MINISTRY OF EDUCATION SCIENCE AND SPORTS

Republic of Ghana

TEACHING SYLLABUS FOR ENGLISH LANGUAGE

(SENIOR HIGH SCHOOL 1-4)

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TEACHING SYLLABUS FOR ENGLISH (SHS)

RATIONALE FOR TEACHING ENGLISH

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

GENERAL AIMS

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

1. reinforce language skills and competencies acquired at the Junior High School level.

2. develop further the language skills and competencies which were acquired at the Junior High School level.

3. improve the communicative competence of students and give them the confidence to communicate.

4. generate in students the love for reading for pleasure and the development of creative potentials.

5. raise students' level of proficiency in English usage and their ability to communicate with other users of English.

6. prepare students to function effectively on their own

    a. in offices and other work situations
    b. in tertiary institutions

7. develop in students human values for life.

8. enable all Senior High School products to deal effectively with the accumulated knowledge of their chosen fields and be able to communicate such knowledge through the speaking and writing of English.

SCOPE OF CONTENT

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

PRE-REQUISITE SKILLS

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

ORGANIZATION OF THE SYLLABUS

The syllabus is structured to cover four (4) years of Senior High School. Each year's work has been divided into sections with each section containing a number of units. The section and unit topics for the four years' course areas are as follow:

ORGANISATION AND STRUCTURE OF THE SYLLABUS

YEAR 1	YEAR 2	YEAR 3	YEAR 4
SECTION 1: LISTENING AND SPEAKING (Pg. 1-7) Unit 1: Vowel Segments of English - pure vowels - diphthongs (Pg. 1-2) Unit 2: Vowels Segments - Details and contrasts (Pg. 3) Unit 3: Consonant Segments - the plosives - the affricates - the fricatives - the nasals - the laterals - the semi-vowels (p 4 – 5) - Trill (Pg. 4 – 6) Unit 4: Consonant clusters (Pg. 6) syllable Initial syllable final the genitive the 'S' genitive the 'of' genitive Unit 5: Mono and Di-syllabic words (Pg.6) Unit 6: Intonation Tune 1 and Tune 2 (Pg. 6)	**SECTION 1:** LISTENING AND SPEAKING (p.39 – 47) Unit 1: Vowels (Review) (Pg. 39) Unit 2: Consonant Review (Pg. 39-41) Unit 3: Syllabic Consonants (Pg. 42) Unit 4: Phonologically Conditioned Endings ed – t, d, id/ s/es – s, z, iz (Pg. 43) Unit 5: Stress - polysyllabic words (Pg. 44) Unit 6: Intonation - tune 1 and tune 2 in sentences (Pg. 45)	**SECTION 1**: LISTENING AND SPEAKING (Pg. 78-80) Unit 1: Speechwork – Review (Pg. 71) Unit 2: Sentence Stress - emphatic and - contrastive stress (Pg. 72) Unit 2: Weak Forms (Pg. 73) Unit 3: Linking – r, (Pg. 74) Blending Vowel linkage Unit 4: Emphatic intonation - intonation of words in parenthesis (Pg. 74)	**SECTION 1**: LISTENING AND SPEAKING (103-104) Unit 1: Vowels and consonant Segments (Pg. 103) Unit 2: Stress and Intonation Review II (Pg. 104)

YEAR 1	YEAR 2	YEAR 3	YEAR 4
SECTION 2: READING COMPREHENSION AND SUMMARY (Pg. 8-11) Unit 1: Reading Techniques for Reading Skimming Reading Comprehension Recall questions (Pg 8-9) Unit 2: Reading - Listening comprehension - Recall questions (Pg 10) Unit 3: Summary - reading - identification of functional words - location of essential points - summary (Pg. 10 – 11) Unit 4: Reading Beyond Class Texts (p. 11)	**SECTION 2:** READING COMPREHENSION AND SUMMARY (Pg 46-48) Unit 1: Reading Skills Reading Phrases Skipping unessential words i.e. function words (Pg. 46) Unit 2: Reading comprehension Derivative/derived Questions, Grammatical questions, Vocabulary questions (p. 47) Unit 3: Summary Step 11 - use of general vocabulary - use of basic sentences - sentence summary (Pg. 47-48)	**SECTION 2:** READING COMPREHENSION AND SUMMARY (Pg 46-48) Unit 1: Reading comprehension - skimming - scanning - Appreciative questions (Pg. 75) Unit 2: Summary Step III Topic sentence - sentence summary and - continuous summary (Pg. 76)	**SECTION 2:** COMPREHENSION AND SUMMARY (Pg. 105**)** Unit 1: Reading Comprehension (Pg. 105) Unit 2: Summary Step IV (Pg. 105)

YEAR 1	YEAR 2	YEAR 3	YEAR 4
SECTION 3: GRAMMAR (Pg. 11-28) Unit 1: Nouns (p. 12-13) - proper/common - count/non-count - concrete/abstract - singular/plural - regular/irregular - the genitive - the 'S' genitive - the 'of' genitive Unit 2: Pronouns - Forms of Pronouns (Pg. 14) Unit 3: Adjectives (Pg. 15) Unit 4: Verb Forms (p. 16) Regular and irregular Primary Auxiliary Modal Auxiliaries Unit 5: Tense and Aspect (Pg. 17-19) The present tense - simple present - present continuous - present perfect - present perfect continuous	**SECTION 3:** GRAMMAR (Pg. 49-64) Unit 1: The sentence (p. 49-51) Parts of the sentence Types of sentences Unit 2: Concord (Pg. 52) Subject-verb agreement Unit 3: Phrasal verbs (Pg. 52-53) Unit 4: Complex Phrasal Verbs (Pg. 53) Unit 5: Idiomatic Expressions (p. 53) Unit 6: Finite and Non-Finite Verbs (Pg. 54) Unit 7: Nominal (Noun) Clauses (Pg. 56) Unit 8: Adverbial Clauses (Pg. 57) Unit 9: Adjective/Relative Clauses (Pg. 58) Unit 10: Transitive/Intransitive Verbs (Pg. 58) Unit 11: Voice – Active and Passive (Pg. 60)	**SECTION 3:** GRAMMAR (Pg. 64-78) Unit 1: Consolidating the phrase (Pg. 78) Unit 2: Comparison of Adjectives and Adverbs (Pg. 79) Unit 3: Post-modifiers of nouns (Pg. 80) Unit 4: Word formation (Pg. 81-84) Unit 5: Sequence of Tenses (Pg. 86) Unit 6: Reported speech (Pg. 87) - Direct and indirect Unit 7: Register (Pg. 86)	**SECTION 3:** GRAMMAR (Pg. 106 – 108) Unit 1: Comparison of Adjectives and Adverbs (Pg. 106) Unit 2: Adverbial Clauses (Pg. 106) Unit 3: Relative Clauses (Pg. 107) Defining and Non-Defining Clauses Unit 4: Complex Phrasal Verbs (Pg. 108) Unit 5: Register (Pg. 108)

YEAR 1	YEAR 2	YEAR 3	YEAR 4
Unit 6: Tense and Aspect (Pg. 20-21) The past tense - simple past - past continuous - past perfect - past perfect continuous Unit 7: Future Time (Pg.22) Unit 8: Adverbs (Pg. 23) Unit 9: Prepositions (Pg. 24) Unit 10: Conjunctions (Pg. 25) Unit 11: Interjection (Pg. 26) Unit 12: The Phrase (Pg. 26 -27) - noun phrases - verb phrase - Adverb phrase Unit 13: Clauses (Pg. 28) -Dependent and independent.			

YEAR 1	YEAR 2	YEAR 3	YEAR 4
SECTION 4: WRITING (Pg. 29-33) Unit 1: The structure of an Essay (p. 29) Unit 2: Paragraph Development (p. 30) Unit 3: Planning an essay (Pg. 30-31) Unit 4: Short Stories and Narratives (Pg. 32) Unit 5: Descriptive Writing (Pg. 32) Unit 6: Letter Writing (Pg. 33) - informal/friendly	**SECTION 4:** WRITING (Pg. 61) Unit 1: Letter Writing - Formal Letters Unit 2: Speeches (Pg. 62) Unit 3: Argumentative Essays (Pg. 63) Unit 4: Debates (Pg. 63)	**SECTION 4:** WRITING (Pg. 90-91) Unit 1: Creative Writing (Pg. 90) Unit 2: Expository Writing (Pg. 91) Unit 3: Programme Writing (Pg. 92) Unit 4: Report Writing (Pg. 93) Unit 5: Writing Minutes (Pg. 94) Unit 6: Writing Notices/Advertisement (Pg. 94)	**SECTION 4:** WRITING (Pg. 109-110) Unit 1: Review I (Pg. 109) Narrative and Creative Writing Unit 2: Review II (Pg. 109) Report and Letter Writing Speech and Debate Unit 3: Review III (Pg. 110) Article Writing

YEAR 1	YEAR 2	YEAR 3	YEAR 4
SECTION 5: LITERATURE (Pg. 34 – 39) Unit 1: Introduction to Literature - What is Literature - Aspects - Importance Unit: 2: Oral Literature (Pg. 35) - the folklore - myths and legends Unit 3: Written Literature (Pg. 36) - Non-literary - Journalistic prose/fiction and drama Unit 4: Literary Terms (Pg. 36-37) - subject matter and theme Unit 5: Poetry (Oral) (Pg.37) Song Texts: - work, praise and satirical Poems, libation, appellation.	**SECTION 5:** LITERATURE (63-69) Unit 1: Prose (Oral) (Pg. 64) Proverbs Unit 2: Prose (Written) (Pg. 65) Study of a Specific Text - background and setting - subject matter and theme - plot and characterisation Unit 3: Literary Terms (Pg. 66) - rhyme - Alliteration - Assonance Unit 4: Poetry Written The Ballad (Pg. 67) Unit 5: Poetry The Epic (P. 67) Unit 6: Drama Study of a Specific Text (Pg 68 -70) Unit 7: Drama Literary Devices	**SECTION 5**: LITERATURE (Pg. 95-102) Unit 1: Prose (Pg. 95 - 96) Study of a Specific Text: - background and setting - subject matter and theme - plot and characterisation - narrative techniques Unit 2: Literary Terms I: (Pg. 96) - ambiguity - paradox - flashback - interior monologue Unit 3: Drama (Pg. 97) Study of a prescribed Text - Tragedy - background and setting - subject matter and theme - plot and characterisation - dramatic techniques Unit 4: Literary Terms II (Pg. 98) - tragi-comedy - epilogue - prologue	**SECTION 5**: LITERATURE (Pg. 111-112) Unit 1: Prose – study of a specific Text (Pg. 111) Unit 2: Drama: Study of Specific text (Pg. 111) Unit 3: Poetry : Study of selected poems (Pg. 112) Unit 4: Literary Terms (Pg. 112)

YEAR 1	YEAR 2	YEAR 3	YEAR 4

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

TIME ALLOCATION

The course is designed to be taught in forty (40) weeks for each of the four years. English has eight (8) periods of 40 minutes each per week. Six (6) of the periods should be devoted to English Language while the remaining two (2) periods should be used for "Literature in English". Allocation of periods per week for the four years of SHS for English and other subjects/item are as follows:

		Year 1	Year 2	Year 3	Year 4
Ø	English	8	6	4	4
Ø	Physical Education	3	2	2	2
Ø	Library Work (Reading and Research)	3	2	2	3
Ø	SBA Project	3	2	2	2
Ø	Worship	2	2	2	2
Ø	Free Period	1	1	1	2

SUGGESTIONS FOR TEACHING THE SYLLABUS

General Objectives

General Objectives for this syllabus have been listed early on page iii of the syllabus. The general objectives flow from the general aims of mathematics teaching listed on the first page of this syllabus. The general objectives form the basis for the selection and organization of the units and their topics. Read the general objectives very carefully before you start teaching. After teaching all the units for the year, go back and read the general aims and general objectives again to be sure you have covered both of them adequately in the course of your teaching.

Sections and Units: The syllabus has been planned on the basis of Sections and Units. Each year's work 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 homogeneous body of knowledge and skills.

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

Column 1 - Units: The units in Column 1 are divisions of the major topics of the section. You are expected to follow the unit topics according to the linear order in which they have been presented. However, if you find at some point that teaching and learning in your class will be more effective if you 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: 2.2.1 - 2.2.5. A teacher may want to base his/her test items/questions on objectives 2.2.3 and 2.2.4 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 student i.e., *what the student will be able to do after instruction and learning in the unit*. Each specific objective hence starts with the following, "The student will be able to.." This in effect, means that you have to address the learning problems of each individual student. It means individualizing your instruction as much as possible such that the majority of students will be able to master the objectives of each unit of the syllabus.

