

# ENGLISH LANGUAGE SYLLABUS

SENIOR HIGH SCHOOL

YEAR 1

*English*

# 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
<b>UNIT 1</b>  <b>VOWEL SEGMENTS OF ENGLISH: OVERVIEW</b>	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 /ɪ/ as in hit, lift, kick /e/ as in let, wet, pet /æ/ as in mat, ran, bad /ɑ:/ in psalm, harm, part /ɒ/ as in got, rot, hot /ɔ:/ as in call, door, law /ʊ/ as in could, pull, look /u:/ as in food, true, woo	Provide model pronunciation as illustrated in content  Oral drill: students - read aloud vowels for practice  - listen to tapes and Internet software programmes on 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
<p><b>UNIT 1 (CNTD)</b></p> <p><b>/ʌ/ - hut /hʌt/</b>  <b>/ɜ:/ - girl</b>  <b>/gɜ:l/</b>  <b>/ð/ - doctor</b>  <b>/dɔktə/</b></p> <p><b><u>DIPHTHONGS</u></b>  <b>/ei/ - page</b>  <b>/peɪdʒ/</b>  <b>/əu/ - gold</b>  <b>/gəʊld/</b>  <b>/aɪ/ - my /maɪ/</b>  <b>/aʊ/ - town /taʊn/</b>  <b>/ɔɪ/ - boy /bɔɪ/</b>  <b>/iə/ - year</b>  <b>/jɪə/</b>  <b>/ɛə/ - fair /fɛə/</b>  <b>/ʊə/ - tour /tʊə/</b></p>	<p>The student will be able to:</p> <p>1.1.2 identify diphthongs and produce them correctly.</p>	<p><b>/ʌ/ - bun, fun, cut</b>  <b>/ɜ:/ - fur, girl burl</b>  <b>/ð/ - <u>a</u>way, fath<u>e</u>r</b></p> <p><b>/ei/ - wait /weɪt/</b>  <b>/əu/ - gold /gəʊld/</b>  <b>/aɪ/ - why /waɪ/</b>  <b>/aʊ/ - town /taʊn/</b>  <b>/ɔɪ/ - boy /bɔɪ/</b>  <b>/iə/ - year /jɪə/</b>  <b>/ɛə/ - hair /hɛə/</b>  <b>/ʊə/ - sure /ʊə/</b></p>	<p>Consult a good pronunciation dictionary and other useful on-line sound programmes.</p> <p>Look out for non-standard sounds resulting from first language (L1) interference.</p>	<p>Use sounds in pairs as well as in sentences.</p>

