SBA will cover all five sections of the syllabus and will be marked out of 100 and scaled down to 50% as indicated in the last row. Each of the marks in the last but one row will be scaled to the percentage contribution marks

indicated in the last row. While the actual marks will be 140, the total scaled marks will be 100. The ranking of pupils on examination performance will hence be based on 100 marks.

GUIDELINES FOR SCHOOL BASED ASSESSMENT

A new School Based Assessment system (SBA), formally referred to as Continuous Assessment, will be introduced into the school system from September 2008. SBA is a very effective system for teaching and learning if carried out properly. 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 schools in the country
- Provide reduced assessment tasks for each of the primary school subjects
- Provide teachers with guidelines for constructing assessment items/questions and other assessment tasks
- Introduce standards of achievement in each subject and in each class of the school system
- 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 pupil performance

The new SBA system will consist of 12 assessments a year instead of the 33 assessments in the previous continuous assessment system. This will mean a reduction by 64% of the work load compared to the previous continuous assessment system. The 12 assessments are labelled as Task 1, Task 2, Task 3 and Task 4. Task 1-4 will be administered in Term 1; Tasks 5-8 will be administered in Term 2, and Tasks 9-12 administered in Term 3. Task 1 will be administered as an individual test coming at the end of the first month of the term. The equivalent of Task 1 will be Task 5 and Task 9 to the administered in Term 2 and Term 3 respectively. Task 2 will be administered as a Group Exercise and will consist of two or three instructional objectives that the teacher considers difficult to teach and learn. The selected objectives could also be those objectives considered very important and which therefore need pupils to put in more practice. Task 2 will be administered at the end of the second month in the term. Task 3 will also be administered as individual test under the supervision of the class teacher at the end of the 11^{th} or 12^{th} week of the term.

Task 4 (and also Task 8 and Task 12) will be a project to be undertaken throughout the term and submitted at the end of the term. Schools will be supplied with 9 project topics divided into three topics for each term. A pupil is expected to select one project topic for each term. Projects for the second term will be undertaken by teams of pupils as Group Projects. Projects are intended to encourage pupils to apply knowledge and skills acquired in the term to write an analytic or investigative paper, write a poem 9 (as may be required in English and Ghanaian Languages), use science and mathematics to solve a problem or produce a physical three-dimensional product as may be required in Creative Arts and in Natural Science.

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

Marking SBA Tasks

At the JHS level, just as at the primary level, pupils are expected to undertake assignments that may involve investigations and extended writing etc in English. The following guidelines are provided for marking assignments of such nature.

1.	Introduction	20%
2.	Main Text	
	-Descriptions, use of charts etc.	60%
3.	Conclusion	20%

Children have to be taught how to use 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.

The marks derived from projects, the end of month tests and home work specifically designed for the SBA should together constitute the School Based Assessment component marked out of 60 per cent. The emphasis is to improve pupils' learning by encouraging them to produce essays, poems, and other pieces of writing and drama. The SBA will hence consist of:

- Ø End-of-month tests
- Ø Home work assignments (specially designed for SBA)
- Ø Project

Other regulations for the conduct of SBA will reach schools from GES.

Combining SBA marks and End-of-Term Examination Marks

The new SBA system is important for raising pupils' school performance. For this reason, the 60 marks for the SBA will be scaled to 50. The total marks for the end of term test will also be scaled to 50 before adding the SBA marks and end-of-term examination marks to determine pupils' end of term results. The SBA and the end-of-term test marks will hence be combined in equal proportions of 50:50. The equal proportions will affect only assessment in the school system. It will not affect the SBA mark proportion of 30% used by WAEC for determining examination results at the BECE.

GRADING PROCEDURE

In marking your class examination scripts, it is very important that you develop a marking scheme. A marking scheme, as you may be aware, consists of the points for the best answer you expect for each essay question or structured question, and the mark(s) allocated for each point raised by the pupil as well as the total marks for the question. For instance, if a question carries 10 marks and you expect 4 points in the best answer, you could allocate 2 marks (or part of it, depending upon the quality of the point raised by the pupil) to each point raised, totalling 8 marks, and then give the remaining 2 marks or part of it, for organisation of answer. For objective test papers, you may develop an answer key to speed up the marking.

To improve assessment and grading and also introduce uniformity in schools, it is recommended that schools adopt the following grade boundaries for assigning grades:

Grade A:	80 - 100%	-	Excellent
Grade B:	70 - 79%	-	Very Good
Grade C:	60 - 69%	-	Good
Grade D:	45 - 59%	-	Credit (Satisfactory)
Grade E:	35 - 44%	-	Pass
Grade F:	≤ 34%	-	Fail

The grading system presented above shows the letter grade system and equivalent grade boundaries. In assigning grades to pupils' test results, or any form of evaluation, you may apply the above grade boundaries and the descriptors. The descriptors (Excellent, Very Good etc) indicate the meaning of each grade. For instance, the grade boundary for "Excellent" consists of scores between 80 - 89. Writing "80%" for instance, without writing the meaning of the grade, or the descriptor for the grade i.e. "Excellent", does not provide the pupil with enough information to evaluate his/her performance in the assessment. You therefore have to write the meaning of the grade alongside the score you write. Apart from the score and the grade descriptor, it will be important also to write a short diagnosis of the points the pupil should consider in order to do better in future tests etc. Comments such as the following may also be added to the grades:

Keep it up
Has improved
Could do better
Hardworking
Not serious in class
More room for improvement, etc.

Note that the grade boundaries above are also referred to as grade cut-off scores. 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 pupil must make a specified score to earn the appropriate grade. This system of grading challenges pupils to study harder to earn better grades. It is hence very useful for achievement testing and grading.

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. Lessons must therefore feature relevant issues of grammar.

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

1. Oral Work (Listening and Speaking)

At the JHS level, the section on Oral Work referred to as "Listening and Speaking" in this syllabus, focuses on the correct vowel and consonant sounds, on dipthongs and general intonation in speaking English. The purpose of this section is to help pupils speak the English language with the correct stress and intonation. The section has been developed as activities that should be undertaken in turns. The teacher must give the units of the section their due weight, balance and influence in the teaching process. Above all, the teacher must endeavour to get his/her pupils to speak English as much as possible for them to be able to acquire effective skills in listening and speaking the English Language.

2. Reading Material

The topics selected for reading at the primary level are aimed at increasing the pupil's knowledge about critical issues that affect the life of the pupil in Ghana. At the JHS level, the topics have been selected essentially to broaden the pupil's perspective on the present world. Topics selected include important geographical aspects of the world, modern inventions and modern communication systems, differences between communism, socialism and democracy, reasons why some nations are rich and some are poor; the role of some African continental bodies and the United Nations Organization etc. The topics at JHS1 generally centre on the major resources of the country before moving to the outside world, beginning from the later part of JHS1. Many of the topics and issues in the reading list have not been dealt with in other subjects. By focusing on these topics in Reading lessons, pupils will be able to acquire a lot of useful information as they read in class. The teacher is also encouraged to use his/her initiative in improvising and planning new and useful material. It is a requirement that each pupil should read five books on different topics each term, that is fifteen books in a year and write a short report on each book read.

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".

LIST OF TOPICS FOR READING

(JUNIOR HIGH SCHOOL)

The following list of topics has been selected to be used for developing materials for reading at JHS. The teacher is encouraged to look for materials that may be relevant to these topics, or select passages from other sources that will be of interest to pupils at each class level. Materials for reading must also be varied enough to reflect the basic types of prose: narrative, descriptive, expository and argumentative as well as bits of drama and verse

JHS 1

1. Ghana's Natural Resources - Gold and Diamonds
1. Ghana's Natural Resources – Bauxite
2. Ghana's Natural Resources – Manganese
3. Ghana's Natural Resources – Timber
4. Ghana's Natural Resources – Water Resources
5. Industrialization in Ghana
6. Diseases and their prevention – AIDS, Syphilis
7. Diseases and their prevention – Malaria, Diarrhoea T. B.
8. Festivals

JHS 2

1. Tourism
2. Modern Communication
3. Space Crafts
4. Mount Afajato
5. Mount Everest
6. Sports and Games
7. Inventions
8. Communication – E-mail, Internet, print and electronic media
9. Diseases and their control – Guinea Worm, Bird Flu

JHS3

1. Forms of Government – Communism, Socialism and Democracy
2. Power
3. Rich Nations and Poor Nations
4. Important Rivers of the World and Their Uses
5. The Internet
6. Forest Depletion
7. Transportation – Land, air and sea.
8. ECOWAS, OAU, United Nations
9. Drug Abuse

JHS 1

SECTION 1
LISTENING AND SPEAKING

General Objectives: The student will

1. articulate speech sounds and words correctly.
2. develop confidence and skills in listening and speaking.
3. increase his/her ability to express himself/herself orally.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **PURE VOWEL SOUNDS**	The student will be able to: 1.1.1 distinguish between the various pure vowel sounds. 1.1.2 make the pure vowel sounds correctly in isolation as well as in context. 1.1.3 identify words containing pure vowel sounds	Differences between the various vowel sounds: /i/ as in fit, bit, sit, kit /i:/ as in feet, beet, we, see, key, quay, receive. /æ/ as in cat, back, hand. /e/ as in bet, set, well, pet, bed, /a: as in arm, palm, balm, calm, park, march /⊃ / as in pot, cot, dot, hot. / ⊃:/ as in bore, ball, call, tall, halt, port. / / as in pull, full, bull, would book. /u:/ in food, cool, fool, tool. / Λ / as in cup, but, hut, mud, love / ∂ / as in above, again, about, against, ago /ɜ: / as in heard, bird, first, hurt	Students listen to the target sound in context from recorded cassette : Provide model pronunciation or use tape/cassette recorders. Make vowel sounds in isolation. Put sounds in context (Refer Content) Students listen and repeat sounds in isolation/context. Students find examples of words containing vowel sounds taught and say them. Assist pupils to find other examples of words containing specific vowel sounds and produce/read out a list of them. Guide students to use words containing certain vowel sounds in sentences and read them aloud. Organise listening activities in which pupils distinguish between sounds that have long and short forms. e.g. /⊃/ /⊃:/ etc. (Refer to Content)	Students classify words pronounced by the teacher according to the vowel sounds (short and long). In pairs/groups, pupils give words containing contrasted forms of vowel sounds. e.g. long vowel sound verses short vowel sound. Students read a given text using the correct pronunciation involving pure vowel sounds.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) **PURE VOWEL SOUNDS** **UNIT 2** **CONSONANTS** **Voiceless Voiced** **/p/ /b/** **/t/ /d/** **/k/ /g/** **/f/ /v/** **/θ/ /ð/** **/s/ /z/** **/h/ /m/** **/w/ /n/** **/ʃ/ /ʒ/** **/ʧ/ /l/** **/r/** **/ dʒ /**	The student will be able to: 1.2.1 pronounce the distinct consonant sounds in isolation or in context (word/utterances). 1.2.2 recognise the differences in the articulation of consonants.	**NOTE** Teach two sounds in a particular lesson Sounds that have the long form are indicated by two dots – e.g. / i: / as in feet, we, see. / a: / as in arm, palm. Words that have short form have no dot e.g., / i / as in fit, sit; / e / as in bet, set. Pronouncing consonant segments (2 consonants). Making distinctions in consonant sounds. e.g. Voiced /d/ /b/ Voiceless /p/ /t/ For the Teacher only **List of Consonants** /p/b/m/ - bilabial /f/v/ - labio-dental / θ/ - dental /s/t/d/l/// - alveolar /j/s/ - palatal /t/s/dj/ - palato-alveolar /k/g/ - velar /h/ - glottal /w/ - bi-labial (semi-vowel) **Note:** bilabial - the two lips labio - dental - lips and teeth dental - teeth alveolar - throat palatal - the palate palato - alveolar - palate and throat alveolar - throat glottal - the glottis	- Introduce the target sound in context e.g. Through dialogue - Provide model pronunciation or use a tape/cassette recorder. Guide students to hear differences in voicing between pairs of consonants. (e.g. Cocking ears and feeling buzz for voiced sounds and absence of buzz for voiceless between pairs of consonants. (Refer content) Demonstrate other differences in terms of place and manner of articulation. (e.g. lips together for place/manner) (Refer to list of consonants in content) Draw pupils' attention to 'problem' consonants which are wrongly pronounced: e.g. / θ / as in thin / θin / / ð / as in this / ðis /	Students pronounce pairs of words having contrasting sounds, e.g. (voiced, voiceless) in a set of minimal pairs. Students read short sentences containing voiceless consonants

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) **CONSONANTS** **UNIT 3** **DIPHTHONGS** **/ei/ date /deit/** **/əʊ/ home /həʊm/** **/ai/ high /hai/** **/aʊ/ how /haʊ/** **/**ɔi/ toy /t ɔi/ /lə **/ here /hiə/** **/eə/ air /e ə/** **/ɔ:/ sure /ʃuə:/**	The student will be able to: 1.3.1 pronounce the diphthongs correctly in words and in sentences. 1.3.2 distinguish between diphthongs and pure vowel sounds	Pronouncing the diphthongs correctly in words and in context Differences between diphthongs and pure vowel sounds. /ei/ as in game, say, late / **əʊ/** as in home, so, go /**ai**/ as in buy, try, fly /**au**/ as in out, owl, bow / **ɔi**:/ as in boy, oil, toy /**eə** / as in air, hair, fair / **iə**/ as in ear, year, hear, near /**uə**:/ as in tour, poor	The distinction between: /t/ and / θ / as in /tin=tin/and thin/ θin / /d/and/ ð/ as in dad=/ dæd / that = / ðæt / /s/ and / ʃ/see=/si:/ and she = / i//ʃi:/ Draw attention to common errors e.g. Elision of the final consonant that should be pronounced: e.g. child - /tʃaild/, and not/ tʃ ail/ Cold - / kəʊɔdl and not/not / k əʊl/ School - /sku: l / and not /sku :/ In pairs/groups, pupils practise contrasting consonants in tongue twisters. e.g. she sells sea shells at the seashore. Peter Piper picked ... **Note**: Use other local tongue twisters. Students must be introduced to the use of the dictionary to help in pronunciation. Provide model pronunciation or use tape/cassette recorders/internet. Put sounds in context. Guide students to distinguish diphthong quality from pure vowel quality sounds. e.g. /ei/ as in game from /e/ as in gem. /eə/ as in air, /e/ as in bet.	Students to pronounce some words in which there are diphthongs. Students to read a given text and give correct pronunciation of diphthongs and pure vowel sounds.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **CONVERSATION**	The student will be able to: 1.4.1 talk about/describe people and objects. 1.4.2 talk about/describe occasions and festivals. 1.4.3 give accurate directions. .	Describing people and objects: e.g. personalities, missing people, missing objects, missing articles Independence Day Anniversary, other festivals in – their localities etc. Giving directions using distance e.g., hundred metres away, five minutes drive, thirty minutes walk, after the third junction, at the corner of the third street etc.	Guide pupils to make the correct glide in diphthongs without inserting an extra consonant or semi-vowel. oil - / ɔil / beer - /biə / Through discussion, guide pupils to talk about personalities e.g. the teacher, headteacher, District Chief Executive, District Director of Education, Regional Minister, Chief, missing pupils, missing bag, missing shoes, school prefect, etc. Individuals/groups talk about festivals in their localities to class. Students ask questions as the presentation goes on. Guide students to give directions using the following examples: from the school to the market; from the school to the post office etc., using the expressions in the content (e.g. a hundred metres away etc).	The students direct an uncle/aunt to his/her school using appropriate expressions.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CNTD) **CONVERSATION**	The student will be able to: 1.4.4 engage in active debate on a suitable topic 1.4.5 talk about personal and social values.	Topics for debate: - Who is more important, the farmer or the driver? the teacher or the doctor? - Should girls play football? - Should boys take care of their siblings? Which value is more important for the development of the nation, honesty or patriotism? - honesty or hardwork - patriotism or hardwork? etc.	In pairs, students give directions to be carried out in or around the school. Guide students to follow the format for debate: Two groups of speakers one group for and the other against the motion. Four pupils in each group. Choose five students to form a panel of judges. Each speaker from each group should be given about 2 minutes to make his/her points. The leader speaks for 3 minutes. At the end of the debate, the leader sums up his/her group's points. Contributions from the audience (pupils) for or against the motion should be encouraged. The leader of the panel of judges to sum up and declare the winner.	Students debate on the motion: "A good name is better than riches."