Column 3 - Content: The "content" 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.

Column 4 -Teaching and Learning Activities (T/L): T/L activities that will ensure maximum student participation in the lessons are presented in column 4. Try to avoid rote learning and drill-oriented methods and rather emphasize participatory teaching and learning, and also emphasize the cognitive, affective and psychomotor domains of knowledge in your instructional system wherever appropriate. You are encouraged to re-order the suggested teaching and

learning activities and also add to them where necessary in order to achieve optimum student learning. As we have implied already, the major purpose of teaching and

learning is to make students able to use their knowledge in English in a variety of ways. There may be a number of units where you need to re-order specific objectives to achieve such required effects. The emphasis is to assist your students to acquire effective communication skills in English.

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 students to develop excellent skills in English as a result of having undergone instruction in this syllabus. You are encouraged to develop other creative evaluation tasks to ensure that students have mastered the instruction and behaviours implied in the specific objectives of each unit. For evaluation during class lessons, determine the mastery level you want students to achieve in their answers and responses. If for instance, you take 80% as the mastery level, ensure that each student's answer to questions asked in class achieve this level of mastery.

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 students will be able to describe….. etc. Being able to "describe" something after the instruction has been completed means that the student has acquired "knowledge". Being able to explain, summarize, give examples, etc. means that the student has understood the lesson taught. Similarly, being able to develop, plan, solve problems, construct, etc. means that the students 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 students 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. 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 Comprehension	10%
Reading Comprehension	30%
Speaking	30%
Writing	30%

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

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

Writing   - Use of Knowledge

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

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

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

Knowledge and Understanding (KU)

knowledge   The ability to:
                       remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is simply the ability to remember or recall material already learned and constitutes the lowest level of learning.

understanding   The ability to
                       explain, summarize, translate, rewrite, paraphrase, give examples, generalize, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.

Use of Knowledge (UK)

The ability to use knowledge or apply knowledge, as implied in this syllabus, has a number of learning/behaviour levels. These levels include application, analysis, 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 a piece of material into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points etc., recognize unstated assumptions and logical fallacies, recognize inferences from facts etc. Analytical ability underlies discriminant thinking.

synthesis	The ability to put parts together to form a new whole. It involves the ability to combine, compile, compose, devise, suggest (an idea, possible ways), plan, revise, design, organize, create, and generate new ideas and solutions. Ability to synthesize underlies convergent thinking.
evaluation	The ability to appraise, compare features of different things and make comments or judgement, contrast, criticize, 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 generally the highest form of thinking and learning skill and is therefore the most important behaviour. This accounts for the poor performance of students and people generally on tasks that call for evaluative thinking. Give your students lots of chances to do evaluative thinking.

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

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

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

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

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

FORM OF ASSESSMENT

It is important that both instruction and assessment be based on the specified profile dimensions. In developing assessment procedures, first select specific objectives in such a way that you will be able to assess a representative sample of the syllabus objectives. Each specific objective in the syllabus is considered a criterion to be mastered by the students. When you develop a test that consists of items and questions that are based on a representative sample of the specific objectives taught, the test is referred to as a "Criterion-Referenced Test". It is not possible to test all specific objectives taught in the term or in the year. The assessment procedure you use i.e. class test, homework, projects etc. must be developed in such a way that it will consist of a sample of the important objectives taught over the specified period.

End-of-Term Examination

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

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

Distribution of Examination Marks across Profile Dimensions

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

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

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

The School Based Assessment should be used for measuring performance in reading, writing and speaking. SBA marks and the marks from mid-term and end of term tests may then be combined appropriately to determine the total marks earned by each pupil on each dimension and each skill.

Combining SBA marks and End-of-Term Examination Marks

The new SBA system is important for raising students' 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 students' 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.

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:

- o Standardize the practice of internal school-based assessment in all schools in the country
- o Provide reduced assessment tasks for each of the primary school subjects
- o Provide teachers with guidelines for constructing assessment items/questions and other assessment tasks
- o Introduce standards of achievement in each subject and in each class of the school system
- o Provide guidance in marking and grading of test items/questions and other assessment tasks
- o Introduce a system of moderation that will ensure accuracy and reliability of teachers' marks
- o Provide teachers with advice on how to conduct remedial instruction on difficult areas of the syllabus to improve students 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 students 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 11th or 12 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 student is expected to select one project topic for each term. Projects for the second term will be undertaken by teams of students as Group Projects. Projects are intended to encourage students 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 students' class performance, and as a means for encouraging improvements in learning performance.

Marking SBA Tasks

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

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

4.   Acknowledgement and references   20%

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

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.

GRADING PROCEDURE

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

In assigning grades to students' test results, you may apply the above grade boundaries and the descriptors which indicate the meaning of each grade. For instance, a score of 75% and above is considered "Excellent"; a score of 66% is within the grade boundary of 65-74% and is considered "Very Good". Writing 60% for instance, without writing the meaning of the grade does not provide the students with enough information to evaluate his/her performance on the assessment. It is therefore important to write the meaning of the grade alongside the score you write. The grade descriptors, Excellent, Very Good etc do not provide enough feedback to students. You should therefore provide short diagnostic information along side the grade descriptor or write other comments such as:

o   Good work, keep it up
o   Could do better
o   Hard working students
o   Not serious in class; more room for improvement etc.

The grade boundaries are also referred to as grade cut-off scores. When you adopt a fixed cut-off score grade system as in this example, you are using the criterion-referenced grading system. By this system a students must make a specified score to earn the appropriate grade. This system of grading challenges students 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. Writing lessons must therefore feature relevant issues of grammar.

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

1. Oral Work (Listening and Speaking)

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

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

2. Reading Material

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

3. Supplementary Material

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

THEMES AND VALUES THAT READING PASSAGES SHOULD BE BASED ON

<u>YEAR 1</u>

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

2. Water Resources/Bodies

3. Environmental Issues

4. Nature: The Natural Environment – Plants, animals, birds

5. Entertainment: Sports, Games, Music & Dance

6. Social Problems e.g. Child Labour, Child Trafficking, Child Abuse.

7. Diseases: AIDS, Malaria

8. Festivals

9. Transportation: Land & Sea

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

<u>YEAR 2</u>

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

2. **Environmental Issues:**
   - desertification
   - air pollution
   - water pollution
   - sanitation

3. **Tourism** - Mt. Afajato, Mt. Everest, Kakum National Park, Paga Crocodile Pond, Water Falls, The Castles, etc.

4. **Communication:** E-mail, Internet, Print and Electronic Media

5. Inventions

6. Entertainment: Sports and Games, Music and Dance

7. Nature – The Natural Environment

8. Festivals

9. Transportation: Air/Sea

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

YEAR 3

1. **Values**: Attitude to work:
   - Honesty
   - Hardwork
   - Work Ethnics
   - Environmental Issues

2. Diseases: AIDS, Tuberculosis, Guinea Worm

3. Commerce and Industrialization

4. Communication: E-mail, Internet

5. Tourism

6. Politics and Government: Elections, Arms of Government

7. Rich Nations and Poor Nations

8. Inventions

9.   Religions and Forms of Worship

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

YEAR 4

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

2.   Gender balance

3.   Commerce and Industrialization

4.   Educational Issues

5.   Inventions

6.   Politics and Government

7.   International Organizations:
   - UNO
   - AU
   - ECOWAS

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

YEAR ONE

SECTION 1

LISTENING AND SPEAKING

General Objectives: Students will

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

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CNTD) **/ʌ/ - hut /hʌt/** **/ɜ:/ - girl /gɜ:l/** **/∂/ - doctor /dɔkt∂/**	The student will be able to:	/ʌ/ - bun, fun, cut /ɜ:/ - fur, girl burl /∂/ - away, fath<u>er</u>	Consult a good pronunciation dictionary and other useful on-line sound programmes.	Use sounds in pairs as well as in sentences.
DIPHTHONGS **/ei/ - page /peiʒ/** **/∂u/ - gold /g∂uld/** **/ai/ - my /mai/** **/au/ - town /taun/** **/ɔi/ - boy /bɔi/** **/i∂/ - year /ji∂/** **/ɛ∂/ - fair /fɛ∂/** **/u∂/ - tour /t ∂/**	1.1.2 identify diphthongs and produce them correctly.	/ei/ - wait /weit/ /∂u/ - gold /g∂ uld/ /ai/ - why /wai/ /au/ - town /taun/ /ɔi/ - boyl /b ɔi/ /i∂/ - year /ji∂/ /ɛ∂/ - hair /hɛ∂/ /u∂/ - sure / u∂/	Look out for non-standard sounds resulting from first language (L1) interference.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **VOWEL SEGMENTS** **Details & Contrasts**	The student will be able to: 1.2.1 contrast the vowel sounds in paired words and sentences.	Contrasts in qualities of vowels and diphthongs in pairs or sets e.g. seat sit as in I:/I bell bail **/e/ / ei/** cut cart **/ʌ/ / a:/** heart hurt **/ a:/** /hɜːt/ bout boat / **aʊ/** /əʊ/ pool pull / ʊ:/ /ʊ/ pour poor /ɔ: / u∂/ here hare **/i∂/** /ɛ∂/ pot port as in / ɔ/ /.ɔ:	Use charts in context to draw attention to vowel contrasts in words. Pronunciation drills: - pair students for practice in pronunciation of pair words in context. Students listen to audio software programmes. **NB**: Teachers' own speech pattern is very important here. There are several books that can guide them to give the needed help to the students.	Pair/individual work – Students pronounce pairs of words bringing out the contrasts in them.
	1.2.2 determine meaning differences resulting from changes in vowel quality.	Determining meaning difference resulting from changes in vowel quality. For example: 1. Here's the pot There is the post 2. I can't pull/pul/ the door open. The ball fell in a pool/puːl/ of water. 3. The hare/he∂/ran very fast. The boy came here /hi∂/	Students identify meaning of pair words in context.	Students form sentences with contrasting words effecting differences in meaning.

3

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **CONSONANT SEGMENTS**	The student will be able to: 1.3.1 identify and produce the consonants.	**Production of** **- Plosives** **/p/ / b/ /t/ /d/ /k/ /g/** **- Affricates** **/t∫/ /dʒ/** **- Fricatives** **/f/ /v/ /s/ /z/ /h/ /∫/ / / /∂/ /θ/** **- Nasals** **/m/ /n/ /ŋ/** **- Lateral** **/l/** **- Semi-vowels** **/w/ /j/** **- trill** **/r/**	Drill articulation on the basis of place, manner and voicing. Note: Teacher must consult charts to locate positions of the consonants in the vocal tract, where necessary.	Students identify words that contain sounds. In pairs/groups, produce words with consonant sounds and note differences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
	The student will be able to:			
UNIT 3 (CONTD)	1.3.2 distinguish between voiced and voiceless consonants.	Voiceless Voiced /p/ /b/ /t/ /d/ /k/ /g/ /tʃ/ /dʒ/ /f/ /v/ /s/ /z/ /ʃ/ /ʒ/ /θ/ / ∂/ /h/ - /r/ /m/ /n/ / ŋ/ /l/ /w/ /j/		
	1.3.3 pronounce consonants discriminately in words and in sentences.	Using consonants discriminately in words and in sentences i.e, - bit, pit seal, zeal The lion fell into the pit. Serwaa ate a bit. Say thank you to Esinam. Mother bought a tank.		

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **CONSONANT CLUSTERS** **syllable initial** **syllable final**	The students will be able to: 1.4.1 determine syllable initial and syllable final structure of words and pronounce them correctly.	Syllable initial clusters: - cv ⟶ to**p** - ccv ⟶ **st**op - cccv ⟶ **str**ive Syllable final clusters ….c ⟶ to**p** ….cc ⟶ po**st** ….ccc ⟶ lu**mps** ….cccc ⟶ te**mpts**	Make lists of words with syllable initial and final clusters. Compare and contrast with clusters in a Ghanaian Language (if possible). Identify problem areas in initial and final clusters for some Ghana speakers of English e.g. e.g. 1. dropping some consonants in the cluster. i.e. " *pos " instead of " post " " *firs " instead of " first " 2. interchanging positions of consonants, i.e. " " *desk" instead of desk" " *aks" instead of " ask" 3. inserting vowels into the cluster, i.e. " *milik" instead of " milk" " *filim" instead of " film"	In groups students compile a list of words with consonant clusters and practise their pronunciation. Conduct oral test to detect common errors and offer appropriate help.