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

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION																																		
UNIT 3 (CONTD)	<p>The student will be able to:</p> <p>1.3.2 distinguish between voiced and voiceless consonants.</p> <p>1.3.3 pronounce consonants discriminately in words and in sentences.</p>	<table border="0"> <tr> <td data-bbox="747 250 869 277">Voiceless</td> <td data-bbox="932 250 1016 277">Voiced</td> </tr> <tr> <td data-bbox="747 282 785 310">/p/</td> <td data-bbox="932 282 974 310">/b/</td> </tr> <tr> <td data-bbox="747 315 785 342">/t/</td> <td data-bbox="932 315 974 342">/d/</td> </tr> <tr> <td data-bbox="747 347 785 375">/k/</td> <td data-bbox="932 347 974 375">/g/</td> </tr> <tr> <td data-bbox="747 380 785 407">/tʃ/</td> <td data-bbox="932 380 995 407">/dʒ/</td> </tr> <tr> <td data-bbox="747 412 785 440">/f/</td> <td data-bbox="932 412 974 440">/v/</td> </tr> <tr> <td data-bbox="747 444 785 472">/s/</td> <td data-bbox="932 444 974 472">/z/</td> </tr> <tr> <td data-bbox="747 477 785 505">/ʃ/</td> <td data-bbox="932 477 974 505">/ʒ/</td> </tr> <tr> <td data-bbox="747 509 785 537">/θ/</td> <td data-bbox="932 509 974 537">/ð/</td> </tr> <tr> <td data-bbox="747 542 785 570">/h/</td> <td data-bbox="932 542 953 570">-</td> </tr> <tr> <td></td> <td data-bbox="932 574 974 602">/r/</td> </tr> <tr> <td></td> <td data-bbox="932 607 974 634">/m/</td> </tr> <tr> <td></td> <td data-bbox="932 639 974 667">/n/</td> </tr> <tr> <td></td> <td data-bbox="932 672 974 699">/ŋ/</td> </tr> <tr> <td></td> <td data-bbox="932 704 953 732">/l/</td> </tr> <tr> <td></td> <td data-bbox="932 737 974 764">/w/</td> </tr> <tr> <td></td> <td data-bbox="932 769 953 797">/j/</td> </tr> </table> <p>Using consonants discriminately in words and in sentences i.e, - bit, pit seal, zeal</p> <p>The lion fell into the pit. Serwaa ate a bit.</p> <p>Say thank you to Esinam. Mother bought a tank.</p>	Voiceless	Voiced	/p/	/b/	/t/	/d/	/k/	/g/	/tʃ/	/dʒ/	/f/	/v/	/s/	/z/	/ʃ/	/ʒ/	/θ/	/ð/	/h/	-		/r/		/m/		/n/		/ŋ/		/l/		/w/		/j/		
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<p><b>UNIT 4</b></p> <p><b>CONSONANT CLUSTERS</b></p> <p><b>syllable initial</b> <b>syllable final</b></p>	<p>The students will be able to:</p> <p>1.4.1 determine syllable initial and syllable final structure of words and pronounce them correctly.</p>	<p>Syllable initial clusters:</p> <p>- cv → <u>t</u>op  - ccv → <u>st</u>op  - cccv → <u>str</u>ive</p> <p>Syllable final clusters</p> <p>....c → <u>t</u>op  ....cc → <u>po</u>st  ....ccc → <u>lump</u>s  ....cccc → <u>tempt</u>s</p>	<p>Make lists of words with syllable initial and final clusters.</p> <p>Compare and contrast with clusters in a Ghanaian Language (if possible). Identify problem areas in initial and final clusters for some Ghana speakers of English e.g. e.g.</p> <ol style="list-style-type: none"> <li>dropping some consonants in the cluster. i.e. “*pos” instead of “post” “*firs” instead of “first”</li> <li>interchanging positions of consonants, i.e. “*desk” instead of “desk” “*aks” instead of “ask”</li> <li>inserting vowels into the cluster, i.e. “*milik” instead of “milk” “*filim” instead of “film”</li> </ol>	<p>In groups students compile a list of words with consonant clusters and practise their pronunciation.</p> <p>Conduct oral test to detect common errors and offer appropriate help.</p>
<p><b>UNIT 5</b></p> <p><b>MONO AND DI-SYLLABIC WORDS</b></p>	<p>1.5.1 stress mono and disyllabic words to distinguish nouns and verbs correctly.</p> <p>1.5.2 determine stress of foreign or borrowed words.</p>	<p>Syllable stress in monosyllabic words.  Variable stress in disyllabic words.  e.g. 1st syllable in nouns, 2nd syllable in verbs  e.g. 'mandate: man'date  'convert: con'vert  'import: im'port, etc</p> <p>Some foreign words retaining foreign stress e.g. coup d'etat, etc</p>	<p>Lead students to identify disyllabic words which change stress to indicate nouns or verbs  e.g. 'increase in'crease  'contrast con'trast</p> <p>Draw attention to the fact that some words borrowed into English retain their foreign stress patterns in English.  Eg. – coup d' etat  Using the dictionary, lead students to find more of such words.</p>	<p>Students look for more examples from dictionaries of words which change stress to change form/ class and those that don't</p> <p>In pairs/groups practise pronouncing words with correct stress.</p>

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

# 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
<b>UNIT 1</b>  <b>READING TECHNIQUES</b>	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.