JHS 1

SECTION 2
GRAMMAR
General Objectives: The student will
use grammatical structures/forms accurately in speech and in writing.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **NOUN TYPES** **Proper nouns** **Common nouns**	The student will be able to: 2.1.1 identify common and proper nouns in texts. 2.1.2. distinguish between common and proper nouns 2.1.3. use common and proper nouns in speech and in writing.	In sentences, nouns may: - be preceded by an article/determiner e.g. a cow, the teacher, some water, any student. -change form to express singular and plural e.g. bag-bags, table-tables ball-balls -change in form to express possession using the apostrophe e.g. a book → Kofi's book. <u>Common Nouns</u> Names of objects/things e.g. table, ball, house phone, bottle <u>Proper nouns:</u> Names of people, towns places e.g. Yaw, Rabiatu, Accra International Conference Centre. Days of the week: Sunday, Thursday, Tuesday, Months of the Year: March June, August Occasions: Christmas, Id-El-Fitr, Hogbetsotso. Also names of rivers, lakes, sea, mountains e.g. River Volta, Lake Bosomtwi, Mountain Afadjato. <u>NOTE:</u> Most Proper nouns do not take determiners.	Students scan texts to identify nouns. Assist students to observe some features of nouns and changes they undergo in different sentences (Ref. Content) Students to construct sentences containing nouns having determiners and which express possession. Students scan passages e.g. those already read in class to identify and classify nouns into common and proper nouns Pairs and groups of students put proper nouns into the different categories: people, places, time, major land forms etc. Guide students with examples to note special cases in which the noun and the determiner cannot be separated. In such cases both begin with capital e.g. The Gambia, The Hague, The Netherlands. Students construct sentences which have common and proper nouns:- <u>The students</u> will visit <u>Boti Falls</u>. <u>Akosua</u> sent <u>the books</u> to the <u>University of Cape Coast</u> to be sold.	Students identify common and proper nouns in context. Students write sentences using common and proper nouns.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **NOUNS:** **Irregular**	The student will be able to: 2.2.1 identify the forms of irregular nouns in speech and in writing.	Irregular nouns and their forms: Plurals which are formed without the simple addition of /'s'/'es' are irregular nouns.	Revise regular nouns and their features. e.g. chair – chairs, bag - bags Introduce irregular nouns. Discuss and illustrate their singular and plural forms. Guide students to study the plural form of irregular nouns listed in content.	Provide a passage for pupils to change singular irregular nouns to plural forms. Students fill in blanks in a given passage with the singular/plural forms of irregular nouns as appropriate.
	2.2.2 use irregular nouns appropriately in speech and in writing.	Some irregular nouns change vowels to indicate plural e.g. woman - women man - men foot - feet tooth - teeth louse - lice mouse - mice goose - geese One or more letters may be added to indicate plural e.g. ox - oxen child - children Some retain the same form in both singular and plural. e.g. sheep - sheep deer - deer spacecraft - spacecraft cattle - cattle equipment - equipment furniture - furniture luggage - luggage police - police	Students study given sentences and write the sentences replacing singular irregular nouns with their plural forms.	Students find other examples of irregular nouns and their forms (from the print/electronic) media and other sources. Students write given sentences replacing singular irregular nouns with their plural forms

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (Cont'd) **NOUNS:** **Irregular**		A few nouns ending in 'f'/fe usually change to 'ves' half - halves wife - wives calf - calves loaf - loaves life - lives leaf - leaves Some nouns even though they have a plural form are considered and used as singular nouns e.g. news. Some nouns are used only in the plural e.g. scissors, jeans, trousers, outskirts, stairs, police, shorts, pliers, shears, tongs, congratulations, greetings, poultry, livestock.	Students give examples of irregular nouns and use them in sentences. Guide students to note that nouns like equipment, personnel, furniture, luggage are both singular and plural. These nouns never take the plural form. Students use the nouns equipment, luggage etc in sentences.	Students to construct sentences using irregular nouns.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **PRONOUNS AND THEIR TYPES** **Personal and Possessives**	The student will be able to: 2.3.1 identify pronouns in sentences/texts. 2.3.2 use pronouns appropriately.	Identifying pronouns in sentences. e.g. Kofi ate the food. ↕ He ate all of it. Categorising pronouns: Personal Pronouns 1st person - I, we. 2nd person - You. 3rd person - He, she, it, they. Possessive Pronouns: 1st person: mine, ours 2nd person – yours 3rd person – his/hers its/theirs **Note:** Students should take particular note of the absence of the apostrophe in the possessives.	Revise Nouns. Guide students to replace some nouns with pronouns in a number of sentences e.g. The boys bought a ball They bought it. Use role-play to explain the speaker/addressee relationship/ownership i.e. 1st person - speaker. 2nd person – addressee/listener 3rd person - other than 1st and 2nd person (person/thing being spoken about). Guide students to distinguish between personal and possessive pronouns. Students to use personal and possessive pronouns in sentences (speech /writing).	Let pupils identify the 1st, 2nd and 3rd person pronouns in given sentences. Provide texts for pupils to replace nouns with the appropriate pronouns. Give objective type exercises involving use of personal and possessive pronouns.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **TENSE FORMS**	The student will be able to: 2.4.1 identify and use appropriate verb tense forms in speech and in writing.	Verb tense forms: <u>The Simple Present</u> Kofi <u>goes</u> to school. <u>The Present Continuous</u> Kofi <u>is going</u> to school. <u>The Simple Past</u> Kofi <u>went</u> to school yesterday. <u>Expressing Future Time</u> Kofi <u>will go</u> to school tomorrow.	In pairs/groups, students scan verbs in given texts. Students identify the forms of the verbs in sentences. e.g. Adisa <u>runs</u> very fast (present). The soldier <u>walked</u> home (past). Kwabena <u>is skipping</u> (Continuous).	

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D) **VERB TENSE FORMS**	The student will be able to: 2.4.2 use correct verb forms in speech and in writing	The to-infinitive verb form –The form of the verb that takes "to" e.g. to go, to visit, to run, etc. The bare infinitive form – the form of the verb that drops the word "to" e.g. come, jump, visit, go, etc. The verb takes an 's' or 'es' in the 3rd person singular e.g. She visits her friends. He goes to Suhum on Mondays. The verb takes 'ing' to express Present Continuous and Past Continuous e.g. She is going home. She was singing a song. The 'd' – 'ed' form of the verb is used to express the Simple Past form of regular verbs e.g. He climbed the tree. **NOTE:** The 'd' – 'ed' form of the verb is used to express: (1) Simple Past e.g. He climbed the tree. (2) Present Perfect e.g. They have climbed the tree. (3) Past Perfect e.g. She had talked to him.	Revise verbs – students identify verbs in given texts. One student to give a sentence with a verb in the present tense form; another to change the sentence into present continuous form, a third student to change the sentence into simple past and a fourth student to change the sentence into simple future. Provide a list of irregular verbs i.e. those that undergo spelling and sound change in their past tense forms e.g., go - went catch - caught read - read Students to give examples of sentences in simple present and simple past using irregular verbs.	Students fill in blanks in passages/ sentences with the correct forms of the verb. e.g. (sing) Ama - beautifully in church last Sunday. In groups students write short stories in which at least three verb tense forms are used.

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 **THE SIMPLE SENTENCE:** **Subject/Predicate.**	The student will be able to: 2.5.1 identify the subject and predicate in simple sentences.	Subject and predicate in simple sentences e.g. The pupils/clapped and danced. All the pupils/passed the examination. The Subject is the doer of an action, or the thing or person about whom a statement is made. e.g.: The girls washed the car.. The action of washing the car was performed by the girls. The girls is the subject of the sentence. What the girls did or what was said about the girls is the predicate i.e. washed the car.	Revise the simple tenses: Simple Present, Present Continuous Simple Past Provide sentences (simple statements) for analysis. Guide pupils to observe that the subject usually comes before the verb; what is left of the sentence is the predicate. e.g.: Opoku is reading the book. *subject* *predicate* the subject is the doer/performer of the action in the sentence and the predicate says something about the subject. Let students observe that the key word in the subject is a noun or pronoun, and the key word is the predicate is the verb In yes/no questions, the subject comes after the auxiliary verb. e.g. Are you going home? the subject determines the number i.e. singular/plural of the verb e.g The boy washes the plates. The girls play football. Students construct simple sentences and underline the subject and predicate in the sentences.	Students break sentences into subject and predicate.
	2.5.2 construct simple sentences.	The most important word in the subject is therefore either a noun or pronoun and in the predicate it is the verb.		Students construct sentences with given subjects.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 **SUBJECT-VERB AGREEMENT**	The student will be able to: 2.6.1 identify the subject of sentences and the forms of the verbs that go with them and use them appropriately orally and in writing .	Subjects and verbs and the correct form of verbs. e.g. The student walks to school. s v The women are asleep. s v The man in the green shirt is my father S v Examples of subject/verb agreement: The boy always comes to school. (Singular) My friends visit me on Sundays. (Plural)	Revise simple sentences (subject and predicate). Students identify subjects and verbs in sentences. Draw students' attention to the relationship between subject and the verb in each sentence. (Refer content). Guide students to note that the verb must agree with the subject in number as in the examples in content. A singular subject goes with a singular verb. A plural subject goes with a plural verb. (Refer sentences above).	Students complete given sentences with appropriate verbs. In pairs/groups, pupils construct sentences in which subjects and verbs agree. Give multiple choice exercises and discuss the answers

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 **VERB PATTERNS IN SIMPLE SENTENCES** **Transitive/Intransitive verbs**	The student will be able to: 2.7.1 distinguish between transitive and intransitive use of verbs	Transitive and intransitive verbs. Transitive verbs take objects. The transitive verb connects the action (verb) of the subject to the object. e.g. The boy scored a goal. Subj tv obj Intransitive verbs do not take objects. They refer to the subject of the sentence. e.g. He fell down. She smiled. With intransitive verbs, only the action of the doer is indicated. The action does not move to or affect another person or thing.	Revise simple sentences. Guide pupils to break sentences into subject and predicate. e.g.: The boys like cooking. Introduce transitive and intransitive verbs using appropriate sentences (Ref. content) Demonstrate the use of transitive verbs using appropriate sentences (Refer to content) Help pupils to make up sentences using transitive and intransitive verbs.	Students copy given sentences and indicate whether the verbs in them are transitive or intransitive.
	2.7.2. use transitive and intransitive verbs appropriately in speech and in writing.	**Note**: Some verbs can be used either transitively or intransitively. e.g. He drives fast (I) He drives his car fast (T)	Students to make up sentences using the same verb both transitively and intransitively.	Students use given verbs transitively and intransitively in sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 (CONT'D) **VERB PATTERNS IN SIMPLE SENTENCES** Transitive/Intransitive Verbs **UNIT 8** **ACTIVE AND PASSIVE SENTENCES**	The student will be able to: 2.8.1 distinguish between the active and passive forms of sentences.	For example <u>Trans.V.</u> <u>Intrans. Verbs.</u> avoid, blame ache, happen believe, buy arrive, laugh carry, catch cry, occur fill, plant die, rise wear, waste disappear, shine build, cut fall, wait receive swim, wait Others can be used both transitively and intransitively. e.g. call, drive, count, draw, escape, run, stand, study, win, sing, sell. e.g. Naki <u>sings</u> (intransitive) Naki <u>sings</u> gospel songs (transitive) <u>Active and Passive Forms of Sentences.</u> **Active Sentences emphasize** the subject of the sentence by putting the subject before the verb e.g., Kwame fed the dog. **Passive Sentences emphasize the object of the sentences by placing the object before the verb.** e.g. The dog was fed by Kwame.	Assist students to use verbs which can be used both transitively and intransitively in sentences and indicate whether the verb has been used transitively or intransitively. Revise simple sentences. Introduce active and passive sentence forms.	Students make sentences in both the active and passive forms.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 8 (CONT'D) ACTIVE AND PASSIVE SENTENCES	The student will be able to:	The position of the subject and object changes when a sentence is changed from the active to the passive form. Active e.g. s v obj. Active: <u>Araba</u> <u>won</u> <u>the Best Student Award</u>. Passive: subj. v The Best Student Award was won by <u>Araba</u> obj	Point out and explain the differences (Refer to content) Students in pairs, one to give a sentence in active form, the other to change the sentence to passive form.	Write active sentences and change them to passive forms.
	2.8.2 use active and passive forms of sentences appropriately in speech and in writing. .	Appropriate use of active and passive forms of sentences in speech and in writing. e.g. - Active The boy <u>wrote</u> the poem. - Passive -The poem <u>was written</u> by the boy. - Active The girl has taken the book. - Passive The book has been taken by the girl.	Students change sentences in the active voice provided by teacher into passive voice.	Change given sentences from active to passive and vice versa

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 9 **ADVERBS**	The student will be able to: 2.9.1 identify and use adverbs appropriately in sentences.	- Adverbs modify/talk about verbs. - Many adverbs derived from adjectives have - ly endings e.g. quick - quickly bright - brightly **Note**: "Friendly" in the sentence below is an adjective not an adverb: The teacher is friendly. - There are different types of adverbs. Some adverbs are time adverbs e.g. morning, yesterday, often, usually, etc. Some are place adverbs. e.g. here, there, everywhere, somewhere, etc. Some are manner adverbs e.g. gracefully, fast, beautifully, etc.	Let students observe several adverbs used in context Assist students to form adverbs from adjectives and use the adverbs in sentences. e.g. She sang beautifully. The boy read the book silently. Kwamena shouted loudly. Guide students to identify various types of adverbs by answering questions. When - for time adverbs e.g. When did you go? Yesterday. Where - for place adverbs e.g. Where did you leave the book? Here How - for manner adverbs e.g. How did he drive? Fast Provide a suitable text/passage for students to identify and explain how adverbs have been used to indicate time, manner and place.	Students do oral/written work involving answering questions on How, When, Where? Students use appropriate adverbs to fill in blank spaces in texts. Students identify adverbs of place, manner and time in a given passage and indicate the verbs they modify. Student write sentence with adverbs of time, place and manner.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 10 **PRIMARY AUXILIARIES**	The student will be able to: 2.10.1 identify primary auxiliaries and use them appropriately in speech and in writing .	Primary auxiliaries: be, have, do, and their tense forms. be:- is, was, were, are, am, being, been, etc. have:- has, have, had do:- do, does, did Primary auxiliaries change form to agree with person, e.g. I <u>have</u> eaten. She <u>has</u> eaten. Primary auxiliaries show contrast e.g. Ama <u>likes</u> snails, but Kofi does not. Yaw and Esi like crabs, Sena and Fati <u>do not</u>. * Primary auxiliaries help verbs express various tense forms: e.g. Fati <u>has</u> done her homework. (Present Perfect) Fati <u>has been</u> doing her home work. (Present Perfect Continuous) Fati <u>had been</u> doing her home Work when her mother arrived. Past Perfect Continuous)	Introduce the primary auxiliaries; Illustrate and discuss the forms they take. (Refer content) Students write sentences using the primary auxiliaries in various forms. e.g. She is sleeping. The boys have done the work. We do not know the man. Draw attention to the problem that some people have using the correct form of the auxiliary to agree with the subject. Explain the use of <u>been</u> and <u>being</u> in context. The house is <u>being</u> painted. (in progress) The house has just <u>been</u> painted. (just completed)	Students complete blanks with the appropriate auxiliary forms in given texts e.g. The workers were .... paid when I arrived (been/being) Before you arrived they had ..... (being/been) paid.

JHS 1

SECTION 3
READING

General Objectives: The student will

read, understand and derive information from texts of varied nature

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
	The student will be able to:			
UNIT 1 **FLUENT READING:** **Reading aloud**	3.1.1 read fluently with appropriate voice modulation.	Fluent Reading: Read using correct intonation, accent stress and pause.	Model reading (select texts from variety of sources e.g. textbook, newspapers, journals, literary texts etc.) Students read texts aloud with correct voice modulation in pairs and in groups. Students practise reading sense groups/ phrases.	Students read given texts with voice modulation
	3.1.2 read sense groups/phrases at a time.		Teacher and students note and comment on errors e.g. wrong pronunciation, wrong stress, lack of rhythmic variation Reading is repeated and students try to correct errors.	
UNIT 2 **Reading Silently.** **FAST READING:**	2.1.1 read given texts within given time limits for specific and general information.	Fast Reading: Skimming and scanning a text with focus on specific words and main ideas. Scanning a paragraph for specific information e.g. names, dates, figures	Discuss the fact that sometimes a text is read fast to obtain general information e.g. what a text is about; and at other times we read for specific details e.g. a date, names of people and places. Students read a given text within a given time and answer questions to find out if they have understood the text Discuss students reading problems (e.g. unfamiliar vocabulary, lisping, disabilities/eyesight) etc,	Test reading speed. Students answer questions based on text read.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **READING COMPREHENSION** **Silent Reading**	The student will be able to: 3.3.1 read silently and answer factual and inferential questions	The focus of this type of reading is independent reading and understanding what is read	Let students: - predict the content of the text to be read based on the title and accompanying pictures - skim the text for general meaning. - read text silently and answer comprehension questions. discuss the content of the text as well as vocabulary and expressions	Students write answers to questions based on text Students use vocabulary discussed to form sentences.