UNIT 5
 	
MONO AND DI-SYLLABIC WORDS
	1.5.1 stress mono and disyllabic words to distinguish nouns and verbs correctly.	Syllable stress in monosyllabic words.
		Variable stress in disyllabic words.
		e.g. 1st syllable in nouns, 2nd syllable in verbs
		e.g. 'mandate: man'date
		   'convert: con'vert
		   'import: im'port, etc
			Lead students to identify disyllabic words which change stress to indicate nouns or verbs
			e.g. 'increase in'crease
			   'contrast con'trast
				Students look for more examples from dictionaries of words which change stress to change form/ class and those that don't

	1.5.2 determine stress of foreign or borrowed words.	Some foreign words retaining foreign stress e.g. coup d'etat, etc	Draw attention to the fact that some words borrowed into English retain their foreign stress patterns in English. Eg. – coup d' etat Using the dictionary, lead students to find more of such words.	In pairs/groups practise pronouncing words with correct stress.

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

YEAR ONE

SECTION 2

READING COMPREHENSION AND SUMMARY

General Objectives: Students will

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

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONTD) READING	The student will be able to: 2.1.2 read discriminately.	<u>Techniques for reading</u> <u>Skimming</u> – browsing pages of a news-paper or a book to see what may be useful or interesting, or to get a general idea of what it contains <u>Scanning</u>: going through a text quickly in order to find a piece of information.	Discuss the merits of the two techniques. Identify situations when each technique can be used. Questions before passage help students to focus on what they read and seek specific information required. Discuss when to apply which technique. Draw attention to the different reading techniques a reader employs for effective reading.	Students skim texts and answer questions.
READING COMPREHENSION RECALL QUESTIONS	2.1.3 read texts purposefully paying close attention to topic and supporting sentences.	Selected passages from course book or other literature texts. Topic sentence – This is the central idea each paragraph talks about.	Students read and answer appreciative and inferential questions. Guide students to identify the topic sentences in each paragraph.	Students scan several paragraphs and identify the central idea as contained in each topic sentence.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **READING** **Listening** **Comprehension**	The student will be able to: 2.2.1 listen to texts and write answers to questions.	Write down questions based on the text to be read on the chalkboard.	Read passage twice in sense/thought groups (meaningful chunks) to enable students get the essential points.	Students listen and write answers to questions
	2.2.2 write essential points from texts/passages listened to.	Write answers to the questions on the chalkboard.	Students answer questions based on texts listened to. In pairs/groups, students listen to a radio programme and write out what they hear.	Students write down points in passage read. Students listen to and summarize stories/passages read aloud in class.
	2.2.3 identify moral values from passage e.g. honesty, tolerance.			Students mention values derived from passage/text.
UNIT 3 **SUMMARY**	2.3.1 read and understand orderly presentation of ideas in a text.	Read and understand orderly presentation of ideas in a text.	Students should use the techniques of skimming and scanning to identify functional words and phrases which express essential points.	
	2.3.2 identify themes, functional words and phrases for meaning.	Identify themes and functional words from given passages.	In groups and in pairs, students read passage carefully and mark out topic sentences.	
	2.3.3 locate key words and phrases which express the main ideas in a given text.	Identify main ideas in paragraphs.		Summarize given passages.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONTD)	Students will be able to: 2.3.4 summarize given passages and texts.	Write summaries of given passages/ texts.	Write single sentence/continuous summaries of passages and texts. **NOTE:** Check inaccuracies direct lifting, repetition and unnecessary copying. Guide students to find suitable titles for the passages/texts without titles.	In pairs/groups, students write essential points from given passages/texts.

UNIT 4

READING BEYOND CLASS TEXTS

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

SECTION 3

GRAMMAR

General Objectives: Students will

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **NOUNS** **Proper/Common nouns** **Count/Non-Count nouns** **Concrete/Abstract nouns** **Singular/Plural nouns** **Regular/Irregular nouns**	The students will be able to: 3.1.1 identify nouns in Sentences.	Define the noun but note the loopholes in the traditional definition as *name of a person, place or thing.* Use of determiners in the noun phrase e.g. a little boy; nouns change form to indicate singular/plural	Using appropriate examples, explain to students that the traditional definition of nouns does not hold for nouns such as *"beauty" "advice"* etc. Group students to identify types of nouns in passages.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONTD)	The student will be able to: 3.1.2 distinguish between proper and common nouns as well as other types of nouns.	Concrete Nouns: Proper Nouns – Kofi, Mary Common Nouns–table, tree Count Nouns – apples, books Non – Count – sugar, water Abstract Nouns – love, kindness Regular – boy ⟶ boys Irregular – sheep ⟶ sheep	Use pictures and charts for identification and determination of status and functions of nouns	In pairs/groups, students identify types of nouns in sentences and passages. Students use nouns to form meaningful sentences.
	3.1.3 use other types appropriately in speech and in Writing.	Eg. Physics, Economics, Mathematics	Find other invariable nouns eg. homework, dregs, outskirts etc.	

The Genitive:
 	
"s" genitive
 	
"of" genitive
	3.1.4 identify the forms of the genitive, and use them in speech and in writing.	Identify the forms of the Genitive.
		-Adding **'s** to a regular noun e.g. Ousman's shirt
		
		- Adding **'s** to the genitive case in regular plural nouns e.g. the boys' book.
		
		- Adding **'s** to the apostrophe or simply adding the apostrophe to names ending in [s] e.g. James's book or James' book
		
		- Adding **of** to the noun phrase
		  e.g.
		  The name of the girl.
		  The title of the poem
			Using appropriate drills, let students contrast the "s" genitive and the "of" form e.g.
			- The plays of Ama Ata Aidoo/Ama Ata Aidoo's plays.
			- The daughter of the politician/the politician's daughter.
				Students use the 's genitive and the 'of' genitive in sentences to show contrast.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **PRONOUNS** **Forms of Pronouns**	The student will be able to: 3.2.1 identify the various types of pronouns and use them in the appropriate contexts.	Identification of types and uses of pronouns: - personal– I, you, he, they - possessive – mine, yours, hers etc. - reflexive – myself, himself, themselves etc - relative – who, which, whom, that, whose - interrogative – who, whom, what, where etc. - demonstrative – this, that, those, these - indefinite – any, some - reflexive – myself, himself, herself, etc.	Students work in pairs/groups to identify types and uses of pronouns in given sentences and passages e.g. personal, possessive, etc. Explain the possessive forms for personal and non-personal gender e.g. mine, yours truly, his/hers, its	Blank-filling exercises using varied pronouns. Provide a text for students to replace nouns with the appropriate pronouns.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION

UNIT 3
 	
ADJECTIVES
	The student will be able to:
	
	3.3.1 identify the different types of adjectives.
	
	3.3.2 use the various forms of the adjective correctly.
		Identification of different types of adjectives
		- Demonstrative -
		this, that, these, those
		- Interrogative -
		which, whose, what
		- Possessive -
		my, your, his, her, our, their
		
		<u>Examples</u>
		1. <u>This</u> book is interesting
		2. <u>Whose</u> pen did you use?
		3. <u>Her</u> mother is a baker
		
		<u>Positive</u> <u>Comparative</u> <u>Superlative</u>
		short shorter shortest
		high higher highest
		strong stronger strongest
		beautiful more most
		           beautiful beautiful
		hardworking more most
		          hardworking hardworking
		
		NOTE:
		Draw attention to other adjective forms like minor to
		superior to
		inferior to
		etc.
			Identification of adjectives according to type in given contexts.
			
			Identification of adjectives and their comparative forms. Use a good dictionary.
			
			Pairs/groups use substitution table to form sentences using the three forms of adjective
				Students write a short description of a place, person, event, etc. in a few sentences making use of the types of adjectives they have learnt.
				
				Let students give the comparative forms of some regular and irregular adjectives.

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

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

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 (CONTD) **Present Perfect**		Present Perfect It is made up of has/have Has/Have + Past participle form of the main verb. This expresses the situation where an action that has occurred already is made to relate to the present e.g. The workers have gone home. The lady has flown to London	Select appropriate passages from literature texts to illustrate different tense forms.	Students construct paragraphs using the present perfect tense
Present Perfect Continuous		Present Perfect Continuous This is made up of Have/Has + Been + V-ing form of the particular verb). It expresses an action that started sometime ago but which has continued over a period of time even to the present. e.g. They have been travelling the whole night She has been driving all her life. She has been working on the computer the whole day.		Students complete sentences using the present perfect and the present perfect continuous forms e.g. He has done the work. He has been working since morning.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 **TENSE AND ASPECT** **The Past Tense** **Simple Past** **Past Continuous**	The student will be able to: 3.6.1 recognise the main types. 3.6.2 distinguish shades of meaning associated with types. 3.6.3 use types appropriately in speech and in writing.	Types of the Past Tense; Simple Past It uses the – <u>ed</u> or <u>d</u> form of the verb for regular verbs but varies in irregular verbs. It is used to express an action that happened at a certain time in the past, is ended and may have no relationship with the present. e.g. He <u>finished</u> school in 1980. The woman <u>went</u> to Accra last Friday. Past Continuous It is made up of <u>was/were + the – ing</u> form of the particular verb. It is used to express an action that continued over a period in the past. e.g. The students <u>were studying</u> throughout the night. My mother <u>was working</u> the whole morning.	Use substitution drills to differentiate forms and their meanings. Students form sentences and write short paragraphs using each structure.	Students fill in blanks in sentences/passages with correct types of the verb. Students convert the base forms of verbs to other forms. Students write sentences/paragraphs using each of the structures studied.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 (CONTD) **Past Perfect**	The student will be able to:	<u>Past Perfect</u> It is made up of <u>had</u> + <u>the past participle</u> form of the verb. It is used to express a situation where two actions occurred in the past with one occurring before the other. The first action is put in the past perfect and the second one is put in the simple past. e.g. The robbers <u>had run</u> away when the police arrived. When the doctor came the patient <u>had regained</u> consciousness.	Use substitution drills to enable students practise the various structural forms.	Students write sentences to illustrate the use of the various types of the past tense.
Perfect Continuous		<u>Past Perfect Continuous</u> It is made up of <u>had</u> + <u>been</u> + the – <u>ing</u> form of the particular verb. It is used just like the Past Perfect Tense but the first action covers a period of time e.g. We <u>had been waiting</u> for almost an hour before the teacher arrived.	Students write sentences contrasting Past Perfect and Past Perfect Continuous tenses.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION

UNIT 7
 	
FUTURE TIME
	The student will be able to:
	
	3.7.1 identify forms used to express future time.
	
	3.7.2 use the correct form in the appropriate contexts.
		Forms used to express future time (simple)
		- will/shall/ 'll + infinitive
		  e.g. I will/shall go
		  I'll go
		- will/shall/'ll be + the progressive
		  e.g. <u>I'll be going</u> soon
		- be + going to + infinite
		  e.g. <u>I'm going</u> to do it
		- The simple present tense
		  e.g. Delle <u>leaves</u> for Accra tomorrow.
		- The present progressive
		  e.g. The match <u>is starting</u> at 2p.m.
		- be + to + infinitive
		  e.g. He <u>is to quit</u>
		  "be" + about to
		  e.g. Kofi <u>is about to</u> write a letter.
			Students practise the use of the forms which express future time.
			
			- use substitution drills to re-inforce correct use of forms.
			- identify uses in speech and in writing especially in planning for the future etc.
			- shades of meaning arising from the use of forms emphasized through identification drills.
			
			Select appropriate passages from literature texts to illustrate future time.
				Blank-filling exercises using the various ways of expressing future time.
				
				Students write a paragraph of activity using various forms expressing future time.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 8 **ADVERBS**	The student will be able to: 3.8.1 identify types of adverbs and use them correctly in sentences.	Identification and function of adverbs Adverbs are words which modify verbs. Identification and uses of different types of adverbs – -Manner – He ran <u>fast.</u> -The baby cried <u>loudly.</u> -Time - They left <u>yesterday.</u> -The boy reported <u>early.</u> - Place - She came <u>here.</u> - We went <u>there.</u>	Lead students to identify adverb types in a given passage.	Write some sentences on the chalkboard and let students identify the adverbs in them.
	3.8.2 distinguish between adjectives and adverbs in context especially those that have the same structure e.g. fast, well, hard.	Distinguish between adjectives and adverbs in context. e.g. The car is <u>fast</u> – adjective The boy ran <u>fast</u> – adverb Everything is <u>well</u>- adjective The girl did <u>well</u> – adverb The ball is <u>hard</u> – adjective He kicked the ball <u>hard</u>-adverb	Write pairs of sentences on the chalkboard using the same word first as an adjective and then as an adverb. Lead students to see the difference between the two. <u>NOTE:</u> Use comprehension passages and excerpts from literature texts for exercises.	Let students write sentences to show the difference between the same word used as an adjective and then as an adverb.