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<b>UNIT 1 (CONTD) READING</b>	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.
<b>READING COMPREHENSION RECALL QUESTIONS</b>	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.



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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.	In pairs/groups, students write essential points from given passages/texts.
			<b>NOTE:</b> Check inaccuracies direct lifting, repetition and unnecessary copying.  Guide students to find suitable titles for the passages/texts without titles.	

## **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.

# YEAR ONE

## 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
<b>UNIT 1</b>  <b>NOUNS</b>  <b>Proper/Common nouns</b>  <b>Count/Non-Count nouns</b>  <b>Concrete/Abstract nouns</b>  <b>Singular/Plural nouns</b>  <b>Regular/Irregular nouns</b>	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 <i>name of a person, place or thing</i> .  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 “ <i>beauty</i> ” “ <i>advice</i> ” etc.  Group students to identify types of nouns in passages.	

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

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<b>UNIT 2</b>  <b>PRONOUNS</b>  <b>Forms of Pronouns</b>	<p>The student will be able to:</p> <p>3.2.1 identify the various types of pronouns and use them in the appropriate contexts.</p>	<p>Identification of types and uses of pronouns:</p> <ul style="list-style-type: none"> <li>- personal– I, you, he, they</li> <li>- possessive – mine, yours, hers etc.</li> <li>- reflexive – myself, himself, themselves etc</li> <li>- relative – who, which, whom, that, whose</li> <li>- interrogative – who, whom, what, where etc.</li> <li>- demonstrative – this, that, those, these</li> <li>- indefinite – any, some</li> <li>- reflexive – myself, himself, herself, etc.</li> </ul>	<p>Students work in pairs/groups to identify types and uses of pronouns in given sentences and passages e.g. personal, possessive, etc.</p> <p>Explain the possessive forms for personal and non-personal gender e.g. mine, yours truly, his/hers, its</p>	<p>Blank-filling exercises using varied pronouns. Provide a text for students to replace nouns with the appropriate pronouns.</p>

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<p><b>UNIT 3</b></p> <p><b>ADJECTIVES</b></p>	<p>The student will be able to:</p> <p>3.3.1 identify the different types of adjectives.</p> <p>3.3.2 use the various forms of the adjective correctly.</p>	<p>Identification of different types of adjectives</p> <ul style="list-style-type: none"> <li>- Demonstrative - this, that, these, those</li> <li>- Interrogative - which, whose, what</li> <li>- Possessive - my, your, his, her, our, their</li> </ul> <p><u>Examples</u></p> <ol style="list-style-type: none"> <li>1. <u>This</u> book is interesting</li> <li>2. <u>Whose</u> pen did you use?</li> <li>3. <u>Her</u> mother is a baker</li> </ol> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><u>Positive</u></th> <th style="text-align: left;"><u>Comparative</u></th> <th style="text-align: left;"><u>Superlative</u></th> </tr> </thead> <tbody> <tr> <td>short</td> <td>shorter</td> <td>shortest</td> </tr> <tr> <td>high</td> <td>higher</td> <td>highest</td> </tr> <tr> <td>strong</td> <td>stronger</td> <td>strongest</td> </tr> <tr> <td>beautiful</td> <td>more beautiful</td> <td>most beautiful</td> </tr> <tr> <td>hardworking</td> <td>more hardworking</td> <td>most hardworking</td> </tr> </tbody> </table> <p><b>NOTE:</b> Draw attention to other adjective forms like minor to superior to inferior to etc.</p>	<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>	short	shorter	shortest	high	higher	highest	strong	stronger	strongest	beautiful	more beautiful	most beautiful	hardworking	more hardworking	most hardworking	<p>Identification of adjectives according to type in given contexts.</p> <p>Identification of adjectives and their comparative forms. Use a good dictionary.</p> <p>Pairs/groups use substitution table to form sentences using the three forms of adjective</p>	<p>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.</p> <p>Let students give the comparative forms of some regular and irregular adjectives.</p>
<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>																				
short	shorter	shortest																				
high	higher	highest																				
strong	stronger	strongest																				
beautiful	more beautiful	most beautiful																				
hardworking	more hardworking	most hardworking																				