JHS 1

SECTION 4

WRITING

General Objectives: The student will

1. generate and organise ideas logically.
2. communicate ideas fluently and effectively through writing.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **CONSOLIDATION WORK** **CONSTRUCTING AND ARRANGING SENTENCES**	The student will be able to: 4.1.1 complete given sentences appropriately. 4.1.2 construct different types of sentences using structures they have studied. 4.1.3. write short compositions based on given outlines.	Further Work On: Constructing sentences of varying lengths and complexity from substitution tables. <u>Language use:</u> Focus on concord, tense forms, correct use of pronouns.	Students construct sentences using structures and vocabulary that they already know. Vary the sentence completion exercises using the initial, medial and end position techniques e.g - … is my favourite meal. -My favourite meal is… (The sentences to be completed should be topical and should together make up a clear composition piece.) Check sentences completed for correct use of upper case and lower case letters, full stop and comma.	Students construct sentences from a given substitution table. Students complete given sentences.
PUNCTUATION	4.1.4 write complex sentences using the comma and full stop appropriately. 4.1.5 write sentences accurately using the apostrophe,	Completing sentences using Punctuation and upper case letters appropriately. Writing complex sentences using commas and full stops. Writing sentences using the apostrophe.	Teacher to provide sentences in which commas and full stops have been omitted for pupils to insert them. Students to give examples of sentences using the possessive e.g. John’s book is in the cupboard.	Teacher gives feedback on the exercise. Students add apostrophe ‘s’ to nouns in sentences in which it has been omitted.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **CORRECTING FAULTY AND UNGRAMMATICAL SENTENCES.**	The student will be able to: 4.2.1 identify errors in sentences and rewrite the sentences correctly.	Correcting faulty and ungrammatical sentences, and faulty use of punctuation marks. e.g. Faulty - tenses - concord - punctuation: - comma - full stop - question mark - apostrophe - use of capital letters	Students bring to class notices, posters, newspapers, Teacher gives students written texts and guides them to correct errors in the texts Students read selections from the notices, posters etc. and indicate the faulty and ungrammatical sentences in them. Students correct ungrammatical sentences and faulty punctuation marks in exercises and other sources e.g. notices etc. Students arrange jumbled sentences into logical order of ideas.	Students correct faulty and ungrammatical sentences in a piece of writing. Students copy unpunctuated passages inserting the appropriate punctuation marks.
UNIT 3 **PARAGRAPH AND PARAGRAPHING**	4.3.1 write sentences on a given topic. 4.3.2 arrange mixed up ideas and events in a logical order. 4.3.3 write short paragraphs on given topics using connectives and referrals. 4.3.4 combine paragraphs into full composition.	Writing short sentences on given topics. Re-arranging sentences in a logical order. Writing paragraphs from outlines and supplying links within the paragraph. Organising paragraphs into full composition pieces by supplying links.	Each member of a pair/group writes a sentence on a central topic. Each pair/group to use connectives e.g. and, but, so, however, therefore, also, etc. and referrals, to join the re-arranged sentences to make a paragraph/paragraphs. Teacher provides an outline of a story for pupils to write a paragraph supplying the links in the paragraph. Students arrange paragraphs into full composition pieces providing links between paragraphs e.g. in the first place/firstly, however, secondly, finally, etc. Students write compositions made up of paragraphs using connectives, referrals and linking words.	Students compose paragraphs on given topics in class. Guide pupils to analyse the paragraphs. Students arrange a group of mixed up sentences to make a logical paragraph. Each student writes a composition of more than 4 paragraphs on a given topic. Students orally state the main idea in their compositions.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **NARRATIVE:** **Narrating everyday incidents**	The student will be able to: 4.4.1 narrate incidents/events orally/written.	Narrating everyday incidents/events in the school/home. <u>Focus on Grammar</u> - use of the past tense - use of adjectives and adverbs - correct punctuation e.g the comma, full stop - correct use of capital letters	Students narrate and discuss incidents/events in the school/home e.g. sporting events, cultural festivals/other activities. In pairs, students pick out important points/ideas in the narrative and write them down. Students arrange points/ideas in a logical order in paragraphs, working in pairs. Students link paragraphs together into a full written composition using linking words.	Students write a narrative on incidents/events that have taken place in school or at home.
Reproducing Stories **UNIT 5**	4.4.2 reproduce stories in writing.	Re-tell/write stories heard/read in school/at home e.g. folk tales, myths, legends and other stories.	Teacher/students tell stories (folktales, myths, legends) read/heard in school/at home. Students discuss the stories in groups. Students to write one of the stories heard/read.	Students write a story heard/read.
WRITING DESCRIPTIONS: **People and Animals**	4.5.1 write descriptions of people and animals.	Descriptions of people and animals. People: name, age, height, complexion, stature, habits, special characteristics e.g. beauty, deformities, sociability, etc. Animals: Type e.g. dog, cat, lion; habitat e.g. (domestic/wild). Characteristics: e.g. herbivore/carnivore, friendly/neat/dirty, etc.	Students identify persons they like and write about them, giving distinctive features and reasons why they like them. Students identify animals they like and write about them, giving features and reasons why they like the animals.	Teacher selects the best written descriptions and read in class. Class to comment on errors noticed and the good points in the descriptions read.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 **WRITING DESCRIPTIONS:** **Events, Places and Processes**	The student will be able to: 4.6.1 write descriptions of events, places and processes.	Writing descriptions of events and places. <u>Events:</u> festivals, naming, initiation rites sports/games, accidents, etc. <u>Places:</u> A castle, fort, the chief's palace, lakes, falls, stream or river, mountains, rocks, schools, etc. <u>Processes:</u> Soap making, accessing the internet, oil processing. <u>Points of descriptions:</u> Location, specific items of interest, impressions. **NOTE: C**ompositions should have i Heading or title ii Introduction iii The body iv Conclusion. <u>Grammar Focus</u> Simple Present and Past Tense forms, use of adjectives, adverbs	Students identify some events, places and processes. In pairs/groups, students talk about the events, places and processes selected. Groups read their work to class. Teacher makes a summary of points and appropriate vocabulary. Students write a description of particular events/places giving distinctive features.	Students write descriptions of a particular event/place.
UNIT 7 **WRITING FRIENDLY LETTERS**	4.7.1 write a letter to a friend.	Parts of a friendly letter i.e. Formal features: address, date, salutation, subscription, etc. first name, arrangement of content .in paragraph <u>Focus on Grammar</u> Check tenses, past future. Ensure that the tense forms to be used conform with the demands of the topic.	Revise parts/layout and other characteristics of a friendly letter. Discuss issues/topics for friendly letters i.e. visits, occasions, plans/programmes, requests, general issues, etc. Discuss and give examples of arrangement of content. Students write letters. Students read out samples of friendly letters they have written.	Students write individual friendly letters on issues/topics that interest them.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 8 **WRITING REPLIES TO FRIENDLY LETTERS**	The student will be able to: 4.8.1 write appropriate replies to friendly letters.	Writing suitable replies to friendly letters. Check for tenses: Present, past, future etc. Ensure that the tense form to be used conforms to the demands of the topic.	Class discusses the important issues/topics in replying to letters. Teacher points out and explains use of language in replying to letters. Class to select a letter and discuss the points which the reply should address. In pairs, pupils write replies to letters for discussion.	Students write replies to (real/contrived) friendly letters.
UNIT 9 **GUIDED SUMMARY WRITING**	4.9.1 write a summary of one paragraph for a short passage.	Making summaries; Identify the key issues. List issues in logical order before you start to write the summary. Use fewer words than are contained in the original passage.	Guide students to give brief oral summaries of stories read. Guide students on the basic rules for writing /making a summary.	
	4.9.2 write summaries of books read.	Summarising books read using structured format (Refer Section 5, Literature/Library).	Provide a passage for pupils to summarise.	Students write summaries of books read.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 10 **ADVERTISEMENTS**	The student will be able to: 4.10.1 write clear and convincing advertisements.	Writing advertisements for simple items: eggs, chicken, fish, books etc. **NOTE:** Check for appropriate use of tenses, adverbs, adjectives, etc.	Students to bring advertisements in newspapers etc. for discussion. Teacher to point out the significant features of adverts. Students to write adverts for sale of fish, chicken, etc. **NOTE:** Instead of writing “Fish is sold here”, students to adopt the simple style “Fish Sold Here”; “Chicken, Sold Here”. ‘Chairs for Hire” Students to note the use of upper case letters to begin each word in simple and short adverts.	Students write adverts for other simple items.

JHS 1

SECTION 5
LITERATURE

General Objectives: The student will

1. develop the love for reading
2. appreciate oral and written literature
3. appreciate the use of literary techniques developed for creative writing
4. develop the skills of creative writing

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **PROSE:** **ORAL NARRATIVES**	The student will be able to: 5.1.1 identify features that distinguish the types of oral narratives: folktales, myths and legends.	Folktales, myths and legends Identifying the features that distinguish the types: folktales - i.e. stories about human and non-human entities which give a moral lesson e.g. Ananse stories. myths - i.e. stories which involve super-natural beings and which help to explain unnatural events. Legends - i.e. stories which involve the achievement of heroic figures, e.g. Okomfo Anokye, Yaa Asantewaa, King Tackie Tawiah I, Togbe Wenya, Naa Gbewaa, Achilles. **NB** Teacher can also include local heroic figures in the lesson	Teacher reads, tells or plays recorded materials on popular folktales, myths and legends as children listen. Invite students to contribute by telling folktales, myths and legends they know. Guide students to identify features of folktales, myths and legends, the characters and the roles each of them plays in a society etc. Discuss values in the narratives.	Students listen to and tell whether a text is a folktale, myth or legend.
	5.1.2 write simple folktales, myths and legends they have heard.	Writing **s**imple folktales, myths and legends using features identified. Note Enconrage pupils to collect the oral narratives from home.	Groups write simple folktales, myths and legends bearing in mind features that distinguish each of them.	Students write simple accounts of folktales, myths and legends they have heard.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) **PROSE:** ORAL NARRATIVES	The student will be able to: 5.1.3 evaluate the significance of folktales, myths and legends.	Significance of folktales, myths and legends.	Discuss/evaluate folktales, myths and legends to bring out their significance.	Students write short paragraphs on the significance of any folktales, myths and legends.
UNIT 2 **POETRY:** **TRADITIONAL AFRICAN POETRY.**	5.2.1 read poems aloud paying attention to the rhythmic variations. 5.2.2 distinguish types of poetry by function i.e. dirges, lullaby, work songs, war and praise songs. 5.2.3 state the cultural and social significance of the poems.	Reading/listening to traditional African poems e.g. dirges, lullaby, war, praise and work songs. Functions of types of poetry. Cultural and social significance of poems.	Guide pupils to read aloud/listen to poems, paying attention to rhythm and other sound effects. Students distinguish functions of the poems in pairs/groups. Discuss the meaning of the poems. Discuss the cultural and social significance of the poems.	Students perform types of traditional African poems. Students distinguish types and determine their functions. Students compose poems illustrating values e.g love for neighbour, respect for property, diligence. etc.
UNIT 3 **SIMPLE AFRICAN POEMS** **Ballads and Lyrics**	5.3.1 identify and explain the use of devices - rhyme, simile, repetition, alliteration, etc. 5.3.2 read poems aloud paying attention to the rhythmic variations. 5.3.3 distinguish between ballads and lyrics.	Devices used in poems e.g. rhymes, similes, repetitions, etc. Rhythmic variations in poetry reading. Differences between ballads and lyrics - Ballad tells a story. eg. Some of Nana Kwame Ampadu's songs – "Ebitiyie" Lyric is a short poem expressing powerful feelings, e.g. love, misery, loneliness, etc. <u>Language use:</u> Focus on the simple present tense.	Determine and explain devices used in the poems. Guide students to do a performance of the poems. Students listen to poems read/played to them. Guide students to read the poems aloud. Teacher discusses the features of ballads and lyrics. Teacher reads a ballad and a lyric and assists pupils to distinguish between the two. Students select a ballad and lyric from given texts, read it to class and give reasons why it is a ballad or lyric.	Students compose simple ballads and lyrics.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D)	The student will be able to:			
SIMPLE AFRICAN POEMS **Ballads and Lyrics**	5.3.3 state the themes of the poems they read.	Themes of poems.	Students discuss in groups/pairs, the themes in the poems they read. Students write simple lyrics around simple themes - working in groups.	Students discuss/write the themes/devices in ballads and lyrics.
	5.3.4 identify and explain the uses of simple devices e.g. metaphors, personification, similes etc.	Simple devices in poems e.g. metaphors and personification. <u>Grammar Focus</u> Check for tenses: simple present simple past etc.	Teacher selects a text with similes and metaphors, and personification and explain how these devices are used. From given texts, poems etc. pupils find the poetic devices used and their significance.	
UNIT 4				
DRAMA: **TRADITIONAL DRAMA**	5.4.1 read/listen to texts paying attention to their delivery.	Reading/listening to texts.	Listen to texts delivered orally or read out.	
	5.4.2 distinguish types of traditional drama according to their social functions.	Types of drama according to social functions: Outdooring, Puberty rites, Marriages, Festivals and Enstoolment/Enskinment.	Determine in groups/pairs, types of drama according to their social functions.	Students in groups discuss social/cultural significance of drama.
	5.4.3 determine cultural/social Significance of drama.	Cultural and social significance of drama.	Guide students to determine social values/significance in the texts linking up with cultural/social functions.	Students write accounts of traditional celebrations.
	5.4.4 act/perform drama.	Acting/performing drama.	In groups students perform selected texts.	
	5.4.5 explain terms used in the drama e.g. setting, audience, character.	Explaining terms used in drama, e.g. setting, audience, character. <u>Language use</u> Emphasise the use of the Simple Present tense forms.	Guide students to explain terms used e.g. setting, audience, character.	Students perform play based on text.

LIBRARY

1. **General Objectives**: Students will:

   i. develop the love for reading;

   ii. develop interest in, and acquire the habit of reading for pleasure and for academic purposes;

   iii. read for information on various topics.

   iv. read a minimum of 9 books by the end of the year.

2. **Specific Objectives**: Students will:

   i. acquire the skills for handling books;

   ii. talk about what they see in books;

   iii. read at least 15 story books;

   iv. express their views on stories read and the characters in them;

   v. talk and write about books read.

3. **General Guidelines on Library Work**:

   (a) Introduce students to books/library.

   (b) Teachers should introduce pupils to books with special emphasis on handling and care.

   (c) Introduce students to the class/school library and how it is organised.

   (d) Students should also be educated on library rules, such as borrowing procedures.

I. **Starting The Class/School Library**

A library could be a room full of books or a simple collection of books neatly arranged in cartons or boxes and available for pupils to read.

Teachers can start a class/school library with scrap-books made by teachers and pupils. Such books should be made with brightly coloured pictures and drawings. Every school should, therefore, be able to start a simple class/school library. Textbooks that are no longer in use and other discarded books could be used to begin a class/school library.

II. **Equipping A Class/School Library**

Books for the library could be obtained from other sources like:

The Ghana Education Service (GES).

The Ghana National Association of Teachers (GNAT).

The District Assemblies.

The School Management Committees.

Past Students.

Churches and Other Organisations.

Philanthropists.

Ghana Library Board.

Ghana Book Trust.

and Non-Governmental Organisations (NGOs) such as:

World Vision.
Plan International.
Save the Children Fund.
The Rotary Club.
Valco Fund.
European Economic Community.
Friedrich Ebert Foundation.
Friedrich Nauman Foundation.
Zonta International.
ADRA.
UNICEF/UNESCO, etc.

III **Maintaining The Class/School Library**

Teachers must ensure that books in the library are properly kept and maintained. Books that get torn or damaged must be mended promptly. Teachers must also ensure that books do not get lost and pupils must be tasked to prevent thefts.