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

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 11 **INTERJECTION**	The students will be able to: 3.11.1 explain Interjections.	Definition of interjection: A word or phrase used for expressing strong emotions such as surprise or anger, fear or joy e.g. ooh!, ah!, etc.	Pair/Group work to identify examples of interjection in texts.	Identify the use of interjection in texts
	3.11.2 distinguish types and use them effectively in speech and in writing.	Distinguish types of interjections and the emotions they convey. e.g. strong/weak Use of interjection with all parts of speech.	Create situations for use of interjection and analyze effects.	Short sketches/role play demonstrating use of interjection.
UNIT 12 **THE PHRASE** **Types:**	3.12.1 identify a phrase.	Explanation and identification of the phrase i.e. a word/a group of words that perform a particular function-- e.g. subject, verb, object etc--in a sentence.	List phrases for identification through head words. In pairs/groups, students identify phrases in texts. Use sample sentences for identification and analysis.	Students identify and underline types of phrases in sentences/passages. Students use different types of phrases in sentences

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 13 **CLAUSES:** **Dependent and** **Independent**	The student will be able to: 3.13.1 describe and identify clauses in a given context.	Describe a clause—it is a group of words containing a finite verb and normally has a subject and a predicate. e.g. Seyram ate the food We went to Accra. John is a doctor	Students describe clauses. Using literary texts, let pairs/groups identify types of clauses.	
	3.13.2 distinguish between dependent and independent clauses.	Distinguish between dependent clauses (i.e. clauses beginning with subordinate conjunctions and not capable of standing on their own) from independent clauses (i.e. clauses capable of standing on their own) e.g. Kwesi saw his friend, independent clause when he went to Accra. dependent clause	Students identify types of clauses in given passages. Students write own short paragraphs using clauses.	Students discuss work identifying appropriate use of both types of clauses
	3.13.3 write sentences combining dependent and independent clauses.	If Serwaa studies hard, dependent clause she will pass the exams independent clause	Provide clauses and let students join into sentences.	Students join appropriate clauses.

YEAR ONE

SECTION 4

WRITING

General Objectives: Students will

1. acquire and develop skills for writing.
2. be able to write composition pieces on a variety of topics.
3. compose pieces containing human values.

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **PARAGRAPH DEVELOPMENT**	The student will be able to: 4.2.1 write a suitable paragraph on a given controlling idea. 4.2.2 develop paragraphs out of given topics.	Body Writing paragraphs beginning with the sentence that contains the main idea – i.e. the topic sentence. Locating the position of the topic sentence – at the beginning) - at the end -in the middle of paragraph. Identification of supporting sentences or sentences that helps to explain and expand and/or illustrate the topic sentence.	In groups/pairs identify topic and supporting sentences. Use different texts to illustrate deductive and inductive paragraph development. Develop supporting sentences from given topic sentences. Develop paragraphs on their own using the various positions of the topic sentence.	In pairs/groups student identify the three positions of the topic sentence from a given text. Develop suitable concluding paragraphs on given topics. Discussion of students' work in groups, etc.
	4.2.3 develop own concluding paragraphs on given topics.	Conclusion Strategies for concluding paragraphs in essays include: deducing, predicting, reviewing and summing up main points.	Identify the devices through pair/group study of given paragraphs. Compare paragraphs using the devices.	
UNIT 3 **PLANNING AN ESSAY**	4.3.1 generate ideas on a given essay topic.	Development of ideas on a particular topic into one connected and coherent piece.	Students generate ideas on a given topic.	Students select own topics and generate ideas on them.
			NOTE: In dealing with paragraphs avoid using technical terms like "Topic sentence", "supporting sentence". etc.	

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

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

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

SECTION 5
LITERATURE

General Objectives: Students will

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **INTRODUCTION TO LITERATURE** **What Literature is** **Aspects**	The student will be able to: 5.1.1 explain Literature.	Explanation of literature—written information on any subject; any work of art, oral or written, that has form and teaches values.	Guide students to discuss the meaning and forms of literature.	Students mention forms and genres.
Importance	5.1.2 identify the forms and genres of literature.	Forms: -Oral Literature. -Written Literature Genres: Prose, Drama, Poetry	Give examples of the forms and some elements of Oral Literature e.g. riddles, proverbs, folksongs, folktales. Show pieces of literary works for students to identify forms.	Students write down some forms of Oral Literature.
	5.1.3 state importance of literature.	Importance: enjoyment, entertainment, helps develop critical/analytical minds, teaches moral, social and cultural values.	Discuss various uses and importance of Literature.	Students study various pieces and identify the forms and genres.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **ORAL LITERATURE** **The Folktale**	The student will be able to: 5.2. 1 recognize features of the folktale. 5.2.2 identify and use narrative techniques in writing tales.	Form of the folktale: - Formulaic beginnings - Use of songs - Simple characterization - The trickster hero - Dialogue, suspense etc. - Variable narrator i.e. the performer influences delivery - Audience participation	Students listen to oral folktale. Students watch live performances or recorded versions e.g. Metro TV's "By the Fire Side" or "Story Time" - Analyze features of the Folktale using a sample of the folktale. - Write or tell versions of folktale.	Students write versions of folktales heard for class discussion Group performs folktale for class discussion of the features.
	5.2.3 state customs, beliefs, etc expressed in the tale.	Customs, beliefs, values expressed in the tale e.g. marriage rites, puberty rites, parental/paternal control, good triumphing over evil etc.	Guide students to identify customs, beliefs, etc. in folktales. Use recorded or written texts and have such enacted (whenever possible) - group discussion on habits and traditions emerging from tales.	Students write own tales
Myths and Legends	5.2.4 distinguish myths from legends; 5.2.5 determine customs, attitudes, beliefs, etc. expressed in the forms.	Myth: Story – anonymous Origin- Folk belief devices:- Use of supernatural episodes and beings as means of interpreting natural events. Purpose--to explain people's world view. Legend: Protagonist is a person rather than a supernatural being.	Students write or narrate extant myths and legends known in the community, nation-wide and world-wide: A legend - has a more historical truth - Often exemplifies love of a people and expresses their racial and nationalistic spirit e.g. The legend of Yaa Asantewaa, Tohazi, Achilles.	Students tell and discuss myths and legends from their traditional areas.

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONTD) **UNIT 5** **POETRY (ORAL)** **Song Texts:** **Work songs,** **Praise and** **Satirical poems,** **Libation** **Appellation** **UNIT 6** **POETRY (WRITTEN)** **The Lyric Poem**	The student will be able to: 5.5.1 identify features of meaning and importance of given poems. 5.6.1 analyze the forms of the lyric. 5.6.2 appreciate the emotions conveyed by the lyric .	- inference that can be drawn from the subject matter form the theme(s) - A passage can have more than one theme. Consider moral values in the extract(s). Song texts, including traditional songs sung at leisure times or at traditional social functions. Moral values e.g. dedication, discipline, honesty. Features of a lyric: Usually in stanzas; - often possessing definite rhyme patterns; - expressing intense emotion e.g. love, loss, etc; - usually single themes. **NOTE**: Focus on subject matter, theme and value lessons in analyzed lyrics.	Students identify and discuss subject matter, theme(s) and any moral values in the given text. Use recorded/oral texts for analysis. Listen to pieces and identify features of the performance that recur. Listen to pieces and point out any values in them. Use a short poem e.g. Pepper Clark's "River Bird" to identify features. In groups/pairs, students analyze theme and other stylistic features.	 Students compose texts for analysis. e.g. A short poem on contemporary issues. - The Dangers of STDs/HIV/AIDS - Drug Abuse. - Peaceful co-existence. Students compose lyrical poems. Students compose poems parallel to lyrics which express emotions/values.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 **DRAMA (ORAL)** **Festivals** **Concert Parties**	The student will be able to: 5.7.1 identify the elements of performance. 5.7.2 appreciate the social messages and bonds.	Some elements of the festival and the concert party; Festivals - Open air theatre - Fluid roles between performers and spectators. - Minimal use of stage props. - Use of costume etc. - Use of music and dance Concert Party: - Comic - Music - Simple Characters - Impersonation - Moral ending <u>Language Use</u> Dialogue, present tense	Field trips to: - observe festivals and concert party performances; - discuss elements that Characterize the above; - describe festivals of communities; - determine cultural and moral significance of festivals and concert parties.	Students role play some aspects of a festival.
UNIT 8 **DRAMA (WRITTEN)** **Tragedy**	5.8.1 state the features of tragedy. 5.8.2 state characteristics of tragedy.	Characteristics of stage plays: - the cast - props, act, scene, etc Characteristics of tragedy - conflict - tragic hero - tragic flaws - sad ending Moral values e.g. humility, self-confidence, initiative	Students watch and discuss values in a selected tragedy. Students read a selected tragedy for class discussion.	Students state the characteristics of a tragedy. Students state moral lessons learnt from a given tragedy.

YEAR TWO

SECTION 1
SPOKEN ENGLISH/LISTENING AND SPEAKING

General Objectives: Students will
1. articulate various English speech sounds correctly.
2. speak English accurately and fluently.
3. make use of stress and intonation appropriately in speech.

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

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONTD) **CONSONANTS** **Review**	The student will be able to:	- nasals /m/ /n/ /ŋ/ e.g. <u>m</u>at <u>n</u>ut thi<u>ng</u> - lateral /l/ e.g. <u>l</u>orry <u>l</u>oud -roll/trill/flap /r/ - semi-vowels /w/ /j/ e.g. <u>w</u>ine <u>y</u>am Consonant Clusters: Using consonant clusters correctly in the initial, medial and final positions of syllables e.g. /st/ (<u>st</u>ay, ho<u>st</u>) /p/ (<u>p</u>a<u>st</u>) /sk/ (<u>sk</u>y, a<u>sk</u>) /skr/<u>scr</u>een)		Students form sentences orally with words containing the target sounds.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION

UNIT 3
 	
SYLLABIC CONSONANTS
	The student will be able to:
	
	1.3.1 identify words that end in syllabic consonants and articulate them correctly.
		In some English words, the syllabic peak is formed with the consonants /l/ and /n/.
		
		Conditions for syllabic consonants:
		-A two syllable word; the first stressed the other unstressed.
		
		- The unstressed syllable has /l/ or /n/
		
		- n and l pronounced and heard as vowels,
		e.g.
		  cotton sudden
		  little middle
		  rival shuffle
		  able apple
		
		Language use:
		Note: grammatical errors during conversation and correct at the appropriate time.
			Pronunciation drill:
			
			- identify words ending in / n / and / l /.
			
			- observe conditions for realizing syllabic consonants and pronounce words accordingly.
			
			Students listen to syllabic consonants articulated in context e.g. recorded dialogues/sentences.
			
			Use a good pronunciation dictionary to detect syllabic sounds.
			
			Identify common problems, and work at correcting them.
				Students make a list of words ending in syllabic consonants and articulate them.
				
				In groups students compile a list of consonant clusters.

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 **STRESS** **Polysyllabic Words**	The student will be able to: 1.5.1 identify polysyllabic words and produce them with correct stress.	Stress in polysyllabic words: Words ending in – ate- - two-syllable words with stress on 2nd syllable e.g. lo'cate, va'cate, dic'tate. - three-syllable words with 1st syllable stressed. 'allocate, educate. - four-syllable words with 2nd syllable stressed a'malgamate, a'ssimilate, 'inculcate. Words ending in – ion- - two syllable words, place stress on 1st e.g. 'action, 'diction, 'motion. - three syllable words, place stress on 2nd e.g. 'aversion, o'ccasion - four syllable words, with 3rd syllable stressed e.g infor'mation, into'nation	Students listen to pronunciation of words with three and four syllables. Students list words, especially, verbs ending in – ate- nouns ending in -ion- In pairs/groups students practice pronunciation of words with the correct stress. Read passages to practise correct stress.	Students read selected passages using the correct stress on words.

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

YEAR TWO

SECTION 2

READING COMPREHENSION

General Objectives: Students will

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **READING SKILLS** **Reading Phrases Skipping unessential Words i.e. function words**	The student will be able to: 2.1.1 read in phrases paying attention to essential words. 2.1.2 demonstrate reading skills such as skimming and scanning. 2.1.3 sustain the habit of Reading.	Short passages for reading practice. - reading phrases - reading passage with function words omitted. - reading materials E.g. library books	Pair/group activity to practise reading phrases focusing on content words. Pair/group activity to practise reading paying attention to function words. In pairs/groups students read other materials e.g. magazines, journals, extracts from novels. Review and report on materials read.	Read short passage to test faster reading. (length of passage 300 – 350 words) Individuals review/report on materials read.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **READING COMPREHENSION**	The student will be able to: 2.2.1 digest thoroughly information read from passage and make implied deductions based on given questions.	Derived/Derivative Questions- These are questions to which answers can be found by referring to /inferring from information in the passage.	Students answer questions based on texts in groups and pairs by referring to/inferring from given text. Individually, students are given passages to answer specific questions on.	Students answer specific questions based on a passage.
	2.2.2 draw, if any, lessons derived from passages read .	Grammatical Questions – These are questions on grammatical items e.g. identifying parts of speech, types of clauses and phrases as well as their functions and figures of speech etc.	Discussion of answers given by students to questions. Make students aware of the various types of comprehension questions.	
	2.3.3 identify words with specific meaning in given texts.	Vocabulary Questions – Here the students will have to replace certain words used in passage/text with other suitable words.	**NOTE:** Teacher pays attention to aspects of grammar studied and ensures students apply them in their writing.	
UNIT 3 **SUMMARY**	2.3.1 identify the basic topic sentences that summarize each paragraph for writing the summary.	Identification of key/main/ essential words and phrases in passages.	In group/pairs students identify main and supporting ideas from given texts.	Students identify and write single topic sentences and summaries of given passages and texts.
		Distinguish between main and supporting ideas from passages.	Students identify the topic sentences from selected paragraphs and state them in own words. Guide students to write out the summary. Class discussion of students work for essential ideas and common summary errors.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONTD)	The student will be able to:	Reducing paragraphs to sentences and sentences to phrases and words.	Guide students to apply certain essential points about writing summary e.g. - Use only the ideas in the passage. - Express these ideas in their own words as much as possible – no blind lifting. - Use complete, intelligible sentences. - Avoid adding unnecessary ideas. - Be brief – brevity of thought and expression.	Students write summaries of given texts. Students read summaries in class for discussion and correction.

READING BEYOND THE CLASS TEXT

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

YEAR TWO

SECTION 3

GRAMMAR

General Objective: Students will

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **THE SENTENCE** **Parts of the Sentence**	The student will be able to: 3.1.1 identify the subject and predicate of a sentence. 3.1..2 analyze single sentences into their constituent elements.	Parts of the sentence – subject + predicate. Elements of the sentence. S + V + O + C + A The lady'/ bought /a dress S V O John/ is a /doctor S V C	Use conversion drills beginning with simple sentences. Students construct sentences. Present simple texts for analysis of parts.	In pairs/groups, students analyze given sentences. Students construct sentences and identify constituent elements. S. V. O. C. A.
TYPES OF SENTENCES	3.1.3 identify various types of sentences. 3.1.4 use the types Appropriately.	Types: - Simple e.g. This is my house. - Compound with coordinating conjunction e.g. I came to school late and I was punished.	Guide students to identify types of sentences.	Pairs/groups construct sentences and indicate the types.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION

UNIT 15 (CONTD)
 	
TYPES OF SENTENCES
	The student will be able to:
	
	3. 1.5 identify the functions that different sentences perform.
	
	3.1.6 construct sentences which illustrate the different functions.
		Different functions of sentences:
		- statements
		  e.g. This bread tastes good
		- questions
		Distinguish between –
		Wh question – e.g. Who took my book?
		- inverted question
		  e.g. Are you happy here?
		
		- question tag
		  e.g. The book is interesting, <u>isn't it</u>?
		
		- intonation question
		  e.g. He is eating?
		
		- rhetorical question
		  e.g. Who cares? or What difference does it make?
		
		- command
		  e.g. Come here.
		
		- interjections
		  e.g. How lovely!
		  What a hot weather?
			Conversion drills e.g.
			Changing statements into questions.
			Identify functions of direct sentences in speech and in writing.
				In pairs/groups, students use some of the forms in a role play.
				
				Students construct sentences illustrating the various functions of sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **CONCORD:** **Subject-Verb** **Agreement**	The student will be able to: 3.2.1 match the appropriate verb form with its subject in number and person;	Subject-verb agreement involves matching the appropriate verb form with its subject. Where the nouns used refer to the one and same person, the verb is singular e.g. -His boss and friend works hard. Singular subjects joined by or/nor take singular verbs e.g. Either my - brother or my sister has arrived - When a singular subject and a plural subject are joined by "or/nor" the verb agrees with the second subject that is nearer the nor/or e.g. Either the headmaster or the teachers are right. - A singular subject and a plural subject joined by "with" or "no less than' takes a singular verb e.g. The boy with his parents is attending a seminar on human relations. - A collective noun can take either the singular or plural verb. e.g. The team is/are on the field.	Completion drills e.g. The boy's parents is/are here. The man with his wife has/have flown to London. Use of sample texts for identification and analysis of the types of subject-verb agreement discussed. **NOTE**: Teacher should give more exercises to reinforce the concept.	Individuals complete tables with appropriate subject verb. In groups/pairs students identify and analyze subject-verb agreement in given passages. In groups/pairs students correct errors in subject-verb agreement in a passage.

UNIT 3
PHRASAL
VERBS
	3.3.1 identify and use the various forms of the simple phrasal verb.	Description of phrasal verbs.
		Types of simple phrasal verbs
		e.g. Verb + Adverb
		      look + into
		      take + off
			Contrast classical verbs with phrasal verbs, e.g.
			She put on her dress (classical).
			She put on a smile (phrasal)
			It is difficult to go up the mountain (classical)
			Prices are likely to go up (phrasal).
				Fill in the blank exercises with phrasal verbs.
				
				Students identify and discuss phrasal verbs in given texts.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
	The student will be able to:			
UNIT 3 (CNTD)		The prefect was asked to look into the issue. Verb + Preposition e.g. put + away 　　　take + up She <u>put away</u> the dishes.	Use dictionaries/Internet to look for examples of phrasal verbs and list as many as possible for the student to understand the concept.	
UNIT 4 **COMPLEX PHRASAL VERBS**	3.4.1 identify forms of complex phrasal verbs i.e.verb + adv.+ prep verb + obj. + prep.	Students work on types of complex patterns e.g. *Verb + Adverbial + Preposition* e.g. I won't <u>go in for</u> such expensive clothes for school. *Verb + adv. + prep.* If you work harder, you can <u>catch up with</u> the rest of the class. *Verb + object + prep.* e.g. We can <u>make room for</u> two more guests.	Ask students to identify complex phrasal verbs in literature/texts/Internet.	Oral/written exercises on simple and complex phrasal verbs in sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 **IDIOMATIC EXPRESSIONS**	The students will be able to: 3.5.1 identify and use idiomatic expressions in speech and in writing. 3.5.2 explain idiomatic expressions in specific contexts.	Identify some popular idiomatic expressions. Examples of basic types of idiomatic expressions e.g. verb based idiomatic expressions: 'eat one's words' ' kick the bucket', ' blow one's trumpet', 'throw in the towel' Noun based idiomatic expressions: – 'spick and span' 'By hook or crook'. Preposition-based idiomatic expressions. e.g. For and against On and off Determine the meanings and usage.	Identification of idiomatic expressions and their meanings in isolation and in literary texts. Using idiomatic expressions in sentences or continuous writing Discussion of idioms and idiomatic expressions found in supplementary readers/literature texts. With the aid of a dictionary/Internet, students find more examples of idiomatic expressions and their meanings and use them correctly in sentences.	 Fill in the blanks exercises. Students write short essay on selected topic using at least two idiomatic expressions.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 **FINITE AND NON-FINITE VERBS**	The student will be able to: 3.6.1 identify finite verbs in context. 3.6.2 identify verbs whose forms indicate tense. 3.6.3 form sentences that distinguish between the use of the two forms.	Description of a finite verb - It is a verb whose structure changes according to the subject with which it goes or the time it refers to. Finite forms include: Simple Present – go, goes, eats, etc. Simple Past Form – went, were, etc. **NOTE**: The Simple Present and Simple Past Forms show contrast in tense. Non – Finite Forms include: The bare infinitive – may <u>call</u> The infinitive – to go, to eat, etc. The present participle – going, eating etc. The past participle – gone, eaten Note: The various infinitive and non-finite forms do not indicate tense.	Using literature texts, students identify finite and non-finite verbs e.g. He <u>ate</u> (finite) He is <u>eating</u> (non-finite); Hassan studied English (finite); Hassan is <u>studying</u> (non-finite). To study is to succeed (non-finite). Contrast invariable forms of the non-finite with the variable forms of the finite. Form sentences with the same verbs to show finite and non-finite forms.	Students identify the forms in given texts. Students form sentences using the forms studied.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 **NOMINAL (NOUN) CLAUSES**	The student will be able to: 3.7.1 identify nominal (noun) clauses.	Identification of a nominal (noun) clause – It is a clause which as a result of its structure does the work of a noun in the sentence in which it is found.	In groups/pairs/individuals: - identify noun clauses as subject/object/ complement in given texts.	Students list nominal clauses and use them in sentences.
	3.7.2 identify the various functions of the clause in given texts and sentences.	Identification of noun clauses as subjects, objects, complements: e.g. <u>What you are saying is right.</u> (subject) I know <u>(that) I was right</u> (direct object)	- Construct sentences indicating the noun clauses and state their functions.	Students identify and state the functions of noun clauses in given statements.
	3.7.3 use noun clauses in speech and in writing.	It seems <u>(that) he will do it.</u> (complement) NB ('That 'and 'wh' clauses)	- Discuss effects of the use of noun clauses in simple texts.	Students construct noun clauses and use them in sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 8 **ADVERBIAL CLAUSES**	The student will be able to: 3.8.1 identify types of adverbial clauses and state their functions. 3.8.2 use the adverbial clause effectively in speech and in writing.	Identification of types and functions of adverbial clauses. E.g. Time Place Condition Comparison Manner Concession etc. Use of appropriate subordinating conjunctions to signal types e.g. * I saw him <u>when he arrived.</u> (Time) * The sun shines <u>where you are.</u> (Place) * <u>Although I spoke to him,</u> he didn't listen (Concession) etc. Function: I saw him <u>when he arrived</u> – This modifies the verb 'saw'	Group/pair work: - identification of types of adverbial clauses and their functions in given literary texts. - construction and analysis of sentences containing adverbial clauses.	Students identify types and state the functions of adverbial clauses in context. From given statements students identify the various subordinating conjunctions and the type of adverbial clauses they introduce. Students use adverbial clauses in sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 9 **ADJECTIVAL /RELATIVE CLAUSES**	The student will be able to: 3.9.1 identify relative/ adjectival clauses and also state their functions. 3.9.2 use adjectival/ relative clauses to modify nouns in speech and in writing.	Identification of relative clauses - antecedent and its type of relative pronoun e.g. who/which/whom/ whose/that e.g. This is the lady <u>who won the national prize for scientific invention.</u> I received the money <u>which you sent me.</u> Defining Relative Clause: Describe the preceding noun in a way as to make it different from other nouns of the same class. - The students <u>who came late</u> were punished. - The person who repairs the computer is here. Non-defining Relative Clauses: Placed after definite nouns. Do not define the noun but merely add some information. Not essential in the sentence and can be omitted. Is depicted by the use of commas: e.g. - The students, <u>who came late</u>, were punished. - The armed robber, <u>who attacked the woman</u>, has been jailed.	- use sample texts for identification and analysis. - groups/pairs write clauses for analysis of structure and meaning.	From given statements students identify adjectival/relative clauses and their types. Students write a paragraph of descriptive essay using adjectival/relative clauses.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION

UNIT 10
 	
TRANSITIVE/ INTRANSITIVE VERBS
	The Student will be able to:
	
	3.10.1 identify verbs that are transitive.
	
	3.10.2. identify verbs that are intransitive
	
	3.10.3 identify verbs that are neutral.
	