IV **Generating Interest in Reading**

Minimum Reading Targets:

Reading is crucial to progress, not only in English, but in all other subjects. One way of encouraging the JHS student to read is to make suitable reading materials available, and set minimum reading targets. As stated in the specific objectives, the target is 15 books for the year. It is expected that given the necessary encouragement many student will exceed the target.

Teachers should use various other approaches to generate interest in library reading including the following:

i. making sure children see them reading library and other books;
ii. giving gists of books read and recommending them to pupils,
iii. retelling stories read to class.
iv. giving time for pupils to tell stories read to the class; dramatize part of books read.
v. dramatizing parts of books (stories) read by pupils; writing short stories.
vi. giving prizes to pupils who read a lot of books and to those who make remarkable progress in library reading.
vii. selecting comprehension passages from class library books for terminal examinations and continuous assessment tests and tasks.

V **Checking on Pupils Reading**

Teachers should introduce measures to check on pupils'. One way is to introduce a library reading sheet as shown on the next page.

Title:..... Author:..... Nationality:.....

Publisher:..... Year of Publication:.....

Literary Type:..... No. of Pages:.....

Date Started:..... Date Completed:.....

Main Characters and Others:.....

Summary/Gist of Text:

The part I like best/don't like and reasons:

Note:

The teacher should discuss the books read by the children using this format:
This is to check on whether they have read the books.

JHS 2

SECTION 1

LISTENING AND SPEAKING

General Objectives: The student will

1. develop confidence and skills` in listening and speaking.
2. increase the ability to express him/herself with good stress and intonation.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **REVISION:** **VOWELS AND CONSONANTS**	The student will be able to: 1.1.1 articulate vowels and consonants correctly 1.1.2 pronounce problem vowels and consonants correctly. 1.1.3 Identify words that contain problem vowels and consonants	Vowels and consonants Problem vowels and consonants. <u>Vowels</u> Vowel length e.g. / i / and /i:/ as in fit /fit / and feet /fi:t/ /æ/ and /a:/ as in cat /kæt/ and cart /ka:t/ /ɔ/ and /ɔ:/ as in pot /pɔt/ and port/pɔ:tl / ʊ/ and /u:/ as in pull /p l/ and pool /pu:/ vowels before and after/m,n,/ e.g. yam/jæm/ and not /yem/ <u>Consonants</u> Substitution of a voiced consonant for a voiceless consonant.	Revise vowels and consonants (Refer to JHS1, Sect. 1, Units 1-3) Guide students to distinguish differences in vowel quality and practise making the correct sounds. (Refer to content). Students pronounce vowels that come before or after the nasals (/m,n,ŋ /) without nasalising them. Isolate peculiar words and drill students in the correct pronunciation of consonant segments and clusters. (Refer to content).	Pronunciation exercises on vowels and consonants. In pairs/groups, students pronounce problem vowels, consonants and consonant clusters in utterances. In pairs/groups, students identify words that contain problem vowels and consonants.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D)) **REVISION:** **VOWELS AND CONSONANTS**	The student will be able to:	e.g. buckle - / bʌk l / and not /bʌgl/ taxi - /tæ ksi/ and not tægzi/ answer - /a:nsə /and not /a: nzæ/ Mispronunciation of consonant clusters. e.g. /pr/and/pl/as in pray/prei/and play/plei/ /gr/and/gl/as in grass/gra:s/ and glass/gla:s/		
	1.1.4 identify words that contain silent letters at initial, medial and final positions.	Silent letters i. Initial letters not pronounced: pneumonia, knee, knife, hour, honest ii. Medial letters not pronounced: - e.g. half, could, should, castle, whistle iii. Final letter not pronounced: comb, thumb, bomb, lamb.	In pairs/groups students identify words that contain silent letters at initial, medial and final positions and pronounce them correctly.	
UNIT 2 **INTONATION**	1.2.1 identify the two basic tunes. 1.2.2 recognize changes in meaning produced by each of the two tunes.	The two basic tunes: Tune 1: Falling Intonation ↓ Tune 2: Rising Intonation ↑ Tune 1 ↓ Used in i. Statements e.g. I came. She can buy it. ↓ ii. Commands, e.g. Get out. ↓ Stop doing that. ↓	Guide students to identify the two basic tunes 1 and 2 using lines to indicate the tunes. Tune 1: e.g. Ama is my little girl. ↓ Tune 2: Is Ama my little girl? ↑	Students make sentences (oral) using the appropriate intonation. Students read out sentences using appropriate intonation.

.UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) **INTONATION**	The student will be able to: 1.2.3 use tunes appropriately in speech.	i. Questions beginning with who, what , how, why etc. e.g. Who did it? ↓ **When did you come? ↓** ii. Exclamations e.g. How beautiful! ↑ What an exciting day! ↑ **Tune 2 ↑** Used in iii. Questions: Can she do the work? Do you live here? ↑ iv. Questions demanding Yes/No e.g. Will you come? You can't come? ↑ You're coming? ↑ **NOTE**: The last 2 questions are usually spoken but not written.	Students practise giving sentences, commands, questions and exclamations to show the differences between the two tunes. In pairs/groups, students use the two tunes to ask questions and make statements. Teacher provides words and assists students to break words into syllables. Teacher assists students to pronounce syllables with correct stress.	
UNIT 3 **THE SYLLABLE AND WORD STRESS**	1.3.1 identify syllables and pronounce words with correct stress.	Identifying syllable(s) in a word e.g. come, / /um/bre/lla/ to/tal/ /hos/pi/tal/ in/tro/duc/tion/	Students break polysyllabic words into syllables. (Note that the vowel usually determines the syllable breaks) e.g. pa/ra/dise, po/si/tive, re/gis/ter, etc.	Students provide the correct pronunciation of words in a list of utterances.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) **THE SYLLABLE AND WORD STRESS**	The student will be able to:	Pronouncing words with correct stress as in. ' 'doorhan'dle 'chalkboard ' background ' headmas'ter 'archbishop Verbs ending in - ate e.g. 'elevate e'valuate, 'dominate, do'nate, etc.	Teacher plays/reads a passage with correct stress. Students practise pronouncing words examples of which are listed under content with correct stress. Students practise pronouncing words that end in 'ate'. Students to list common verbs that end in 'ate'.	
	1.3.2 identify change in stress as identical words change their grammatical functions.	Change in stress of identical words that change their grammatical functions. e.g. Noun / Verb ' import — im'port ' export — ex'port ' upset — up'set ' produce — pro'duce ' comment — co'mment	Students practise pronouncing identical words that change their grammatical functions correctly. (Refer to Content). Teacher drills students in correct pronunciation of one to four syllable words in which the function correctly changes. **NOTE:** Words of two syllables - place stress on second syllable. Words of three syllables - place stress on first syllable. Words of four syllables - place stress on second syllable	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **CONVERSATION**	The student will be able to: 1.4.1 talk about/describe people and objects.	Conversation about people and objects: e.g. personalities, missing people, missing objects, missing articles	Describe an important personality in the city/town/village Through discussion, guide students to talk about personalities e.g. District Chief Executive, the chief, a missing child, the assembly member, the best sportsman in the town/village etc.	
	1.4.2 talk about/describe occasions and festivals with correct stress and intonation.	Independence Day Anniversary, other festivals; A day in school; An event in their community etc.	Students individually talk about festivals in their localities (or about other topics in content) Class to ask questions as the presentation goes on. (Check stress and intonation and other errors)	
	1.4.3 give accurate directions.	Giving directions using distance e.g., hundred metres away, five-minute drive, thirty-minute walk, after the third junction, at the corner of the third street etc. Using arrows and landmarks to draw directions.	Guide students to give directions using the following examples: from the school to the market; from the school to the post office etc., using the expressions in the content (e.g. fifty metres away). Students draw the direction from their school to the market, or post office, using landmarks and directional arrows.	In pairs, students give directions to be carried out in or around the school. Students paste their drawings on the board etc. for inspection by class.
	1.4.4 engage in active debate on a suitable topic.	Select motions for debate: -Government should allow people to cut wood for charcoal -It is important to learn a trade after leaving school -it pays to be hardworking Teacher suggests other topics for debate. e.g. Environmental Issues, Educational Issues. <u>Language use:</u> Check tenses, rhetorical questions, simple and compound sentences quotations, describing words: adjectives and adverbs.	Guide students to follow the format for debate: Two groups of speakers for and against the motion. Three students in each group. Five students to form a panel of judges. Speakers from each group are given about 2 minutes; the leader 3 minutes. At the end of the debate, the leader sums up his/her group's points. Contributions from the audience (students) for or against the motion should be encouraged. Allow 5-10 minutes for this. Leader of the panel of judges to sum up and declare the winner.	

JHS 2

SECTION 2

GRAMMAR

General Objectives: The student will

use grammatical structures/forms accurately in speech and in writing.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **AUXILIARY VERBS** **Modals** - **can** - **may** - **need to** - **ought to** - **will** - **need** - **would**	The student will be able to: 2.1.1 identify modals and their various uses in context.	Modal verbs help to express the following: Ability e.g. She can swim. Necessity: We must finish the work by 10.00 a.m. You need to tell the truth at all times. Probability: It may rain today. We may win the match. Obligation: You ought to finish the work. She must obtain a visa before Identifying auxiliary verbs in sentences - e.g. I can swim. She will come. .	Teacher provides sentences containing modals and guides students to identify the modals Teacher produces a list of the modal auxiliaries. Note their peculiarities and discuss given examples. Students give examples of sentences with auxiliaries and show the type of auxiliary used i.e. ability, necessity, probability or obligation.	Students in pairs/groups use auxiliaries in making sentences. Students to identify auxiliaries in given sentences and state their respective functions: e.g. Adjoa can play the piano (ability).

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) **AUXILIARY VERBS**	The student will be able to: 2.1.2 use auxiliary verbs appropriately in speech and in writing.	Uses of auxiliary verbs. Modals may also be used to express: Polite requests:- May I see you for a minute? Can I borrow your pen? Permission: You may use my pen. You may sit down. Absence of obligation: You needn't run so fast. Impossibility: Abiba can't see me this evening. **NOTE**: Treat only two of the modal auxiliaries at a time	Guide students to practise using modals in speech; expressing ability, probability, necessity and obligation. **NOTE:** Draw particular attention to the tense forms and their uses: can - could may - might will - would, etc. Revise previous lesson taught on the uses of modals (ability, necessity, probability, obligation). Introduce and illustrate some more auxiliary verbs. (Refer to Content). Students individually use auxiliaries for polite requests, permission, absence of obligation and volition. Guide students in pairs to write short dialogues using the modals. Students read their dialogues to class for discussion. Draw attention to and explain need to as a modal: You need to study hard. You need to listen attentively. Guide students on the use of contracted forms in modals. e.g. You needn't go to the market. Students provide more examples.	Students fill in blanks in a given passage with the appropriate forms of the modals. Students write sentences using modals Students use contracted forms of auxiliaries in making sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **PHRASES**	The student will be able to: 2.2.1 identify phrases in context. 2.2.2 identify types of phrases in context. 2.2.3. use phrases appropriately In speech and in writing.	A phrase is a group of words that can be represented by one word. Examples of phrases: the big boy (boy), in the garden (in) very slowly (slowly, very good indeed (good) must have been dancing (dancing) Types of Phrases 1. A Noun Phrase (can be represented by a noun/pronoun) e.g. The small boy, Tony and Paul. The girl in the green dress ii. A Verb Phrase (can be represented by a verb) eg. Is going, have not been doing, would have selected iii. An Adjective (Adjectival) Phrase (can be represented by an adjective). e. g. very beautiful, very good indeed, honest enough. iv. An Adverb Phrase (can be represented by an adverb) e.g. very fast, very slowly indeed, quickly enough. v. Prepositional Phrase (can be represented by a preposition) eg. on the table, over the bar, at the beach.	Teacher provides sentences/ a and passage and shows, with explanation, the phrases in them. Students give examples of phrases in given sentences. Students give sentences and identify phrases in them. Guide students to identify types of phrases in given sentences. Students give sentences and identify types of phrases (noun, adjective, adverb, verb, preposition) Assist students to realise that the word class of the word that can replace the phrase determines the type of phrase e.g. <u>The tall boy</u> is my friend (boy) noun the tall boy – noun phrase Aba <u>is eating</u> rice and stew. (eating) verb is eating – verb phrase. Tony is <u>very honest</u> (honest) adjective **very honest** – adjective phrase. Laryea drives <u>very fast</u>. (fast) adverb, **very fast** – adverb phrase. Adamu is <u>in the garden</u> (in) preposition in the gardens – prepositional phrase **Note**: Treat only one or two types of phrases at a time. Students give examples of sentences and underline and determine the types of phrases in them	Students make sentences and identify phrases in them. Students identify types of phrases in sentences Students write sentences and underline the phrases in them.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **CLAUSES**	The student will be able to: 2.3.1 identify clauses in context 2.3.2 differentiate between main and subordinate clauses. 2.3.3 use clauses appropriately in speech and in writing.	A clause is a group of words containing a verb. The group of words may be complete on its own or may be part of a sentence e.g. We visited the man. The man is my uncle. Dela has bought a new dress. Main / Subordinate clauses e.g. This is the girl / who won the contest Your parents will be happy / if you pass your exams We will go to the market / when my mother arrives In the sentences above, the main clauses are complete sentences, the subordinate clauses are not.	Revise simple sentences. Play back/read a passage. Help pupils identify simple sentences. Use these passages to help students see that some clauses are sentences while others are parts of sentences. Students give examples of clauses that are complete in themselves and some that are parts of a sentence. Guide students to make related sentences and combine them. e.g. I saw the man. He taught me in school I saw the man who taught me in school. Show that the sentence can be broken up into two: main and subordinate clauses. E.g. I <u>saw the man</u> <u>who taught me in school.</u> *Main clause* *Subordinate clause* Teacher provides sentences for pupils to indicate the main clause and subordinate clause in the sentences. Students give examples of sentences and indicate the main and subordinate clauses.	Students make sentences containing main/subordinate clauses. Students to write sentences and underline the main and subordinate clauses.

<table>
<tr><th>UNIT</th><th>SPECIFIC OBJECTIVES</th><th>CONTENT</th><th>TEACHING AND LEARNING ACTIVITIES</th><th>EVALUATION</th></tr>
<tr><td>UNIT 4

VERB TENSE FORMS:

Past Perfect
Past Perfect Continuous</td><td>The pupil will be able to:

2.4.1 distinguish the Past Perfect tense from the Past Perfect Continuous.

2.4.2 use the Past Perfect Continuous Tense form correctly</td><td>Past Perfect: had + Past Participle

Past Perfect Continuous Tense form had been + ing form

Using the Past Perfect Continuous Tense form correctly.
It is used to express an action which took place over a certain period in the past.
It is the same form for all persons e.g.

<table><tr><td>I
You
He/she/it
We
You
They</td><td>had

had</td><td>

been</td><td>sleeping
running
studying
walking
reading
working
eating
dancing</td></tr></table></td><td>Revise the Past Perfect Tense.
e.g. I had gone to school when my sister arrived
Ato had left the classroom when the teacher came.

Pupils give more examples of sentences with the past perfect tense.

Introduce the Past Perfect Continuous Tense Form. (Refer content)

e.g. I had been sleeping.

You had been working

Guide pupils to form similar sentences using a substitution table.

Explain and illustrate the fact that the tense form is the same for all persons. (Refer content).

Pupils practise using the Past Perfect Continuous Tense in given sentences.</td><td>Pupils change sentences from Past Perfect to Past Perfect Continuous.

Pupils complete sentences using the appropriate verb forms.

Pupils form sentences using Past perfect Continuous Tense.</td></tr>
</table>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D) **VERB TENSE FORMS:** **Simple Future**	The student will be able to: 2.4.3 express future time appropriately in speech and in writing.	The future may be expressed in three ways: i. .Using 'shall' or 'will' e.g. I <u>shall</u> see you soon. He <u>will</u> be here by noon. ii. Using the -ing form of the verb. e.g. She is <u>arriving</u> next week. I am <u>celebrating</u> my birthday tomorrow. iii. Using the Simple Present Tense. e.g. I <u>leave</u> for home tomorrow. Kofi <u>goes</u> to Accra this afternoon.	Revise uses of the simple present tense. Tell/read/play back what someone intends to do in future. Help students to identify the auxiliary verbs <u>shall</u> and <u>will</u> which are used to form future tense. Students give examples of future simple sentences using 'shall' and 'will'. Discuss and illustrate the other forms of expressing the simple future using the 'ing' form of the verb and the Simple Present Tense. She <u>is leaving</u> for London on Monday. We <u>write</u> our final exams next year.	In pairs/groups, students do oral exercises involving the three ways of expressing the future. Students write sentences and state the form in which the is expressed. e.g. We <u>start</u> our vacation on Monday (Simple Present). Discuss students' sentences and point out and correct errors.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 **COMPOUND SENTENCES**	The student will be able to: 2.5.1 identify the compound sentence	Compound sentences are formed by joining two or more simple sentences. The simple sentences are independent clauses. They can stand on their own. They are joined by coordinating conjunctions e.g. AND, BUT and OR. The conjunctions are also called coordinators. Simple Sentences (Independent Clauses) I bought a pen. She bought an eraser.	Provide a short passage and assist students to find simple sentences in them. Let students observe carefully how they are joined. Students provide pairs of simple sentences. Teacher to provide appropriate coordinating conjunctions.	Provide simple sentences/a passage with missing coordinating conjunctions for students to fill in blanks with the appropriate coordinating conjunctions. Students join pairs of simple sentences with coordinating conjunctions
	2.5.2 join simple sentences to form compound sentences.	Compound Sentence. I bought a pen but she bought an eraser. Simple Sentences Yaa studied very hard. She passed the examination. Compound Sentence Yaa studied very hard and (she) passed the examination. Simple Sentences Ato will come by bus. Ato will come by taxi Compound Sentence Ato will come by bus or (he will come) by taxi.	Guide students to join the pairs of simple sentences with appropriate coordinating conjunctions to form compound sentences (Refer to content)	Ama is tall. Ekow is short. Kojo danced well. They clapped for him Rachel will use a pen. Rachel will use a pencil.
	2.5.3 use compound sentences in oral/written expressions	Compound sentences in oral/written expressions.	Guide students to write compound sentences.	Students read their sentences. Class discusses the use of compound sentences in presentations.

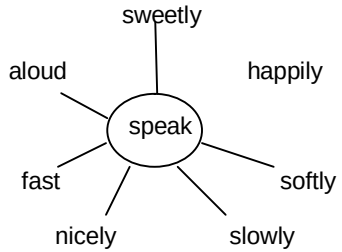
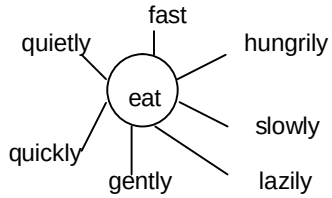
UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 **COMPLEX SENTENCES**	The student will be able to: 2.6.1 identify complex sentences 2.6.2 construct complex sentences. 2.6.3 use complex sentences in oral/written expressions.	Complex sentences are formed by joining two or more simple sentences with a subordinating conjunction e.g. because, so, after, before, while, if, since, unless, until. Simple sentence: e.g. Kofi arrived late. He missed the bus. Complex sentence: Kofi arrived late because he had missed the bus. He left the room. The teacher arrived. He left the room before the teacher arrived. Complex sentences in oral/written expressions.	Provide a passage for students to identify simple sentences Students provide pairs of simple sentences. Teacher provides subordinating conjunctions. Guide students to join the pairs of simple sentences with appropriate conjunctions (because, so, after etc.) to form complex sentences. (Refer to Content) <u>Guide students to note</u> that the part of the complex sentence introduced by the subordinating conjunction is the dependent clause or subordinate clause. The other part of the sentence is the main clause e.g. *Main clause* <u>She went to the hospital</u> | <u>because</u> *Subordinate clause* <u>she was ill</u> .	Provide simple sentences/passages with missing conjunctions. Students fill in blanks selecting from a list of given conjunctions. Students complete sentences using dependent or main clauses, e.g. (a) He studied very hard _____ (b) _____ although she danced gracefully.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 **CONDITIONAL SENTENCES**	The student will be able to: 2.7.1 use conditional sentences appropriately.	Conditional sentences are made up of two parts: The subordinate or dependant clause (if clause) and the main clause. e.g. If my friend comes, (subordinate clause) we will go to the library. (main clause)	Revise complex sentences, drawing attention to clauses. (Sect. 2, Unit 3) Introduce conditional sentences in context: e.g. If it rains, we shall plant the vegetables. Explain the structure of the conditional sentences (clause types). Students give examples of conditional sentences. Draw attention to the changes in meaning in the three types.	Students classify given conditional sentences into types. Students write a paragraph on: What I would do if I were the president of Ghana. Students construct sentences based on the type of conditional clauses.
	2.7.2 distinguish between two types of conditional sentences.	The Present Conditional (open condition) and the Past Conditional (hypothetical Condition) sentences and differences in meaning of each type. The three types are as follows: i. Present Conditional If + Present + future e.g. If she comes, I will tell her. ii. Past Conditional If + Past + Conditional e.g. If she came, I would tell her.	Read/tell/play a passage containing Conditional Type 1 sentences. Change the sentences into Types 2 and 3. Students to come out with the meaning of the sentences. Present conditional: If she comes, I will tell her (It's possible she will come). Past conditional: If she came, I would tell her (It's remotely possible that she will come. It's uncertain that she will come).	Students match parts of given conditional sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 (CONT'D) **CONDITIONAL SENTENCES**	The student will be able to: 2.7.3 use conditional sentences appropriately in speech and in writing.		Students give examples each for present conditional sentences, past conditional sentences **NOTE:** Teacher should not rush through the teaching of conditional sentences. He/she should make sure that each concept is fully understood by pupils.	Students write examples of the conditional sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 8 **COMPLEX PREPOSITIONS**	The student will be able to: 2.8.1 identify complex prepositions in sentences.	Complex prepositions consist of more than one word - in front of, on behalf of, in view of, in spite of, due to, near to, because of, etc. e.g: The tree is <u>in front of</u> the house. The prefect spoke <u>on behalf of</u> the class.	Teacher assists students to revise simple prepositions Play back/read a passage with complex prepositions. Help students to identify complex prepositions. Guide students to give examples of complex prepositions. Through examples students learn that prepositions usually come before nouns/noun phrases/pronouns.	Form sentences using complex prepositions. Fill in blanks with the appropriate complex prepositions. Identify prepositions and determine their types from a given passage.
	2.8.2 categorise and determine the meaning and uses of complex prepositions. 2.8.3 use complex prepositions in speech and in writing.	Categorising and determining meaning of complex prepositions: Those that may express <u>place</u>: e.g. near/close to, in front of, out of, far from, by the side of, etc. Those that may express <u>time</u>: e.g. in time of, about to, during the course of, at noon, for one week, etc. Those that may express <u>reason</u>: e.g. due to, because of, on account of, as a result of, etc. Those that may express <u>concession</u>: e.g. in spite of, apart from etc. Other complex prepositions are: by means of , by dint of (hard work), etc.	Students note prepositions that express different functions such as place, time, reason, concession. Students form sentences containing complex prepositions that express place, time, reason and concession.	Teacher provides sentences with complex prepositions for students to categorise the prepositions. Students write own sentences with some of the complex prepositions.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 9 **POSSESSIVE, AND REFLEXIVE PRONOUNS**	The student will be able to: 2.9.1 distinguish between Possessive and reflexive pronouns.	Possessive pronouns show ownership: They are: mine, ours, yours, hers, his, its, theirs. e.g: This book is <u>mine</u> and that is <u>yours.</u>	Revise pronouns. Students identify pronouns in given sentences. Read/play back a passage with possessive and reflexives pronouns. Point out their forms, drawing special attention to singular and plural forms. (Refer to content).	Students use pronouns in speech.
	2.9.2 use possessive and reflexive pronouns appropriately in speech and in writing.	Reflexive pronouns are used to show that an action performed by the subject (doer) in a sentence refers back to the subject. e.g. i. The girl hurts <u>herself.</u> ii . The students praised <u>themselves.</u> The reflexive pronouns are: <u>singular</u> <u>plural</u> <u>1st person</u>: myself ourselves <u>2nd person</u>: yourself yourselves <u>3rd Persons</u>: himself herself themselves itself Emphatic use of pronouns refers to the use of a pronoun to emphasise nouns or ponouns: e.g.: <u>Esi herself</u> opened the door. She opened the door <u>herself.</u> I did the work <u>myself.</u> He cooked the food <u>himself.</u>	Students in pairs/groups write sentences using the two kinds of pronouns. Students read out sentences for discussion. **Note**: Draw attention to the problem of redundancy or ambiguity as in: The boy saw the headmaster himself. * It is not clear who <u>himself</u> refers to. This can be rewritten as: The boy himself saw the headmaster.	Students identify and classify pronouns in a given text as Possessive and Reflexive. Students use the two types of pronouns in sentences for discussion.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 10 **ADVERBS:** **Manner** **Place** **Time**	The student will be able to: 2.10.1 identify the various types of adverbs in context. 2.10.2 use the adverbs appropriately in sentences (oral/written).	Adverbs of manner, place and time. Adverbs tell us <u>how</u>, <u>where</u> and <u>when</u> something happens i.e. They tell us more about the action. Adverbs usually come after the verb. Many adverbs end in -ly and are usually adverbs of manner. e.g. Sahada danced <u>gracefully.</u> The soldier fought <u>bravely.</u> Other adverbs do not end in -ly. e.g. Yaro works <u>hard</u> (How) - (Manner). Baba works <u>here</u> (Where - Place) Akweley works <u>every</u> day (When - Time). Adverb positions in sentences: <u>Quietly</u>, she walked out (beginning) (Manner). She walked <u>quietly</u> out (middle). She walked out <u>quietly</u> (end). Note: A sentence can take two or more adverbs. e.g. Aku works <u>hard here</u> <u>every</u> day.	Revise simple sentences. Play back/read a passage with adverbs of manner, place and time. Write parts of the passage on the board and underline the adverbs. Introduce adverbs using students' sentences. e.g. I go home <u>early.</u> She drives <u>fast.</u> He talks <u>slowly.</u> Guide students to make sentences using adverbs as above and indicating their forms (manner, place, time). Play the word wheel game in which students give as many adverbs as possible to describe an action. e.g.   	Students to use given adverbs in sentences and indicate their type. E.g. He talks <u>slowly</u> (Manner). She danced <u>here</u> (Place). She went <u>yesterday</u> (Time). In pairs/groups, pupils practise forming sentences using same adverbs in different positions.

JHS 2

SECTION 3

READING

General Objectives: The student will

read, understand and derive information from texts of varied nature.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **COMPREHENSION**	The student will be able to: 3.1.1 read and recall simple facts and ideas.	Reading texts fluently for facts and ideas. **NOTE:** Reading should cover supplementary texts selected for the term	Select suitable texts e.g. passages from course books, stories, poems, plays, newspapers, magazines, selected literature texts. Students read texts silently noting down difficult words and expressions. Assist students to discuss the meaning of unfamiliar/difficult words and expressions in their contexts in the texts. (Use the dictionary sparingly). Students answer various types of questions on the text. Through teacher prepared questions and other follow up questions, students to provide answers to show understanding of texts read.	Students write answers to questions based on texts. Students use vocabulary discussed in their own sentences.
	3.1.2 answer inferential and derivative questions	Making inferences and predictions from texts read.	**NOTE:** Comprehension questions should go beyond information directly contained in the text. Students are expected to learn to make inferences and predictions based on some preliminary information.	Follow up discussion of text read. Teacher to assist students to make further inferences and predictions from texts read.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **SUMMARY WRITING**	The student will be able to: 3.2.1 identify and write main points in given texts.	Identifying main points in texts.	Identifying a suitable text for summary. Students search for main and subsidiary points. List them for class discussion.	
	3.2.2 summarise ideas in given texts.	Writing summaries of main points in full sentences. Points to note: Features: knowledge of text Structure: content/function Ideas: main/subordinate points/ideas. Interpreting the summary task e.g. keeping to sentences. Limits - In not more than seven sentences. Using one's own words as much as possible.	Students practise summary writing in small groups using points identified by class and listed on the board **NOTE**: Insist on uniformity in presentation of points e.g. use sentences/phrases throughout. Students in groups to present their summaries for class discussion.	Students summarise a given text.

JHS 2

SECTION 4

WRITING

General Objectives: The student will be able to:

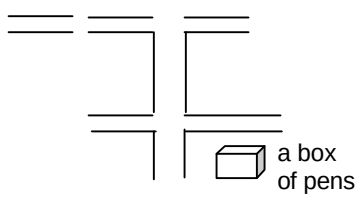
1. write and organise ideas logically on specific topics
2. communicate ideas fully and effectively through writing

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 CONSOLIDATION **Punctuation Marks**	The student will be able to: 4.1.1 punctuate given sentences appropriately.	Punctuation marks make it possible for the reader and others to understand what he/she reads. Without them reading becomes difficult. Punctuation marks will indicate whether a sentence is a statement, an exclamation or a question, for example.	Teacher assists students to revise punctuation marks (full stops, commas, question and exclamation marks) Provide sentences for students to punctuate appropriately e.g. My mother went to the market and bought oranges tomatoes and pepper Who gave the book to you What a beautiful goal	
	4.1.2 punctuate given passages appropriately.	Punctuate sentences in given passages.	Students punctuate short passages and discuss the appropriateness of punctuation marks and capital letters used.	Students punctuate given sentences and passages.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **WRITING DIALOGUES** ` **UNIT 3** **WRITING SIMPLE ARGUMENTS**	The student will be able to: 4.2.1 write dialogues involving two or three characters with three or four exchanges. 4.3.1 write arguments for/against motions.	Dialogues between two or three characters with three or four exchanges. Logical arrangement of exchanges. <u>Focus on Grammar</u> Appropriate use of inverted commas and other punctuation marks. i. Direct speech ii. Contracted forms Writing arguments for/against specific motions e.g. Corporal punishment must be reintroduced in schools. Characteristics of arguments: Stating positions Developing logical arguments and vice versa. Concluding the argument.	Read/play back a dialogue for students to listen attentively to. Discuss features of dialogues with students using specific examples e.g. between doctor and patient. Organise students to hold dialogues in given situations e.g. shopkeeper/customer, driver/passenger, policeman/stranger, Introduce the point that direct statements in a dialogue are enclosed in inverted commas, e.g. Mary: Where are you going? Oko: I'm going to school. Mary: I'll go to school too Oko: Shall we walk together then? Students in groups to write a dialogue between three persons. Discuss examples of argumentative issues/topics. Discuss characteristics of arguments. Guide students to choose positions and advance reasons in support of their positions. Divide class into two. Assist them to select a topic for debate. Let them take a stand and ask each group to write out its argument for presentation in class. Discuss some of the arguments with class pointing out mistakes if any.	In pairs, students write dialogues of four exchanges on a topic. Further practice in pairs or groups involving writing down exchanges. Working individually, students write arguments for/against a proposition agreed on by class.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **WRITING SPEECHES/TALKS**	The student will be able to: 4.4.1 write speeches and talks on various topics for a specified audience.	A talk is generally shorter than a speech and is delivered to smaller groups . e.g. A Talk on Drug Abuse for JHS 3 students in a school Talks may be limited to a single issue. A speech is generally more formal than a talk e.g. A speech by the School Prefect at the School Open Day. Speeches may deal with several issues. Eg. Features: Addressing the audience with vocatives: Mr. Chairman/Madam Chairperson.... Headteacher and staff, Fellow Students, Ladies and Gentlemen. Use of appropriate language One important thing to consider in both talks and speeches is the type of audience. For instance, a speech to classmates should be different from a speech for an adult audience.	Read a prepared speech or talk to the class. Discuss the various features of Talks and Speeches pointing out differences between them. Draw students' attention to the need to be consistent in using either capitals or small letters in the vocatives. Groups discuss and draft talks on topics of their choices selected from a list drawn up by class. NB Remind students of the need to address the chairperson and the audience periodically in a speech. <u>Formal Speech</u> -Use of polite language -Use of quotation -Use of formal language -Use of rhetorical questions <u>Informal Speech</u> -Use of contracted form -Use of repetitions -Use of tense appropriate to topic -Use of rhetorical questions	Students write speeches/talks on given topics and deliver in class.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (Cont'd) **WRITING SPEECHES/TALKS**	The student will be able to:	Use of rhetorical questions: e.g. Who doesn't want to succeed as a student? Points to consider in Talks and Speeches: -Audience, -Purpose -Language: Use of appropriate vocabulary, contracted forms cannot be used in speeches. -End speech by expressing gratitude e.g. Thank you.	Group drafts to be read out and discussed. Draw attention to problems and guide groups to make corrections.	
UNIT 5 **WRITING REPORTS**	4.5.1 write reports on specific events/activities.	Writing reports on events/activities e.g. sports/games/field trips / excursions, a fight, theft, etc. Features: Heading, introduction, day and date, time, writer's full name and signature etc. Use of language, e.g. passive structure, formal language.	Discuss various activities on which reports are usually written and the type of recipients i.e. Headmaster, Police, etc. Read a report (if available) on a school activity and discuss its content and features. Discuss the peculiar features of reports, e.g. reports or statements to the police do not normally have paragraphs.	Students write reports on school activities to the Headmaster.
UNIT 6 **ARTICLES FOR PUBLICATION.**	4.6.1 write articles for publication in class/school magazines and newspapers.	Writing articles on issues/topics for publication. Features of articles: heading, name of writer, etc.	Read sample articles from magazines/newspapers to pupils and discuss the features of the articles. Select a topic of interest to the pupils and discuss it with them. Guide students to plan and write an article on the topic in small groups.	Students write articles for vetting and pasting on class notice/bulletin board.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 **EXPOSITION** **Processes and Directions**	The student will be able to: 4.7.1 describe processes clearly using appropriate vocabulary and structures. 4.8.2 give clear oral/written directions to specific places.	Describing processes. Use of language: logical presentation of facts/ideas. Paragraphing: different ideas in different paragraphs. Describing various processes such as the cultivation of some crops, preparation of dishes, soap making, basketry, etc. Features: Passive/imperative structure e.g. The pot is put on fire/put the pot on fire. Logical arrangement of facts in paragraphs. Giving oral/written directions for the guidance of strangers to locate specific places in towns, cities, villages, school compounds, etc. Form logical arrangement of directions. References to landmarks e.g. hills, buildings, roads, junctions, etc. Use of short sentences in the imperative e.g. walk past, go straight, take the first turn on your left, turn right/left, etc. JHS 2  <u>Language use:</u> - Passive/Active forms - Simple present /Habitual tense - Judicious use of adverbs. - short sentences	Select a process and discuss it with students. In groups, students choose and discuss specific processes. Students write descriptions and read to class. Discuss group presentations with whole class. Draw attention to appropriate vocabulary and structures. Give class a set of written directions to follow on a short compound-based treasure hunt. Discuss the directions and point out the specific features. In pairs, students write similar directions to be followed by another group in a treasure hunt. Guide groups in their work. Groups engage in treasure hunt and discuss difficulties at the end. Students select a specific place and list on the board, the landmarks to look for, the junctions, and the turns etc. needed to get to the place.	Students in pairs select and describe specific processes. Students write a paragraph of about ten lines giving directing strangers to specific locations e.g. to the student's house or to other places in the village/town/city e.g. market, post office, etc., using short sentences as described in content.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 8 **FILLING IN FORMS.**	The student will be able to: 4.8.1 complete forms appropriately.	Completing simple forms such as: forms for application for membership of clubs/societies, admission to institutions, application to open a bank account, for scholarships, cheques, etc. Features: Name - Surname followed by other names, Date of Birth, Sex, Age, Place of Birth, Hometown, Nationality, Father's Name, Mother's Name Occupation, Language(s) spoken etc.	Discuss samples of forms (application, pay-in slips, membership, identity cards) Explain technicalities e.g. Occupation: Teaching not Teacher. Profession: Teacher Differences between place of birth and hometown, etc. Produce specimen forms and discuss them with students. Guide class to design a simple form for application for membership of specific school clubs/societies, e.g. The Debating Society, Writers' Club. Take class through a completion exercise using the forms designed.	**NOTE:** Teacher should obtain copy of JHS answer sheets and other relevant forms and help pupils learn to fill the forms. Design variety of forms for students to do practice exercises.