	3.10.4 identify types of verbs in context and use them in speech and in writing.
		Transitive Verbs – Those that take direct objects.
		
		e.g. The woman <u>sells</u> rice.
		    The boy <u>repaired</u> the radio.
		
		Intransitive Verbs – Those that do not take direct objects.
		
		e.g. The baby <u>cried.</u>
		    We all <u>ran.</u>
		
		Neutral Verbs – Those that function both as transitive and intransitive.
		
		e.g. Nartey <u>sings</u> gospel songs (transitive)
		
		    Nartey <u>sings.</u> (intransitive)
		
		    Agyemang <u>reads</u> well (intransitive)
		
		Fenyiwa reads books about computers (transitive)
			Conversion drill for transitive verbs as well as intransitive verbs e.g.
			
			Seima <u>drives </u>a Toyota-- (Transitive)
			
			Seima <u>drives</u>--(intransitive)
			
			- Structure drills to determine appropriate verb use.
			
			- Sample texts for discussion and analysis.
				Blank-filling exercises using the appropriate verb form (transitive/ intransitive/neutral)
				
				Write a paragraph using transitive, intransitive and neutral verbs.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION

UNIT 11
 	
VOICE
Active and Passive
	The student will be able to:
	
	3.11.1 distinguish between the form of active and passive voice.
	
	3.11.2 use active/passive voice in speech and in writing.
	
	3.11.3 change active to passive voice and vice versa.
		Distinguish between <u>active</u> and <u>passive</u> voice:
		
		Active – S V O
		e.g. The girl swept the room.
		
		Passive – Verb be + past participle of main verb
		e.g. The room was swept by the girl.
		The passive voice is used when the agent is not mentioned
		My book has been stolen-
		- Some expressions are always in the possive. E.g I was born in 1960.-
		- Kwame Nkrumah was born at Nkroful
		Conversion of active voice into passive voice.
		
		- active subject becomes passive agent.
		  Pearl sewed the dress.
		- active object becomes passive subject.
		  The dress was sewn by Pearl.
		- the preposition 'by' is introduced before the agent.
		  Use of passive for writing reports, minutes .etc.
			Use pair conversation drill to help students practise the use of active/passive voice.
			
			Provide passages for students to identify active/passive voice.
			
			Analyze samples of texts to note differences in the use of the passive in formal writing.
			
			Teacher discusses various uses of the passive voice with students.
				Students change active voice into passive and vice versa.
				
				Organise short field trips for groups of students. Let secretary write report for class discussion.

SECTION 4

WRITING

General Objectives: Students will

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **LETTER WRITING** **Formal Letters**	The student will be able to: 4.1.1 use correct features in writing formal letters.	Discuss format of formal letters: Writer's address (without name), date, recipient's & receiver's addresses, salutation, title of letter, subscription, signature, full name. Structure of formal letters: introduction, body of letter, conclusion.	Students study samples of formal letters e.g. - letter of application - letter to the head of an institution - letter to a government official - letter to the editor of a newspaper. In pairs/groups, students write letters to be analyzed.	Provide a scenario for students to write letters using the features discussed.
	4.1.2 write formal letters using appropriate tone.	Language of formal letters - polite, formal - no use of slang and contractions. -no pleasantries <u>Language use:</u> Focus on tenses, appropriate diction and adverbs and modals.	Students write formal letters on selected topics.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **SPEECHES** **Informal**	The student will be able to: 4.2.1 identify features that characterize informal speech.	Format of informal speech - addressing the audience (not as elaborate as formal) - briefly re-stating the topic.	Expose students to some occasions for informal speech. Speech delivered at: - a birthday party - a family reunion - a students' meeting - a class meeting	In groups/pairs, students prepare speeches on given topics for discussion e.g. speech to a group of new students on life in your school.
	4.2.2 use appropriate language in informal speech. 4.2.3 write an informal speech using appropriate language.	Language use in informal speech: - use of contracted form - use of repetition - use of rhetorical question - controlled use of jokes and humour.	Read/play back and discuss excerpts of informal speeches as models e.g campaign speech, speech delivered at a birthday party. In groups/pairs, students practise writing informal speeches on some topics for oral/written delivery.	Students deliver speeches extemporaneously.
Formal	4.2.4 identify features that characterize formal speech.	Discussion of format for formal speech – - addressing the audience - stating the topic - taking the main points of the speech in turns - conclusion - expressing gratitude to audience for listening to you.	Expose students to some occasions for formal speech. Speech delivered at - School Speech and Prize-Giving Day - Founder's Day - Any other official Gathering Read excerpts of speeches as models.	In groups/pairs, students prepare speeches on given topics for discussion e.g. Child Abuse, Teenage Pregnancy, Achievements of the school. Preservation of Water Bodies, Peaceful Co-existence, etc.
	4.2.5 use appropriate language in formal speech/ writing.	Language used in formal speech. - use of polite language - use of quotations - use of rhetorical questions - use of repetition - controlled use of jokes and humour.	In groups/pairs students practise writing formal speeches on some topics for oral/written delivery.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **ARGUMENTATIVE ESSAYS**	The student will be able to: 4.3.1 identify features of argumentative essay. 4.3.2 write argumentative essays.	Three types of argumentative essays: 1. Those that require the student to propose the point. 2. Those that require the student to express opinion. 3. Those that require the student to consider both sides of an issue and give judgment.	In pairs/groups, students discuss features of all three argumentative essays Teacher divides class into two opposing groups to argue on the stand taken in a given topic.	Students write argumentative essays on a given topic Students discuss essays paying attention to features.
UNIT 4 **DEBATES**	4.4.1 identify features of debates. 4.4.2 compose debate for oral/written delivery using effective debating language.	Features characterizing debates -address audience -introductory remarks stating the motion etc. -refutal/rebuttal – stating one's position/arguments. -use of **I** and rhetorical questions, repetitive expressions, etc. -use of contrasts and comparisons. -concluding statements, often summative.	Organize debates Students listen to debates e.g. Radio Debates or real model debate. Let students practise features of debates in class: -special introduction -stating the motion -rebuttal -contrast and comparison—concluding statement	Organize a class debate on given motion e.g. - Child waywardness, parents are to blame.

YEAR TWO

SECTION 5

LITERATURE

General Objectives: Students will

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

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

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D)	The student will be able to: 5.1.3 translate proverbs from one language into another. 5.1.4 use proverbs appropriately in speech and in writing.	Translate equivalents in English and Ghanaian or African Languages.	Students look for equivalent English proverbs to local ones. Create scenarios that illustrate the appropriate use of proverbs.	Individual write short paragraphs on a given proverb to illustrate its meaning.
UNIT 2 **PROSE (Written) Study of a Specific Text:**	5.2.1 identify background and setting of the text	Using specific text find: - Background and setting	Students read passages, identify and discuss elements of background and setting.	
Background and Setting	5.2.2 determine subject matter and theme.	- Subject matter and theme	Read selected passages embodying subject matter and theme.	
Subject Matter and Theme **Plot and Characterization**	5.2.3 analyze plot and show how the writer uses it effectively in a given text. 5.2.4 show how characters are portrayed.	Plot or the storyline: sequence of events in a story/play Characterization: -presenting characters in a story or play through -what they say and do -what is said about them -their reactions to situations	Identify and discuss theme(s) of a text relating it to the action/plot. In groups/pairs, examine passages that deal with characterization and style. Discuss effectiveness of the language used, etc.	In group/pairs students read a short text and discuss - setting - plot - subject matter/theme - characterization, etc.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **LITERARY TERMS 2** **Rhyme** **Alliteration** **Assonance**	The student will be able to: 5.3.1 identify the terms in extracts and use them appropriately in speech and in writing.	<u>Rhyme:</u> When two or more words end with the same sounds e.g. date gate; rate fate. <u>Alliteration:</u> Successive use of a dominant consonant sound in a spoken or written piece e.g. my most memorable memories melted away. <u>Assonance:</u> Repetition of a dominant vowel sounds in adjacent words e.g. the fat cat sat on the mat.	Use relevant extracts to illustrate the terms. Students recite tongue twisters that illustrate sound devices.	In groups/pairs students identify the use of some of these literary terms in given texts and discuss their effects. Students compose poems using the devices.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
	The student will be able to:			
UNIT 4 **POETRY (Written)** **The Ballad**	5.4.1 identify and appreciate the features of the ballad. 5.4.2 identify the values in a given ballad.	Features of a ballad: -usually in stanzas - often has rhyme patterns - expresses intense emotion -e.g. love, loss, sadness -usually has a single theme -long and sung	In groups, students identify the features of a given ballad.	Individually, students compose poems parallel to a ballad.
UNIT 5 **POETRY (Oral)** The Epic	5.5.1 recognize the form of the epic, identify its theme(s) and comment on features and impact of the epic.	The epic - long narrative poem - uses elevated language - characters usually high ranking and socially important - deals with their impact on the history of a nation or a race - describes brave feats and heroic achievements	Use extracts from an epic poem. Identify features and other devices. Explain effect of devices used in characterizing the epic.	Oral appreciation of an Epic Poem.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 **DRAMA** **Study of a Specific Text:**	The student will be able to: 5.6.1 identify background and setting. 5.6.2 determine subject matter and theme(s). 5.6.3 analyse plot and show how the writer uses it effectively. 5.6.4 identify and comment on aspects of the dramatic techniques used.	Background and setting. Subject matter and theme. Plot and characterization e.g. irony, lighting etc. Refer to Year 2 Section 5 Unit 2 Objective 5..2.1, 5.2.2 and 5.3.4. Dramatic techniques e.g. irony, suspense.	Read extracts, identify and discuss elements of background and setting. Read selected passages embodying subject matter and theme(s). Identify and discuss themes relating them to the action, plot and characterization. In pairs/groups, students examine the effective use of dramatic technique used in the text. Discuss the effectiveness of the language.	Students identify and discuss theme(s) in a specific text relating them to the action or plot and characterization Students identify the use of dramatic techniques in given contexts and discuss their effects.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 DRAMA **The Study of a Specific Text II** **Dramatis Personae/Cast** **Act** **Scene** **Satire** **Sarcasm**	The student will be able to: 5.7.1 explain the terms. 5.7.2 identify them in texts. 5.7.3 show how they are used to achieve special effects.	Dramatis Personae/Cast - characters in a play novel or poem - list of characters in the progamme of a play, at the beginning of the printed version of a play - <u>Act:</u> major division of a play. <u>Scene:</u> - minor division of a play - piece of action which is self-contained and primarily visual. <u>Satire</u> - Work of art that criticizes human foibles or frailties with a combination of wit and humour <u>Sarcasm</u> speaker pretending to be precise when he actually means the opposite e.g. Mark Anthony's speech in <u>Julius Caesar:</u> "For Brutus is an honourabale man"	Use text to identify and explain terms. Students look for other examples from other sources for class discussion. Pairs/groups discuss the effectiveness of terms as used in a given text.	Students identify and discuss the effectiveness of any two of the devices used in a given text Students perform the play studied

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 (CONT'D)	The student will be able to:			
Euphemism		Euphemism presenting an unpleasant thing or experience in a more pleasing way e.g. "He has passed away" – died.		
Soliloquy		- Soliloquy: speech delivered by a character (in a play) while alone which informs the reader or audience what is on the character's mind, or gives information about other characters in the play.		
Aside		Aside: a character directly addresses the audience without being heard by other actors on stage.		

YEAR THREE

SECTION 1

LISTENING AND SPEAKING

General Objectives: Students will

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

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

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

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. 1.3.1 determine when to use weak or stressed forms. 1.3.3 use weak forms correctly in utterances.	Weak forms: unstressed syllables in utterances Identification of weak forms in - articles - pronouns - conjunctions - prepositions - auxiliary verbs e.g. a / æ / ⟶ / ∂ / has / hæz / ⟶ / h∂z / and /ænd / ⟶ /(∂)n(d)/ to /tʊ/ ⟶ / t∂/ e.g I've got to do it. **Note**: – weak forms are often employed in ordinary speech -strong forms, used for particular emphasis. Note that strong forms are often used in citation.	Note differences between weak forms and strong forms of words listed in content. Let students read extracts/texts in which they pronounce weak forms for practice.	Reading short passages taking note of weak forms.