JHS 2

SECTION 5

LITERATURE/LIBRARY

General Objectives: The student will

1. read for understanding and for pleasure
2. see the relevance of and appreciate oral and written literature
3. develop the love for creative writing

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **PROSE:** **SHORT STORIES** **African/Non-African**	The student will be able to: 5.1.1 read stories fluently and with understanding.	Reading stories aloud and fluently.	Students take turns to read aloud parts of a story. Teacher notes difficult words to be explained in context with the help of the dictionary and helps to correct wrong stress and intonation in reading. Students read again, parts of stories which were not well read.	
	5.1.2 read stories silently.	Silent Reading	Students read a story silently and answer questions posed by teacher.	
	5.1.3 say what a story is about.	The theme of a story – what the story is about.	Led with questions, students discuss theme, setting, plot, characters, etc. in pairs and then in groups. e.g. "What is the story about"?; ""Who are the characters in the story"? etc.	Students write their impressions of a character in the story (whether they like the character or not and give reasons).
	5.1.4 determine how stories are developed i.e. plot.	Development of the story – plot. Location/ time of the story - setting		
	5.1.5 identify characters in stories.	Characters in a story.		

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) **PROSE:** **SHORT STORIES** **African/Non-African**	The student will be able to: 5.1.6 state roles played by various characters.	Roles of different characters.	Through questions, teacher assists students to discuss the roles played by different characters in the story; how each character contributes to the plot e.g. interesting, sorrowful, irritating, humourous.	
	5.1.7 bring out features that make a story Ghanaian, African or Non-African.	Features that make stories Ghanaian, African or Non-African. i.e. vocabulary, expressions, cultural/social background, songs, interludes, sound effects, names, settings, etc.	Teacher outlines the features that make a story Ghanaian, African or Non-African. Students discuss the story and point out the features that make the story Ghanaian, African or Non-African.	Students distinguish features that make stories Ghanaian, African/Non-African.
UNIT 2 **POETRY** **SIMPLE POEMS:** **African/Non-African**	5.2.1 read the poems aloud.	Reading poems aloud.	Students in turns read poems aloud. Note difficult words and expressions for explanation and discussion.	
	5.2.2 read poems silently to identify the themes.	Reading poems silently for study. Themes of poems.	Students read poems silently. Students to state and discuss the themes of the poems.	Students discuss their impressions on what the poem is about.
	5.2.3 identify devices used e.g. symbol, imagery etc.	Devices used e.g. symbols, imagery, or words that appeal to the senses of taste, sight, etc.	Help students to identify the devices used in the poems to bring out the meaning. Students use the devices i.e., simile, metaphor, symbol, etc. in their own expressions. (Class to comment on whether devices are used correctly in pupils' sentences and other expressions).	Students identify features that are specific to particular poems e.g. theme, setting, use of poetic devices, etc.
	5.2.4 identify features that make poems African or Non-African.	Features that make poems African/Non-African: Vocabulary, expressions, cultural/social background, sound effects.	Teacher assists students to identify features that make a poem African or Non-African. Students state whether a poem read in class is African or Non-African, citing specific features to back their opinion.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **DRAMA** **SIMPLE PLAYS:** **African/Non-African.**	The student will be able to: 5.3.1 state what a given play is about. 5.3.2 write a summary of the story of a given play. 5.3.3 identify characters and their roles in plays. 5.3.4. act parts of the plays read	Reading plays aloud. Theme, subject matter etc. of plays. Devices used in plays. Explaining words and expressions in context. Characters and roles. Divisions and features e.g. Acts, Scenes, Cast, etc. Features that make plays African/Non-African: i.e. vocabulary, expressions, cultural/social background, sound effect, songs, interludes, etc.	Guide students to read a play for proper effect. Students work in groups to identify and discuss themes, plot, vocabulary, expressions, etc. Students to identify the devices used in the plays read to highlight their meaning of statements etc. Teacher/students identify words and expressions and explain the meaning in their context. Students to identify and discuss characters in plays read and the roles they play. Students identify characters and their roles in the play. Teacher to assist pupils to identify acts, scenes, acts etc. in a given drama. Guide students to identify features in a play that make it different from other genres (African/Non-African).	Students to act parts/scenes of plays in groups.

LIBRARY

1. **General Objectives**: Students will:

   i. develop the love for reading;

   ii. develop interest in, and acquire the habit of reading for pleasure and for academic purposes;

   iii. read for information on various topics.

   iv. read a minimum of 9 books by the end of the year.

2. **Specific Objectives**: Students will:

   i. acquire the skills for handling books;

   ii. read at least 15 story books;

   iii. express their views on stories read and the characters in them;

   iv. talk and write about books read.

3. **General Guidelines on Library Work**:

   (a) Introduce students to books/library.

   (b) Teachers should introduce pupils to books with special emphasis on handling and care.

   I Introduce students to the class/school library and how it is organised.

   II. Students should also be educated on library rules, such as borrowing procedures.

I. **Starting The Class/School Library**

A library could be a room full of books or a simple collection of books neatly arranged in cartons or boxes and available for pupils to read.

Teachers can start a class/school library with scrap-books made by teachers and pupils. Such books should be made with brightly coloured pictures and drawings. Every school should, therefore, be able to start a simple class/school library. Textbooks that are no longer in use and other discarded books could be used to begin a class/school library.

II. **Equipping A Class/School Library**

Books for the library could be obtained from other sources like:

The Ghana Education Service (GES).

The Ghana National Association of Teachers (GNAT).

The District Assemblies.

The School Management Committees.

Past Students.

Churches and Other Organisations.

Philanthropists.

Ghana Library Board.

Ghana Book Trust.

And Non-Governmental Organisations (NGOs) such as:

World Vision.
Plan International.
Save the Children Fund.
The Rotary Club.

Valco Fund.
European Economic Community.

Friedrich Ebert Foundation.
Friedrich Nauman Foundation.
Zonta International.
ADRA.
UNICEF/UNESCO, etc.

III Maintaining The Class/School Library

Teachers must ensure that books in the library are properly kept and maintained. Books that get torn or damaged must be mended promptly. Teachers must also ensure that books do not get lost and pupils must be tasked to prevent thefts.

IV Generating Interest in Reading

Reading Targets:

Reading is crucial to progress, not only in English, but in all other subjects. One way of encouraging the primary school child to read is to make suitable reading materials available, and set minimum reading targets. As stated in the specific objectives, the target is 15 books for the year. It is expected that given the necessary encouragement, many student will exceed the target.

Teachers should use various other approaches to generate interest in library reading including the following:

i. making sure children see them reading library and other books;
ii. giving gists of books read and recommending them to pupils,
iii. retelling stories read to class.
iv. giving time for pupils to tell stories read to the class; dramatize part of books read.
v. dramatizing parts of books (stories) read by pupils; writing short stories.
vi. giving prizes to pupils who read a lot of books and to those who make remarkable progress in library reading.
vii. selecting comprehension passages from class library books for terminal examinations and continuous assessment tests/tasks.

V Checking on Pupils Reading

Teachers should introduce measures to check on pupils'. One way is to introduce a library reading sheet as shown on the next page.

Title:..... Author:..... Nationality:.....

Publisher:..... Year of Publication:.....

Literary Type:..... No. of Pages:.....

Date Started:..... Date Completed:.....

Main Characters and Others:.....

Summary/Gist of Text:

The part I like best/don't like and reasons:

Note:

The teacher should discuss the books read by the children using this format:
This is to check on whether they have read the books.

JHS 3

SECTION 1

LISTENING AND SPEAKING

General Objectives: The student will

1. develop confidence in listening and speaking.
2. read a variety of texts with the appropriate stress and intonation.
3. increase the ability to express himself/herself orally.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **INTONATION**	The student will be able to: 4.2.2 use the two basic tunes in speaking. 1.1.2 practise other uses of tune 2.	The two basic tunes in speech. (Ref. Year 2, 1.2.1 – 1.2.3) Other uses of Tune 2: <u>Polite Requests</u> e.g. "Salt, please". ↑ "Could you please open the window?" ↑ <u>In the first clause of a sentence</u> e.g. When you come, ↑ we shall go. ↓ <u>All items in a list except the last item</u> e.g. She bought a pen, ↑ a pencil, ↑a ruler↑ and an eraser. ↓	Assist students to revise the two basic tunes (Refer to JHS2, Sect. 1, Unit 2) Guide students to revise the different ways of using Tune 2 i.e., for expressing polite requests or surprise as in: ↓↑ I don't know you like it. ↓ (Tune 1 definite). I don't know you like it. ↑ (Tune 2 surprise). (See other examples in content). In pairs/groups students practise the basic tunes and explain their effects. Provide sentences and/or passages for students to read using the appropriate tune.	Students to read some sentences using the correct tune. (Tune 1 and Tune 2)

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **REVISION OF VOWELS AND CONSONANTS.**	The student will be able to: 1.2.1 articulate vowels and consonants 1.2.2 articulate difficult sound correctly	Vowel and consonant sounds (Refer to Year 1; Sect.1; Units 1 and 2 of). Problem consonant sounds and their correct pronunciation. Pronunciation of final '**s**'. as plural marker e.g. stick è sticks è /s/ bag è bags è /z/ badge è badges è /iz/ Third person singular marked in a verb e.g. think è thinks è /s/ bleed è bleeds è /z/ push è pushes è /iz/ A possessive marker e.g. cat's è /s/ dog's è /z/ rose's è /iz/ Pronunciation of final - '**ed**' as in: mark marked t bag bagged d want wanted id	Revise vowels and consonants. Guide students to note pronunciation of final's' after: - words ending in voiceless consonants. - words ending in voiced consonants. - words ending in: /sibilant sounds – /ʒ/ /z/ /ʃ/ /tʃ/ dʒ/ /. ---.. Guide students to pronounce the final 'ed' as a past tense marker. - Verbs whose present tense forms end in a voiceless consonant add 'ed' which is pronounced / t/ - Verbs whose present tense forms end in a voiced consonant add - 'ed' which is pronounced /d/. - Verbs whose present tense forms end in t, or d, add - 'ed' is pronounced /id/. Guide students to note that the possessives change in pronunciation.	Students add final **'s'** or '**ed**' to relevant words and pronounce them. Students read a short passage, mark final 's' and 'ed' endings and pronounce them correctly.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **WEAK FORMS**	The student will be able to: 1.3.1 identify weak forms and pronounce them correctly.	Weak forms are generally words that are normally unstressed e.g. Prepositions - to, on, in, by, at, etc. Articles - a, an, the. Conjunctions - and, but, for. Auxiliary Verbs (primary and modal) – do, have, be, can, might, etc. Personal Pronouns - 1, you, he, she, it, we, etc.	Revise prepositions, articles, conjunctions, etc. Revise stress on words (Refer to JHS 2, Sect. 1, Unit 3) Guide students to note that weak forms are usually unstressed in utterances. Content words are however stressed. <u>Content Words</u>: words used for names, things, actions e.g. old, men, put, etc. Function words: words that help content words to function e.g. to, the, thy, has, yet etc.	Students read aloud short passages giving weak forms the appropriate pronunciation.
UNIT 4 **CONVERSATION**	1.4.1 speak spontaneously and fluently in introducing speaker/chairman at meetings, and in giving the Vote of Thanks.	Thinking and speaking spontaneously and fluently. Introduction of Speaker/Chairman -Background of Speaker/Chairman -Type of work and qualities Vote of Thanks -Thank the Speaker/Chairman for a good work done. (Generally it is polite to start with courtesies to the chairman, speaker and other dignitaries present) -Thank other persons and officials who were connected in organizing the function.	Take students through the essential features and procedures for introducing the speaker and/or chairman for an important meeting or debate. (See content for points to include in making the introductions) Assist students to learn the procedure for giving the Vote of Thanks after meetings or debates etc.	Students conduct a meeting or engage in a debate.
	1.4.2 express him/herself fluently and purposefully in debates, impromptu speeches and in formal speeches.	Short impromptu speeches on an issue.	Students to select a topic: e.g. “The dangers of HIV/AIDS”, “The need to pay one’s taxes,” “Men and women are all equal,” A house-help should be treated as part of the family.”	Students make impromptu speeches in given contexts/situations e.g. Introducing the Chairman; Giving the Vote of Thanks