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

YEAR THREE

SECTION 2

READING/LISTENING COMPREHENSION

General Objectives: Students will

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **READING** **COMPREHENSION**	The student will be able to: 2.1.1 use skimming and scanning techniques appropriately in studying any given text.	Skimming and Scanning different texts for different purposes. Length of passage: 350-400 words.	Use given passages and texts for practice exercises on skimming and scanning, paying particular attention to essential points and supportive ideas.	Students read short passages to test faster reading using the techniques of skimming and scanning. (Length of Passage 350 – 400 words)
	2.1.2 answer questions based on writer's language and style.	Appreciative Questions Recall & Derivative **questions** Questions based on writer's diction, mood/attitudes portrayed by the choice of words, figurative and idiomatic expressions. Language use: Focus on punctuation—comma, apostrophe, full stop—tense sequence.	Group discussion and questions from passages of about 400-450 words. Specific questions from passage on diction and use of language.	Written comprehension exercises based on a given passage/text.

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **SUMMARY III** **Topic Sentence** **Sentence Summary** **and Continuous** **Summary**	The students will be able to: 2.2.1 use summary techniques in reducing passages into sentences, phrases and words effectively. 2.2.2 identify topic sentences and write out paragraphs using only essential points. 2.2.3 answer summary questions based on given texts.	Passages from textbooks and journals for summary work. Revision of the various steps and techniques of summarising. Listen to news and dictated passages for summary. <u>Language use</u> Focus on phrases, sentence construction or needy area(s).	Ask questions based on given passages of about 400-450 words. Students summarize notes written on other subjects for general class discussion.	Revision exercises on summary writing.

READING BEYOND THE CLASS TEXT

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

YEAR THREE

SECTION 3

GRAMMAR

General Objective: Students will

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

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

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **POST-MODIFIERS OF THE NOUN**	The student will be able to: 3.3.1 identify the different post modifiers. 3.3.2 establish the order in which they occur and use them correctly.	The post-modifier normally comes after the word/noun it describes. It may be a/an: - Adverb The boy <u>behind</u> (post modifier) The heir <u>apparent</u> The secretary <u>general</u> Phrase – - Infinitive: The man <u>to imitate</u> ………… Prepositional A woman <u>of substance</u> Participial: The car <u>being towed away</u>. Clause: Relative which/who/that: The boy <u>who came here.</u> The cat <u>which I bought</u>…. <u>Adverbial</u> The day <u>when I first went to school</u> ………..	List the different post-modifiers for group study. - Substitution drill on the use of modifiers. - Students replace one type of post modifier with another to determine effects. - Sample texts for analysis/students writing.	Students identify the different types of post-modifiers in given sentences/texts. Students use different types of post-modifiers in given sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **Word Formation**	The student will be able to: 3.4.1 expand their vocabulary through the use of affixes to form 'new' words and use them correctly in sentences.	Affixes – A word or letter added at the beginning or end of an original word to form a completely new word. There are two types of affixes namely: Suffixes – a word or letter added at the end of a word to form a new word. e.g. –ness good ⟶ goodness -ment improve ⟶ improvement -r drive ⟶ driver Prefixes – a word or letter added at the beginning of a word to form a new word. e.g. un- tidy ⟶ untidy in- active ⟶ inactive il- logical ⟶ illogical Suffixes that convert verb stems into nouns, e.g. -r make ⟶ maker -ment amend ⟶ amendment -tion attend ⟶ attention -er labour ⟶ labourer	Use given affixes to form new words. Use new words in sentences Written exercises using appropriate words. Note changes in spelling and pronunciation.	Conversion of words from one word class into another using affixes. Student fill in the blanks using words formed.

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONTD) **Word Formation**	The student will be able to: 3.4.2 identify nominalized forms of adjectives.	<u>Nominalization</u> Simple Nominalizations Adjective to noun long ⟶length wide ⟶ width poor ⟶ poor Suffixes that convert adjectives into nouns e.g. ness mean→meaness ity sincere→sincerity Suffixes that convert adjectives into adverbs e.g. ly quick→ quickly	Students change given adjectives into nouns and vice versa.	
	3.4.3 recognise words which can function either as verbs or nouns without change in their written forms.	Prefix a fresh – afresh Words which function either as verbs or nouns without change in their forms e.g N V 'extract - ex'tract 'convert - con'vert 'contact - con'tact 'balance - ba'lance When the word is a noun the stress is on 1st syllable; when the word is a verb the stress is on the 2nd syllable. Prefixes that are used for negation of verbs: un do → undo mis form → misinform dis allow → disallow	Provide recorded speeches with such sounds for students to notice changes in stress patterns and vowel quality. Students provide more examples through use of dictionaries.	Students change the functions of words in given sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **Word Formation**	The student will be able to: 3.4.4 distinguish between acronyms and abbreviations.	<u>Acronyms</u> e.g UNESCO, ECOWAS, WHO, TOEFEL, BECE, WAEC <u>Abbreviations:</u> GES, JSS, BOG etc	Students use dictionary/internet to find out difference between acronyms and abbreviations.	
	3.4.5 identify words that have nearly the same meaning.	<u>Synonyms</u> tired - exhausted aid - help whisper - murmur	Analysis of texts with words underlined for substitution with: Synonyms. Antonyms; Homonyms; Hyponyms; Students supply their own examples. Use the words to form sentences.	In groups students make a list of examples of: - Synonyms - Antonyms - Homonyms - Homophones - Hyponyms using the dictionary/internet.
	3.4.6 identify words are nearly opposite in meaning.	<u>Antonyms</u> up - down on - under healthy - sick withdraw - advance polite - insolent		
	3.4.7 identify words that have the same forms but have different meanings and/or pronunciation.	<u>Homonyms</u> bow - bow sow - sow minute - minute refuse - refuse		

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONTD) **Word Formation**	Students will be able to: 3.4.8 identify words that are related in meaning through a specific aid or a more general term.	<u>Homophones</u> see - sea die - dye phase - face formally - formerly <u>Hyponyms</u> Bird - eagle, vulture, crow Flower - hibiscus, lily, daisy Building - house, hut, chalet Vehicle - car, bus, cart		

READING BEYOND THE CLASS TEXT

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 **SEQUENCE OF TENSES**	The student will be able to: 3.6.1 state the different tense forms. 3.6.2 use forms consistently in compound/complex sentences. 3.6.3 use forms consistently in sentences and in continuous writing e.g. narratives.	Revision of tense forms: Present, past, and their perfect forms. Maintain the same tense forms in complex, co-ordinate and in continuous (across sentence) writing: e.g. (Simple Present) The boy <u>says</u> he <u>knows</u> the stranger. The students <u>think</u> the questions <u>are</u> difficult. (Simple Past) He <u>said</u> he <u>would come</u>. The old lady <u>asked</u> if I <u>could help</u> her. (Simple Present/Present Perfect) We <u>know</u> the boy <u>has run</u> away. I <u>am</u> happy you <u>have passed</u> the exams. (Simple Past/Past Perfect) He <u>realized</u> he <u>had made</u> a mistake. The girl <u>found</u> out someone <u>had taken</u> her pen.	Read short texts and identify the tense usage. Use substitution tables to re-inforce use of tense Writing short stories to practise tense sequencing.	Complete given sentences using correct tenses. In groups/pairs students write short texts using the appropriate tense sequence for discussion.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION

UNIT 7
 	
REPORTED SPEECH
 	
Direct & Indirect
	The student will be able to:
	
	3.7.1 determine direct and indirect speech forms.
	
	3.7.2 use the forms in their appropriate Contexts.
	
	3.7.3 report direct speech appropriately using suitable tense forms.
		Direct speech form:
		
		Use of punctuation e.g. quotation marks.
		    He said, "I am tired".
		
		Form of indirect speech.
		- Use of reporting clause
		  He said ………………
		  He enquired …………
		
		- Shift in pre-nominal forms e.g. 1st, 2nd, 3rd, persons etc.
		
		Back shift of tense forms e.g.
		 He said, 'I like it'
		 He said he liked it.
		
		Back shift of adverbs e.g.
		now ⟶ then
		today ⟶ that day
		yesterday ⟶ the day before
		tomorrow ⟶ the next day
		
		Note: The choice depends on the time of reporting.
			Conversion drills.
			Students dialogue converting direct speech to indirect speech
			e.g.
			Razak: I'm tired.
			Sharika: Razak says he is tired.
			Razak said he was tired.
			
			Use of material from journalism and literature for analysis.
			
			In pairs/groups, students change samples of direct speech into indirect/reported speech.
				Students change direct statements/questions into indirect forms and vice versa.

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

YEAR THREE

SECTION 4

WRITING

General Objectives: Students will

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **CREATIVE WRITING**	Students will be able to: 4.1.1 write and tell their own poems, stories and plays.	Use of vivid imagination Use of appropriate and varied language (diction) Use of literary devices	Discuss possible themes for writing Discuss features of creative writing Look at literary work and identify the features e.g. <u>A Forest of Flowers</u> by Ken Saro Wiwa.	Students choose from a number of themes and write a poem, a story or a play.
	4.1.2 orally compose interesting and lively short stories.	Use of literary techniques e.g. plot, characterization, setting, suspense, flashback, humour, dialogue <u>Language use</u> Focus on concord, adjectives, adverbs, figurative expressions.	**NOTE:** Teacher encourages students to be critical observers of the environment to enable them gather material for writing.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **EXPOSITORY WRITING**	The student will be able to: 4.2.1 identify features of expository writing. 4.2.2 write expository essays.	Exposition: Explanation, description, presentation of the processes involved in making of an item or how something operates e.g preparation of one's favourite local dish, playing a particular game, manufacturing a product or giving of direction to a place. <u>Structure/Features</u> Title Introduction Body—well-structured and co-ordinated paragraphs. conclusion <u>Language use</u> Focus on the active and passive voice, present simple and habitual tense forms.	Use sample essays for analysis. Select topics for discussion.	Students write given topics using features of exposition.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **PROGRAMME WRITING**	The student will be able to: 4.3.1 learn the structure of a programme. 4.3.1 identify types of programmes. 4.3.2 write a programme based on features identified.	Features of a programme - Title - Chronological arrangement of events through use of a variety of phrases and clauses indicating time. Types of programmes. - The base programme – i.e. schedules of activities and events. - Essay form where programme is developed into continuous prose. <u>Language use</u> Focus on variety of phrases and clauses indicating tense, future time and adverbs.	Use sample programmes to illustrate types and identify features. Pair/group activity. Write base programmes for birthday party-school event. etc. Convert base programme into essay form and note the changes. Discuss the uses of programmes.	Students write a programme essay on any event or given activity from given topics e.g. Funfair. Inter-houses Sports Activities. Your School's Silver/Golden Jubilee.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **REPORT WRITING**	The student will be able to: 4.4.1 identify features of a report and use them effectively in writing.	<u>Features of report writing</u> - appropriate title - signature - full name - address - date (could be on top/ bottom) - chronological ordering of events through use of * tense and time adverbials. * use of passive structures compound and complex <u>Structure</u> -Introduction—state purpose of report -Body—in paragraphs—can use sub-headings -Conclusion/recommendation *Language use	Analyze samples of reports to identify features. Dramatize scenes of situations, this should be followed by group writing and presentation of reports. Brainstorm session for writing reports e.g. a field trip, club activities, research project etc.	Students write reports on given topics using the features identified e.g. -A Speech and Prize-Giving Day Activities of the Peer Counsellor's Group.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNAING ACTIVITIES	EVALUATION
UNIT 6 **WRITING OF MINUTES**	The student will be able to: 4.5.1 write minutes using the appropriate features.	Definition of Minutes (Record of deliberations at a meeting of a/an association, club, class, society) Features and structure - opening – i.e. time - attendance - minutes of previous meeting - matters arising - new business - any other business (AOB) Language - use of reported speech forms - use of summary devices - variation in use of active/ passive constructions.	Use of sample texts for identification of features. Analyse samples of minutes. Organise mock meetings for students to write the minutes for class discussion.	Students write minutes of mock meetings.
UNIT 6 **NOTICES/ADVERTISE-MENT**	4.6.1 explain the concepts behind notices and advertisements. 4.6.2 write good notices and advertisements.	Explanation of notices and advertisements. Functions of notices and advertisements: Notices 1: Give information i.e direction, warning. Advertisements are used to: - sell products (goods and services) - persuade others to change behaviour in one way or another - convey information to the general public.	Take students round school/ City/town/village to see notices. Produce newspapers, magazines that contain notices and advertisements for students' perusal Students listen to radio television notices/ advertisements. Discuss these notices/ advertisements in class, paying attention to language. Students correct captions e.g. Cars for hiring Chairs for hiring Fowls for sale	Students discuss notices/advertisements they hear and see. Students write notices and advertisements on given information.