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D) **CONVERSATION**	The student will be able to:	In an impromptu speech, one has to assess the topic very quickly and determine two or three points connected with the issue before one starts talking. During impromptu debates and arguments. It is important to think very fast. Select relevant points in your head; arrange them logically as you debate or argue. Follow the opponents points or arguments closely and find counter arguments immediately.	Select students to make short speeches on the topic of their choice. (Discuss students' presentation and correct possible mistakes. Draw attention to delivery points needing more practice e.g. rhythm, intonation, stress, etc.) Select a topic for an argument and let two groups of two or three students argue on the topic. Declare a winner by consensus. -Organize an impromptu debate with two students on each side, with a chairman. NOTE: The impromptu debate is like the impromptu argument above. One does not have time to prepare for it. One therefore has to think very fast as the debate progresses.	
		Delivery of formal speeches e.g. as a school prefect. In such a case one has some time to prepare the speech. The following considerations will be helpful: -The objective of the conference/function -The special needs/viewpoints of the delegation. -The type of host(s)/audience.	Students in groups, one acting as leader to prepare a formal speech to be delivered at a Speech Day function.	
	1.4.3 function as a secretary/ in a meeting/debate formal functions etc.	The Secretary -Takes minutes -Have minutes typed -Discusses content of minutes with chairman and they agree on points in minutes. -Final typing of minutes for the club. Short impromptu speech on an issue. <u>Language use:</u> use of vocatives, (no contractions) formal language, right tense	Students to organize a mock special meeting or debate; select speaker and chairman; nominate one student to introduce the chairman; the chairman to introduce the speaker, one other student to give the Vote of Thanks at the end of the meeting/debate; and another student to serve as Secretary.	The Secretary for the mock meeting or debate to read his/her report to the class. Secretary to correct the minutes and present it again to the class

JHS 3

SECTION 2

GRAMMAR

General Objectives: The student will

use grammatical structures/forms accurately in speech and in writing.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **RELATIVE CLAUSES:** **Defining and Non-Defining.**	The student will be able to: 2.1.1 identify relative clauses in sentences.	Relative Clauses usually begin with that, who, whom, which. Relative clauses usually come immediately after the nouns they relate to. They qualify or describe the nouns they relate to. Examples are; The girl <u>who won the prize</u> is my sister. The dog <u>which guards the house</u> is very fearful.	Revise main/subordinate clauses. Introduce and give examples of relative clauses and their functions. (Refer to content). Students identify and label clauses appropriately in sentences provided by teacher. Students to make sentences (orally) and indicate the relative clauses.	
	2.1.2 use defining/non-defining relative clauses appropriately in speech and writing.	Defining and non-defining relative clauses:	Teacher assists students to distinguish between defining and non-defining relative clauses. (Refer to Content).	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) **RELATIVE CLAUSES:** **Defining and Non-Defining.**		A defining relative clause is not separated from the main sentence by commas. It forms an important part of the sentence. e.g. The boys who came late were punished. (Defining: "who came late" defines the type of boys who were punished). A non-defining relative clause is usually separated from the noun it relates to by commas, brackets or dashes. e.g. My sister, who bakes bread, is out of town. Mr. Odum, who teaches in the school, has been promoted Non-defining relative clauses can be left out of sentences without affecting the meaning of the sentences e.g. The policeman, who arrested the thief, was given a prize. (In this case, arresting the thief is only a description and has nothing to do with being given a prize) Another example: Miss Ankomah, who selected the players for the football team, forgot to add my name.	Students to identify and explain defining and non-defining relative clauses in given passages. Guide students to form sentences using defining and non-defining relative clauses.	Students write sentences with defining and non-defining relative clauses. Provide a passage for students to identify the defining and non-defining relative clauses.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **TENSE FORMS** **Present Perfect** **Present Perfect Continuous**	The student will be able to: 2.2.1 differentiate between the Present Perfect and Present Perfect Continuous and use them appropriately in sentences.	<u>Present Perfect</u> This tense is used for something that happened only a short time ago. e.g. She <u>has written</u> the letter. They <u>have left</u> the house. We <u>have eaten</u> the food. <u>Present Perfect Continuous</u>: This tense is used to show an action that began in the past and has gone on for sometime. e.g. She <u>has been reading</u>. You <u>have been watching</u> television. They <u>have been fishing</u>.	Revise the Simple Past Tense. Introduce the Present Perfect/Present Perfect Continuous Tense Forms using appropriate sentences/situations. Illustrate and explain the differences between the two tense forms. Guide students to make up sentences following teacher's examples. In pairs/groups, students make up sentences following teacher's examples. In pairs/group students practise the use of the tense forms	Students write sentences using the Present Perfect and Present Perfect Continuous Tense Forms. Students fill in the blanks using the appropriate verb form.
UNIT 3 **NOUN PHRASES**	2.3.1 identify the components of a noun phrase. 2.3.2 identify noun phrases in sentences. 2.3.3 use the noun phrase appropriately in speech and in writing.	A noun phrase may control the action of the verb. i.e. acting as subject or object e.g. <u>All of them</u> do <u>the work</u> at <u>the same time</u>. <u>The boy</u> left home (noun phrase) <u>The girl</u> wrote <u>the letter</u>. **NOTE:** The noun phrase may be made up of the determiner and a noun or the determiner, modifier and a noun e.g. <u>The big table</u>: determiner = 'the' modifier = 'big' noun = 'table'	Revise nouns and phrases. Students add determiners to various nouns. e.g. the pen, the umbrella, a house. Guide students to break sentences into subject/predicate and identify nouns/noun phrases. e.g. *subject* *verb* *object* <u>The hungry boy</u> <u>ate</u> <u>all the food</u>. predicate **Note**: Noun Phrase - Subject Noun Phrase - Object Guide students to make sentences using noun phrases.	Students underline noun phrases in given sentences and indicate whether they are subjects or objects. Students write short noun phrases as subjects/objects

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **COLLECTIVE NOUNS**	The student will be able to: 2.4.1 identify collective nouns in context	Collective nouns: These are phrases used to define groups of items, or many items found together. Examples are as follows: a shoal of fish a herd of cattle a bunch of bananas a gang of thieves a group of girls (or bevy of ladies) a bouquet of flowers	Assist students to learn collective nouns associated with different items as indicated in content.	Students complete sentences using appropriate collective nouns.
UNIT 5 **TENSE FORMS AND USES:** **Past Perfect** **Past Perfect Continuous**	2.4.2 use collective nouns appropriately in speech and in writing. 2.5.1 identify the past perfect form, and use it appropriately.	Past perfect, past perfect continuous Tense forms. The Past Perfect: had + v-ed e.g. It <u>had rained</u> that morning, so the football match was postponed (earlier time in the past). He <u>had travelled</u> before I came.	Guide students to form sentences using collective nouns. Revise the present perfect tense form. Introduce the past perfect and the past perfect continuous tense forms. Illustrate the contrast between the past perfect and past perfect continuous. e.g. She has written the letter when her mother cane in . She had been writing written the letter before…	Students write sentences with collective nouns
	2.5.2 identify and use the past perfect continuous in sentences appropriately.	The past perfect continuous (earlier time in the past + progressive). had + been + v-ing e.g. Mary's house collapsed because it <u>had been raining</u> all night. She <u>had been telling</u> her children Ananse stories, when her husband arrived.	She had been writing the letter for days when… It had been raining all night when the earthquake struck. They had finished the meal when the boys arrived. He had been farming until he moved to the city. Discuss the difference in meaning between the two forms. Students write sentences to show the contrast between the two forms. The past perfect and the past prefect conterminous	Students write sentences using appropriate verb tense forms.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 (CONT'D) **TENSE FORMS AND USES:** **Past Perfect** **Past Perfect Continuous**	The student will be able to:		Draw attention to and explain errors of tense when necessary.	Students answer multiple choice questions based on tense forms.
UNIT 6 **SUBJECT-VERB AGREEMENT** **(Either, Neither, None, Nobody, Each, Not One Of them, Everybody)**	2.6.1 identify the relationship between the subject and its verb in a sentence. 2.6.2 write/form sentences in which the subjects and verbs agree.	Subject/verb relationship in a sentence: Singular subjects take singular verbs. The following are singular and take singular verbs: either, neither, none, nobody, each, not one of them, e.g. Neither of them is good at football. Nobody is born a criminal. Each of us has a duty to perform. Not one of them is dull. Either of them is likely to come. None of the players is tired. "Everybody" has two uses, either as singular or as plural pronoun.	Revise simple sentences on identifying subjects and verbs with students. Introduce and explain the relationship between the subject and the verb in a sentence (Refer to Content). Illustrate and discuss with students the use of neither/nobody, etc. as singular pronouns and the verb they take. (Refer to Content) Students make sentences with the pronouns for discussion. Draw attention to and explain the use of the pronoun "Everybody" as singular and as plural, e.g. Everybody pays his/her dues to the secretary. Everybody pay their dues to the secretary.	Students use pronouns in sentences. Students write sentences using either, neither, nobody, each of us, each of them, not one of them, and everybody.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 **CONDITIONAL CLAUSES – TYPE THREE**	The student will be able to:	iii. Perfect Conditional If + Past Perfect + Conditional Perfect e.g. If she had come I would have told her.	Students to pick the correct ending to some conditional sentences. Provide possible answers e.g. If it rains, I ... .. happy (will be/would be/would have been). If you studied hard you ..... (will pass/would pass/would have passed). Your exams. If my father had come we ..... to Accra. (will go/would go/would have gone)	Students to make up sentences using "supposing" and "were I to be". Students to give more conditional statements without using "if". Students match parts of the given conditional sentence.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 8 **IDIOMS AND IDIOMATIC EXPRESSIONS**	The student will be able to: 2.8.1 differentiate between idioms and idiomatic expressions. 2.8.2 use idioms and idiomatic expressions correctly in speech and writing.	Idioms are largely phrasal verbs, A phrasal verb is made up of more than one word including a verb. The following are some phrasal verbs using the verbs 'take' and 'come' e.g. She takes after her mother. He looks up to her mother. An Idiom is usually made up of a verb and a preposition as above or a verb and an adverb, as below: hold back hold out hold down Idiomatic Expressions are fixed expressions. The meaning of such expressions cannot be obtained from the meaning of the individual words in it. e.g. To pull someone's leg = to tease/make fun of the person. To rain cats and dogs = rain accompanied by thunder and lightening. In both cases, the individual words in the idioms and idiomatic expressions do not suggest the meanings of either.	Introduce phrasal verbs and illustrate them in sentences e.g. Esi takes after her mother (resembles). How did the accident come about? (happen). Explain that a phrasal verb is normally made up of a verb and a preposition (Refer to content). They are idioms. Introduce idiomatic expressions using sentences. Explain that idioms are fixed expressions with fixed meanings. He is not able to make ends meet (unable to provide his needs). He fell between two stools. (He undertook two things at the same time but did not succeed in either). Compare idioms and idiomatic expressions and guide pupils to recognise differences. Students write given phrasal verbs and idioms (explained to them) in sentences. Students write out some examples of idiomatic expressions with the aid of the dictionary and discuss in class.	Students find examples of idioms/idiomatic expressions for discussion in class and use them in sentences. Use idioms/idiomatic expressions in a context and let students explain the expressing

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 9 **DIRECT AND REPORTED SPEECH**	The students will be able to: 2.9.1 identify direct and reported speech forms. 2.9.2 change direct speech into reported speech and vice versa using features that apply to each. 2.9.3 use direct and reported speech forms appropriately in speech and in writing.	Direct and Reported Speech forms. Verbs that go with direct and reported speech forms e.g. 'say' 'tell', 'ask', etc. Features of direct speech: Use quotation and other punctuation marks. .	Revise statements/sentences. Students give sentences (statements/questions) such as "I am going home", "Dede is eating". etc. and write these on the chalkboard. Each of the statements or questions above is referred to as "direct speech". When a person reports what someone has said, the second person's report is referred to as "reported speech". Introduce verbs that go with reported speech: e.g. say, tell, ask, etc. Direct: -"I am going home", Anum <u>said</u>. Reported: -Anum <u>said</u> he was going home. If the direct speech is a question, the reported speech will have "Anum asked" at the beginning or end of the statement. Students in pairs, one reads a statement on the board (or to make up a new statement), the other reports the statement to the rest of the class. (Use statements and questions to enable students understand the lesson more clearly). Teacher/ students discuss features of direct speech in written form. In direct speech the direct words of the speaker are put in quotation marks.	Students change sentences from direct to reported speech and vice versa.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 9 (CONT'D) **DIRECT AND REPORTED SPEECH**	The students will be able to:	Features of reported speech: Absence of quotation marks Tense change and Pronoun change. Tense change: Simple Present = Simple Past Present Continuous = Past Continuous Present Perfect = Past Perfect Present Perfect Continuous = Past Perfect Continuous Simple Past = Past Perfect Future Simple = Conditional Pronoun Change: 1/you = he/she we/you = they me/you = him/her us/you = them Adverbial changes Now- the Today – yesterday etc.	Students to observe the use of quotation marks before and after the statement to show that it is someone else's statement. After the statement comes a comma before "John said". Students in turns, to go to the board to write the direct speech of others. Introduce features of the reported speech. e.g. "We are going home." They said They were going home. Show the absence of quotation marks the tense change and the pronoun change. Students in turns, to go to the board to change direct speeches to reported speeches. Teacher draws attention to changes in Adverbs.	In pairs/groups, students make up sentences both in direct and reported speech.
UNIT 10 **QUESTION AND ANSWER TAGS**	2.10.1 identify question and answer tags and use them appropriately. 2.10.2 use questions and answer tags appropriately in speech and writing.	Tags are used after statements. Contracted forms of verbs are used. e.g. He is a footballer, isn't he? - (Negative Question Tag) Yes, he is - Answer Tag (Positive answer) No, he isn't - Answer Tag (Negative answer)	Revise simple auxiliary verbs e.g. Adjo is dancing well. Discuss and illustrate the formation of question tags for positive and negative statements. (The rule is positive statement + negative tag). Negative Statement + Positive tag. Following the rules, illustrate and discuss the formation of answer tags.	Students complete given statements with the appropriate question/answer tags. In pairs/groups, students use question/answer tags in making oral sentences.

			ACTIVITIES	
UNIT 10 (CONT'D) **QUESTION AND ANSWER TAGS**	The student will be able to:	She is an athlete, <u>isn't she</u>? (Negative Question Tag) Yes, <u>she is</u> - Answer Tag (Positive answer) No, <u>she isn't</u> - Answer Tag (Negative answer) The question tag is formed with the auxiliary verb. e.g. they are playing, <u>aren't</u> they? (are not they). We are Ghanaians, <u>aren't we</u>? (Question Tag) Yes, <u>we are</u> - Answer Tag (Positive) No, we <u>aren't</u> - Answer Tag (Negative) She has braided her hair, <u>hasn't</u> she? (has she not?) Negative statements take positive tags. It is not time for break, <u>is</u> it? You aren't coming with me, <u>are</u> you? In statements without auxiliary verbs, the tag is formed with the appropriate form of the verb 'do' e.g. She loves football <u>doesn't</u> she? The boy attended the party, didn't he? She does not have a watch, does she?	Students in pairs write statements and produce question/answer tags appropriately. Draw attention to reversal of noun/pronoun and verb in answer tags. Students to practise oral and written exercises of question and answer tags of the various forms in the content. **Teacher to Note** The concept of Question and Answer Tags is not easy to grasp. The teacher should not rush through teaching the concept. He/She should use practical exercises in addition to teaching/learning materials, to help students understand the concept thoroughly.	

JHS 3

SECTION 3

READING

General Objectives: The student will

1. read, understand and derive information from texts of varied nature.
2. read and derive moral values from texts.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **COMPREHENSION**	The student will be able to: 3.1.1 read silently with understanding.	Reading for meaning	- Use questions to obtain information on students' background knowledge of text. - Discuss title and/or picture accompanying passage. - Give predictive exercises through speculative questions. Assist students to discuss the unfamiliar words and expressions in their context in selected texts (use the dictionary sparingly).	
	3.1.2 recall facts and ideas.	Questions based on texts. e.g. Recall	Students read text silently	Students write answers to questions based on texts.
	3.1.3 infer meaning from texts.	Making inferences from texts. Inferential or Derivative questions	Individually, in pairs or in groups, students discuss and answer questions based on text. Guide students to make inferences from text using derivative questions, such as: Why was Ekua very sad?	
	3.1.4 show the literary effect a text has on the reader.	Literary effects of a text. Appreciative questions	Guide students to identify/discuss the literary effects of texts, e.g. imagery, using appreciative questions.	In pairs/groups, students identify/discuss/write their views on texts.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **SUMMARY WRITING OF TEXTS I**	The student will be able to: 3.2.1 identify and write main ideas in given texts.	<u>Sentence Summary and Continuous Summary</u> Understanding and identifying main ideas in texts. Writing main ideas in full sentences. Features: knowledge of text Structure: content/function words; main/subordinate/ideas. Interpreting the summary task e.g. keeping to sentences. Limits - In not more than seven sentences (depending upon length of text). Summarising a given text.	Teacher to select a suitable text for summary. Students search for main and subsidiary ideas in the text. Teacher/students discuss main and subordinate ideas identified in texts. Students practise reading and writing summaries in small groups.(First identify the main and subordinate points before writing the summary). **NOTE:** Insist on presentation of ideas in complete sentences	Students to summarise a given text.

JHS 3

SECTION 4
WRITING

General Objectives: The student will

1. interpret information presented in tabular form.
2. present information clearly in tabular form
3. generate and organise ideas on specific topics in logical sequence.
4. communicate ideas fluently and effectively through writing.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **CONSOLIDATION**	The student will be able to: 4.1.1 write a composition using punctuation marks appropriately.	Using upper case and lower case letters, full stops, commas and apostrophe effectively.	Revise the lessons on the use of upper case and lower case letters; the full stop; comma and apostrophe. Set a passage in which upper case letters, full stops, commas and apostrophes have been omitted for students to insert these appropriately. Students write a composition of two paragraphs, each paragraph containing at least five lines, using upper case and lower case letters, full stops, commas and the apostrophe appropriately.	
	4.1.2 write a composition of two paragraphs each of five sentences using the colon and exclamation marks appropriately.	Using the colon and exclamation marks. Colon: The colon is a punctuation mark used for explaining or giving details of a statement listing items. Exclamation mark: It is used to express anger, surprise or command.	Teacher/students revise the lesson on the use of the colon and exclamation marks in JH2, Sect. 4 Unit 1. Students write sentences containing the board the colon and exclamation marks on the board. Class to comment if colon and exclamation marks have been used correctly in the sentences.	Students write composition on given topics using punctuation marks appropriately.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) **CONSOLIDATION**	The student will be able to: 4.1.3 write sentences using inverted commas appropriately.	Inverted commas are used to indicate direct speech. Using appropriate punctuation marks and upper and lower case letters correctly in composition.	Assist students to revise the lesson on Direct and Reported Speech at JHS3, Sect. 2, Unit 8. Students to write sentences on the board in the direct speech using inverted commas. Students, change the sentences on the board in to reported speech. Teacher and students select a list of topics for composition. Students select the topics they like and write the compositions. Teacher assigns several writing exercises to ensure that students practise the skills of punctuation.	Teacher read the compositions, selects the best ones for the notice or bulletin board, and then gives remedial instruction to students whose compositions were not up to standard.

<table>
<tr><th>UNIT</th><th>SPECIFIC OBJECTIVES</th><th>CONTENT</th><th>TEACHING AND LEARNING ACTIVITIES</th><th>EVALUATION</th></tr>
<tr>
<td>UNIT 2

WRITING BASED ON NON-VERBAL SOURCES</td>
<td>The student will be able to:

4.2.1 interpret information provided in tables and graphs

4.2.2 write brief descriptions on given data</td>
<td>The table below is on a number of Headteachers, teachers, workers and students in a school.

<table>
<tr><th>GROUP</th><th>M</th><th>F</th><th>TOTAL</th></tr>
<tr><td>Headteachers</td><td>3</td><td>5</td><td>8</td></tr>
<tr><td>Teachers</td><td>6</td><td>4</td><td>10</td></tr>
<tr><td>Other workers</td><td>5</td><td>8</td><td>13</td></tr>
<tr><td>Students</td><td>112</td><td>112</td><td>224</td></tr>
<tr><td>TOTAL</td><td>126</td><td>129</td><td>225</td></tr>
</table>

Developing tables and graphs.
A table consists of columns and rows. (Explain columns and rows to pupils)

The rows show the information relating to each of the items in the table.
The top row shows the categories considered important to be represented in the table. (See the top row of tables above).
The columns also show the information relating to each of the items in the row.

Every table must have a heading/title.
The last column shows the totals of each row
The last row shows the totals of each column.
There must be a grand total at the right corner of the last row.
<u>Language use:</u>
Tenses, adjectives, concord</td>
<td>Teacher selects a sample of simple tables containing information and help students to interpret the information in the table. (Use table in the content as an example.

Guide students to translate the information in the table into words.

Students bring other tables from books, newspapers, magazines etc to class. Teacher uses these to help the class interpret the tables.

Assist students to develop tables consisting of some information e.g the number of chairs and tables in the classroom belonging to students and teacher.

Teacher selects examples for the lesson.

Guide students to translate the information in tables into words.

Students write translations of given tables in groups for class discussion.

Revise mathematical knowledge on graphs and their interpretation.

Guide students to translate information in graphs into words.</td>
<td>Students write description of given graphs/tables for discussion.</td>
</tr>
</table>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **DRAWING - PROGRAMME/ AGENDA**	The student will be able to: 4.3.1 identify features of programme/agenda 4.3.2 draw programme/agenda for formal functions.	Features of programme/agenda for formal functions: Clear headings <u>Meeting of the J.H.S. Red Cross Society</u> On Monday ..... Sept 1 Venue: Assembly Hall Time: 10 a.m. <u>AGENDA</u> 1. Opening Prayer 2. Reading of Previous Minutes. 3. Matters Arising 4. New Business: (a) Proposed Excursion (b) New Membership Dues (c) Election of New Officers 5. Other Matters 6. Closing Prayer **NOTE** Items on the agenda are usually numbered as in example above. <u>Focus on Grammar</u> Use of noun phrase.	Discuss real life programme/agenda with students. Point out the various features and illustrate them. (See example in content) In clubs/groups students draw programmes/agenda for an impending meeting and other club business. Groups present programmes/agenda for discussion and correction.	Individuals to produce an agenda for a proposed class meeting.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **WRITING MINUTES**	The student will be able to: 4.4.1 write minutes of club/society meetings.	Features of Minutes: Clear heading covering name of club, type of meeting (executive, general, etc.), date, venue and time, etc. Example: Minutes of Meeting of the Executive Committee of the Health Club on Friday 12th September, 2001 at 3.00p.m. in 3A classroom. (The title and particulars of the meeting are underlined as above) Sub-heading following agenda. Clear presentation of decisions, etc. Use of Language: Formal Signature: Secretary or Writer Signature of Chairman/President of Club. **Language use**: Reported Speech use of Tense Passive Form Nouns and pronouns. Application letter for a job, into apprenticeship, admission to educational institutions, etc. Features of Formal Letters: Address, Date, Recipient's Address, Salutation, Heading, Body, Subscription, Signature, Full Name,	Revise the lesson on Programme/Agenda in Unit 3 above. Read a well /prepared school club minutes to class for discussion. Revise 1.4. 3 of JHS3 on the duties of the secretary. Point out and illustrate various features and components of minutes using the example in content. Students to hold club/society meetings, appointing secretaries to take down minutes. Club/groups to discuss draft minutes before reading and discussion in class. Minutes to be signed by chairman after class approval that the minutes reflect the proceedings of the meeting.	Students to take notes, write minutes on class meetings
UNIT 5 **FUNCTIONAL WRITING** **Formal Letters**	4.5.1 write formal letters using appropriate features and language.		-Read out a well written formal letter. -Discuss letter with class. Point out features and draw attention to specific points such as purpose of letter, vocabulary and structures used, etc. -Students to draft letters inviting members of a club to a meeting. -Students to compare and discuss their work in groups.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 (CONT'D) **FUNCTIONAL WRITING** **Formal Letters**	The student will be able to:	<u>Use of Language:</u> Formal (non contracted forms), Direct to the point. No irrelevant information No slang. <u>Layout as follows:</u> Address Date Recipient's Address: e.g. The General Manager Agro Chemicals Co. Ltd. P. O. Box 234, Swedru. Salutation Heading (underline) Body Subscription Signature Full Name	Hold class discussion on writing formal application letters and explain/illustrate areas and points of difficulty.	Students to write letters of application for a job in response to the following advertisement: <u>Wanted</u> The Ampeyo Goldfields Limited wants a number of boys and girls for employment as assistant clerical officers Applicants must be in their final year in the Junior Secondary School. Interested students must apply immediately giving the following particulars: age, present school, subjects being studied and the type of employment required to: The Personnel Manager, Ampeyo Goldfields Limited, P.O. Box 3345, Ampeyo.
UNIT 6 **FUNCTIONAL WRITING** Letters to the Press (Editor)	4.6.1 write letters for publication in magazines/newspapers.	Writing letters for publication in magazines/newspapers. Letters to be brief, direct to the point. Examples of topics: Causes of Bushfire Drag Substance Abuse by Students, Causes of Environmental Pollution, Why All Households Should Conserve Energy, Teenage Pregnancy, etc. Formal features and use of language for formal letters (Refer Year 3 Unit 5)	Read samples of letters published in newspapers to class. Teacher/ students discuss and draw up lists of issues/topics of interest for letters to the Editor. (See examples of topics in content). Discuss features and emphasise brevity. Students in groups, write letters to the Editor and read out for class discussion.	Students write a letter to an Editor of a national newspaper on a topical issue.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 **NARRATIVE WRITING** **Short Stories**	The student will be able to: 4.7.1 write short stories for publication in class/school magazines.	Short stories with clearly defined plots/story line and good characterisation. Features of short stories: Title, Plot, Characters (main/minor), Time Limit, Setting, Beginning and End. Grammar focus Use of language: use of direct speech and appropriate punctuation, use of past tense forms, varied sentence types/forms--dialogue, adjectives.	Read out a published short story or 'teacher-made' story to students. Discuss the story with students, Encouraging them to express their opinions. (Do they like it? Which parts they like/dislike and why?) Discuss/illustrate various features of a short story, including use of language and punctuation. Students plan/write the outline of a story of their choice. Students tell/read their stories briefly following outlines prepared. Point out any flaws and suggest correction.	Students write short stories on any topic of their choice. Students write short stories for class magazines/ bulletin boards.
UNIT 8 **DEBATES**	4.8.1 write debates on given motions.	Writing debates presenting both sides, for/against an argument. Features: Vocatives, introduction, arguments for/against, taking sides, summary/conclusion. Paragraphing: Development of points in paragraphs. Use of language: Formal, persuasive, argumentative, constructive.	Revise the lesson on arguments/speeches/talks in Section 4, Units 4 and 5, JHS 2 and relate to the current lesson on debates. Discuss and give examples of features relevant to debates. Class makes a list of topics for debate and selects topic for class debate. Organise class into four groups: Two groups for the topic and two against it. Organise debate in class. Reinforce features through class discussion.	Students write debates on given motion.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 9 **DESCRIPTIVE WRITING** **Events/personalities**	The students will be able to: 4.9.1 describe vividly events and personalities.	Describing events/personalities/e.g. An Open Day/Sports/Games/Quiz Competition. <u>Features of Descriptive Writing</u>: name/kind of event, date, place, time, participants, activities, colour a i.e. general appearance of participants, decoration, general impressions, etc. Personality – physical appearance, quality position/role in society. <u>Language use:</u> Appropriate vocabulary e.g. specific adjectives and idioms/idiomatic expressions. Simple Past Present Perfect, Passive form etc.	Discuss features of descriptive writing. Discuss a recent school event e.g. a sports and games competition. In groups, students discuss an event and personality. Groups present their work for general discussion. Draw attention to descriptive details e.g. time and place, sequencing, and use of appropriate vocabulary.	Students individually, write a description of a school event/role model. Students describe an excursion.

JHS 3

SECTION 5

LITERATURE/LIBRARY

General Objectives: The student will

1. read a variety of texts with including a minimum of 15 story boos.
2. appreciate literature texts.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **NOVELS:**	The student will be able to: 5.1.1 read a novel to determine the Subject matter and theme.	Reading novels to determine the theme and subject matter.	Students work in groups to identify the theme and examine the way the theme develops in the chapters of the text, and present their findings for class discussion.	Students work in groups to write their reactions to novels they read.
	5.1.2 trace the story line/plot.	Development of the plots of novels.		
	5.1.3 describe characters in the novel.	Tracing character development by finding out: what the characters say/do what other characters say about them what the author says about them.	Guide students in pairs to identify the plot, Students examine the way characters are developed by using the criteria described in content.	Students compare 2 characters in the novel.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **POETRY**	The student will be able to: 5.2.1 identify the subject matter and the theme of a poem.	Subject matter and theme of a poem	In groups students read a poem, identify the subject matter/theme for discussion.	Students write reactions to poems read/studied.
	5.2.2 identify features that make poems successful (i.e. figures of speech).	Features that make a poem successful i.e. figures of speech.	Students identify features/devices in the poem and state whether the devices are successfully used in the poem.	Students relate poems studied to real life experiences.
	5.2.3 write own poems around themes identified.	Writing own poems around themes identified.	Students write own poems around themes identified.	Students give reasons why they enjoy the poem. Students write poems for publication in the school magazine.
UNIT 3 **DRAMA**	5.3.1 identify the theme(s) of a play.	Theme(s) of a play read.	Students to work in groups to identify themes, characters and roles in a play.	Students relate themes to real life situations.
	5.3.2 determine the roles of the characters.	Development of characters in a play.	Students rehearse the play. Learning of lines.	Students describe a character e.g. the hero.
	5.3.3 comment on the use of language (i.e. words and expressions) in the development of the theme of a play.	Language use (words and expressions) in plays. Organise rehearsal for a play Choose characters, costumes etc.	Students analyse the roles characters play and present analysis to class.	Students stage the play learnt.
	5.3.4 perform a given play.		Students in pairs/groups, examine the use of certain words and expressions to develop the theme and present to class.	

LIBRARY

1. **General Objectives**: Students will:

   i. develop the love for reading;

   ii. develop interest in, and acquire the habit of reading for pleasure and for academic purposes;

   v. read for information on various topics.

   vi. read a minimum of 9 books by the end of the year.

2. **Specific Objectives**: Students will:

   i. acquire the skills for handling books;

   ii. talk about what they see in books;

   iii. read at least 15 story books;

   iv. express their views on stories read and the characters in them;

   v. talk and write about books read.

3. **General Guidelines on Library Work**:

   (a) Introduce students to books/library.

   (b) Teachers should introduce pupils to books with special emphasis on handling and care.

   (c) Introduce students to the class/school library and how it is organised.

   (d) Students should also be educated on library rules, such as borrowing procedures.

I. **Starting The Class/School Library**

A library could be a room full of books or a simple collection of books neatly arranged in cartons or boxes and available for pupils to read.

Teachers can start a class/school library with scrap-books made by teachers and pupils. Such books should be made with brightly coloured pictures and drawings. Every school should, therefore, be able to start a simple class/school library. Textbooks that are no longer in use and other discarded books could be used to begin a class/school library.

II. **Equipping A Class/School Library**

Books for the library could be obtained from other sources like:

The Ghana Education Service (GES).

The Ghana National Association of Teachers (GNAT).

The District Assemblies.

The School Management Committees.

Past Students.

Churches and Other Organisations.

Philanthropists.

Ghana Library Board.

Ghana Book Trust.

and Non-Governmental Organisations (NGOs) such as:

World Vision.
Plan International.
Save the Children Fund.
The Rotary Club.

Valco Fund.
European Economic Community.

Friedrich Ebert Foundation.
Friedrich Nauman Foundation.
Zonta International.
ADRA.
UNICEF/UNESCO, etc.

III Maintaining The Class/School Library

Teachers must ensure that books in the library are properly kept and maintained. Books that get torn or damaged must be mended promptly. Teachers must also ensure that books do not get lost and pupils must be tasked to prevent thefts.

IV Generating Interest in Reading

Minimum Reading Targets:

Reading is crucial to progress, not only in English, but in all other subjects. One way of encouraging the JHS child to read is to make suitable reading materials available, and set minimum reading targets. As stated in the specific objectives, the target is 15 books for the year. It is expected that given the necessary encouragement, many students will exceed the target.

Teachers should use various other approaches to generate interest in library reading including the following:

i. making sure children see them reading library and other books;
ii. giving gists of books read and recommending them to pupils,
iii. retelling stories read to class.
iv. giving time for pupils to tell stories read to the class; dramatize part of books read.
v. dramatizing parts of books (stories) read by pupils; writing short stories.
vi. giving prizes to pupils who read a lot of books and to those who make remarkable progress in library reading.
vii. selecting comprehension passages from class library books for terminal examinations and continuous assessment tests and tasks.

V Checking on Pupils Reading

Teachers should introduce measures to check on pupils'. One way is to introduce a library reading sheet as shown on the next page.

Title:..... Author:..... Nationality:.....

Publisher:..... Year of Publication:.....

Literary Type:..... No. of Pages:.....

Date Started:..... Date Completed:.....

Main Characters and Others:.....

Summary/Gist of Text:

The part I like best/don't like and reasons:

Note:

The teacher should discuss the books read by the children using this format:
This is to check on whether they have read the books.