YEAR THREE

SECTION 5

LITERATURE

General Objectives: Students will

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

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D)	The student will be able to:			
	5.1.5 make meaningful comments on aspects of the narrative techniques.	Narrative techniques. eg. Suspense, plot, flash back, etc.		
UNIT 2				
LITERARY TERMS I **Ambiguity** **Paradox** **Flashback** **Interior Monologue**	5.2.1 define literary terms. 5.2.2 identify them in passages, prose or poetry. 5.2.3 comment on the effects of terms in contexts.	<u>Ambiguity</u> where a word or an expression has more than one interpretation. <u>Paradox</u> expression which appears to be absurd or false, but which is true, upon reflection, or in a larger context. e.g. More haste, less speed The child is the father of the man. <u>Flashback</u> presentation of scenes or incidents that occur prior to the opening scene of a play or a novel. <u>Interior monologue</u> way of representing the thoughts of a character without the intrusion of the writer.	Use suitable passages from prose and poetry to illustrate uses of literary terms and their meanings. Students identify literary terms in passages and explain their functions.	Students identify the use of these terms in a text and comment on their effects.

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **LITERARY TERMS II**	The student will be able to: 5.4.1 define literary terms. 5.4.2 identify them in relevant extracts. 5.4.3 determine their effects in their contexts.	<u>Tragi-comedy:</u> play that seems to lead to a tragic catastrophe but unexpectedly ends happily.. <u>Epilogue:</u> final remarks of an actor addressed to the audience at the close of the play. <u>Prologue:</u> preface or introductory remarks, usually delivered by an actor in a play <u>Litotes:</u> The use of an understatement or double negative. e.g. This is no mean achievement. I was not in the least surprised that he passed. <u>Epigram</u> short, witty and amusing statement. <u>Transferred Epithet</u> - A word or phrase borrowed to describe someone or something. e.g. Iron Lady – used to refer to a strong –willed and hardworking woman.	Students learn the meaning of terms in context. Use suitable extracts to: - identify features that describe the terms. - discuss their effectiveness in their contexts. Students look for examples from other sources and comment on their effects.	Students identify the use of these terms in a given text and discuss their effects.

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 **LITERARY TERMS III**	The student will be able to: 5.6.1 define literary terms. 5.6.2 identify literary terms in extracts. 5.6.3 comment on the effects of literary terms in given contexts.	Pun: play on words, based on similarity of sound between two words with different meanings e.g. He <u>tolled</u> the bell when I <u>told</u> him to do so. Is this Rome indeed and room enough. Apostrophe: an address or invocation to an absent person, a dead person, or a concrete or an abstract thing e.g. Oh death, where is thy sting? Elegy: poem that meditates on death often occasioned by a particular person e.g. Gray's "Elegy on a country church-yard" Dirge: a wailing song sung at a funeral or in commemoration of the death of someone. Epitaph a poem or piece of writing usually inscribed on the gravestone of a dead person.	Assist students to learn the meaning and use of the literary terms in context. Use suitable extracts to illustrate uses of the terms and their effects. Students produce more examples from other sources and in real life and explain their effects. Students mention occasions when dirges, epitaphs and eulogy are used.	Students identify the use of these terms and their effects.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 (CONT'D) **Oxymoron** **Eulogy**	The student will be able to:	Oxymoron: a combination of words which contradict each other e.g. poisonous pleasure Bittersweet, open secret. Disturbing silence Eulogy: a poem in praise of someone or his qualities.		

YEAR FOUR

SECTION 1

LISTENING AND SPEAKING
General Objectives: Students will

1   be able to speak English accurately and fluently.
2   demonstrate mastery of appropriate sounds, stress and intonation patterns.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 VOWEL & CONSONANT SEGMENTS **REVIEW 1**	The student will be able to: 1.1.1 articulate vowels correctly in speech. 1.1.2 produce consonants and consonant clusters correctly in different word positions. 1.1.3 speak and read English using the appropriate stress and intonation (Refer Years 1, 2 & 3 Sections 1).	Vowel Sounds e.g. /i:/ as in see /si:/ /e/: as in ten /ten/ /æ/ as in hat /hæt/ / / as in to /tu/ Consonant Sounds e.g. p as in pen /pen/ b as in bad /bæd/ k as in cat /cæt/ Clusters ccv—<u>stop</u> cccv--<u>strive</u> <u>NOTE:</u> Help students who have pronunciation and speech problems	Students read selected passages Drill students on the right pronunciation of vowels. Students listen to recorded dialogues. List words with syllable initials and final clusters. Compare and contrast vowels and consonants in English with those of Ghanaian languages e.g.	Students listen to tapes and practise articulation of sounds. Individuals work on articulation and use of vowels/diphthongs in contexts. In groups, students compile a list of consonant clusters, Identify problem areas and work at correcting them.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **STRESS AND INTONATION** **REVIEW 11**	The student will be able to: 1.2.1 identify features of tune 1 and tune 2 use them appropriately. 1.2.2 Pronounce or articulate various English sounds appropriately.	Use tune 1 or tune 2 for words in parenthesis depending on the main utterance e.g "Get out. "She shouted angrily. Tune 1 Tune 1 "Are you all right", he asked anxiously. Tune 2, Tune 2	Tune 1 falling intonation. Tune 2 rising intonation. Provide extracts for practice in intonation patterns. Students listen to tapes and good speech for models.	Students listen to tapes and practise articulation of sounds. Students engage in dialogues to practise Tune 1 and Tune 2.

YEAR FOUR

SECTION 2

COMPREHENSION AND SUMMARY

General Objectives: Students will

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **READING COMPREHENSION**	The student will be able to: 2.1. 1 use skimming and scanning techniques appropriately in studying given texts.	Skimming and scanning different texts for different purposes. Reference: Year 1 section 2: Unit 2 Objective 2	Students read and discuss given passages/texts.	Individuals read given passages and answer questions.
	2.1.2 read and answer a variety of comprehension questions.	Recall questions, derivative questions, appreciative questions, Grammatical questions vocabulary questions. Refer: Year 2, Section 2; Unit 3 Objective 2.3.2	Draw students' attention to various types of comprehension questions.	Students do written comprehension exercises.
SUMMARY:	2.1.2 answer summary questions based on given texts.		Revise various steps and techniques for summarizing texts.	Several written summary exercises on passages and other texts.

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YEAR FOUR

SECTION 3

GRAMMAR

General Objectives: Students will

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **COMPARISON OF ADJECTIVES AND ADVERBS** **UNIT 2** **ADVERBIAL CLAUSES**	The student will be able to: 3.1.1 identify and use the comparative forms of adjectives and adverbs correctly. 3.2 .1 identify more complex adverbial clauses and use them correctly.	The use of various degrees of comparison—regular, irregular and adverbial forms of adjectives/adverbs. Reference: Year 3 Section 3; Unit 2 Objective 3.1.1 Types of complex adverbial clauses—proportion, purpose and comparison e.g Proportion—as time went on <u>so did their hopes begin to rise</u>. Purpose—She studies hard <u>so she will pass her examination.</u> Comparison—I will work<u> as hard as my friend does.</u>	Provide scenarios for students to form sentences using the adjectives and adverbs of various degrees of comparison. Draw students' attention to various texts and let students identify some uses of the adverbial clauses.	Students provide correct forms of adjectives and adverbs in given sentences and passages. Students write short texts using various degrees of adverbs and adjectives. Students write sentences using adverbial clauses. Students underline adverbial clauses in texts.

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 RELATIVE CLAUSES **Defining and Non-Defining Clauses (Restrictive &Non Restrictive)**	The student will be able to: 3.3.1 identify and use relative clauses in appropriate contexts. 3.3.2 differentiate between defining and non-defining relative clauses.	Revise relative clauses and their meanings Reference: Year 2 Section 3;Unit 8 Objective Relative Clauses: They Describe their preceding noun in a way as to make it different from other nouns in the same class e.g The man <u>who reported the crime</u> was praised. This implies there was one man among many men. Non-defining clauses are placed after nouns which are definite already. They do not define the nouns but merely add information to them. They can be omitted from such clauses e.g. Dede, <u>who had been driving all day</u>, suggested stopping at the next village. Determine choice of relative pronoun: Who—human beings The boy <u>who ate the food</u> Which—animal/things The cat <u>which caught the mouse.</u> That—neutral/objective antecedent. The letter <u>that I received</u> was from my friend.	Use sample texts to illustrate and discuss the types. Identification/analysis of types. Formation of sentences containing relative clauses.	Identify and analyze types of relative clauses in given sentences. Students write texts using defining and non-defining relative clauses

UZIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **COMPLEX PHRASAL VERBS**	The student will be able to: 3.4.1 identify and use simple/complex phrasal verbs.	Revise simple/complex phrasal verbs and their meanings. Reference Year 2 Section 3; Unit 2 Objective 3.16.1 V ADV PREP look up to come up with stand up to look up for Reference: Year 2 Section 3; Unit 2 Objective 3.3.1	Students use their dictionaries/internet to look for more examples of phrasal verbs.	Students explain phrasal verbs in contexts. Individually, students form sentences with complex phrasal verbs.
UNIT 5 **REGISTER**	5.3.1 identify register for various vocations. 5.3.2 use the appropriate register to complete exercises in specific fields.	Register for: Advertising Commerce Aviation Ref: Year 3 Unit 8	In groups, students use dictionaries, Internet and journals to collect registers. Students discuss/practise different forms of register learnt in exercises.	Students write essays on any field of their choice, using the appropriate register. Students fill in blanks using appropriate register.

YEAR FOUR

SECTION 4

WRITING

General Objectives: Students will

1   improve upon and use acquired writing skills.
2.   be able to write essays on a variety of topics.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **REVIEW I** **NARRATIVE AND CREATIVE WRITING**	The student will be able to: 4.1.1 write short narratives using appropriate features.	Reference: Year 1 Unit 4 p.34 Year 3 Unit 1 p.89	Revise features and techniques for narrative and creative writing.	Students narrate events of the week and write short stories on given topics.
UNIT 2 **REVIEW II** **REPORT AND LETTER WRITING**	4.1.2 write reports and letters using appropriate features.	Structure and features Ref: Year 3 Unit 5 p. 92 Ref: year 1 Unit 6 p35 ----- year 2 unit 1 p. 62	Revise features and format for writing reports and letters. Students write reports of class projects.	Students write reports and letters on given topics using the features studied.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CNTD) **SPEECH AND DEBATE**	The student will be able to: 4.1.3 write speeches and debate using appropriate features.	Ref Year 2 Unit 2 p. 65 ----- Year 2 Unit 4 p. 67	Organise class debates. Students write speeches and debates on given topics.	Students write and deliver speeches on given topics. Organise class debates on current issues.
6 **UNIT 3** **ARTICLE WRITING**	4.3.1 write articles using appropriate features.	Ref Year 2 Unit 5 p. 67	Analyze and discuss sample articles from newspapers	Students write articles on given topics

FOUR YEAR

SECTION 5

LITERATURE

General Objectives: Students will

1 understand the relevance of and appreciate various genres of written Literature.
2 appreciate and use of literary terms appropriately.
3 Apply their skills in creative writing.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **PROSE—STUDY OF A SPECIFIC TEXT**	The student will be able to: 5.1.1 make meaningful comments on the background and setting , subject matter and theme, plot and characterization.	Background and setting -subject matter and theme -plot and characterization -narrative techniques	Students discuss theme(s) background and setting etc in class and bring out their effectiveness in the text under consideration.	Students answer questions based on the text.
UNIT 2 **DRAMA: STUDY OF A SPECIFIC TEXT**	5.2.1 appreciate various aspects of drama.	Background and setting subject matter, theme, plot, characterization and dramatic techniques	Teacher discusses techniques of drama and their effects in the text.	Students answer questions on the drama text studied.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **POETRY** **STUDY OF SELECTED POEMS**	The student will be able to: 5.3.1 appreciate poems studied.	Background and setting -subject matter and theme -poetic devices, sound devices, rhythm.	Students discuss issues of background, theme, poetic devices, pointing out their effects in the poems. Students relate poems to others they have studied.	Students appreciate given poems making use of devices studied.
UNIT 4 **LITERARY TERMS**	5.4.1 identify, use literary terms, and assess their effects in their contexts (drama, prose, poetry).	Paradox, irony, pun, prologue apostrophe, oxymoron, transferred epithet	Students discuss literary terms and their effects in certain contexts. Students write short essays using irony, pun, oxymoron and transferred epithet.	Students answer questions on the various texts studied.