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









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

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION																
<b>UNIT 9</b>  <b>PREPOSITIONS</b>	<p>The student will be able to:</p> <p>3.9.1 identify the two types of prepositions i.e. simple and complex and relate them appropriately to the words they govern.</p> <p>3.9.2 use examples to determine meanings of prepositions e.g. time, place, cause, etc.</p> <p>3.9.3 identify the idiomatic use of prepositions and their meanings in sentences.</p>	<p>Explanation of preposition. Identification of simple and complex types.</p> <p>Simple – on, at, from, in etc. Complex – due to, with respect to, in accordance with, apart from, with reference to etc.</p> <p>Using examples to determine meanings of prepositions e.g. time, place, cause, etc. e.g. We visited the zoo <u>during the course of the week</u> – Time He left the plate <u>on top of</u> the fridge – place She quit the job <u>as a result of</u> the manager’s harassment-cause.</p> <p>Identifying the idiomatic use of prepositions and their meanings. e.g. She can’t <u>put up with</u> that kind of behaviour (can’t tolerate)</p> <p>You must not <u>back out of</u> the competition (withdraw)</p>	<p>Use substitution drills to test for correct use of prepositions.</p> <table border="1" data-bbox="1220 443 1524 716"> <tr> <td>Prefer</td> <td>on</td> </tr> <tr> <td>Hail</td> <td>of</td> </tr> <tr> <td>Insist</td> <td>to</td> </tr> <tr> <td>Depend</td> <td>from</td> </tr> <tr> <td>According</td> <td></td> </tr> <tr> <td>Independent</td> <td></td> </tr> <tr> <td>In respect</td> <td></td> </tr> <tr> <td>As a result</td> <td></td> </tr> </table> <p>Use dictionaries/Internet/literature texts to identify other examples of idiomatic use of prepositions</p>	Prefer	on	Hail	of	Insist	to	Depend	from	According		Independent		In respect		As a result		<p>Students identify prepositions and determine their types from a given passage.</p> <p>Students write short passages using prepositions.</p> <p>Students form own sentences illustrating the idiomatic use of prepositions</p>
Prefer	on																			
Hail	of																			
Insist	to																			
Depend	from																			
According																				
Independent																				
In respect																				
As a result																				

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 10</b>  <b>CONJUNCTIONS</b>	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
<b>UNIT 11</b>  <b>INTERJECTION</b>	The students will be able to:  3.11.1 explain Interjections.    3.11.2 distinguish types and use them effectively in speech and in writing.	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.  Distinguish types of interjections and the emotions they convey. e.g. strong/weak Use of interjection with all parts of speech.	Pair/Group work to identify examples of interjection in texts.    Create situations for use of interjection and analyze effects.	Identify the use of interjection in texts    Short sketches/role play demonstrating use of interjection.
<b>UNIT 12</b>  <b>THE PHRASE</b>  <b>Types:</b>	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
<p><b>UNIT 12 (contd)</b></p> <p><b>Noun Phrase</b></p> <p><b>Verb Phrase</b></p> <p><b>Adjective phrase</b></p> <p><b>Adverb phrase</b></p>	<p>The students will be able to:</p> <p>3.12.2 recognise the different types of phrases and their uses.</p> <p>3.12.3 use them correctly in speech and in writing.</p>	<p><u>Types of Phrases:</u></p> <p>noun phrase – has a noun or noun equivalent as head e.g. <u>some of the students, the name of the boy. Some of the students</u> were in the classroom.</p> <p>verb phrase; is going, has gone, attend. They <u>attend</u> prepositional phrase: meetings in the classroom, at the lorry station.</p> <p>Adjective phrase: a phrase that has an adjective as its head e.g. The flower is <u>extremely beautiful</u>.</p> <p>Adverb phrase— has an adverb as head-- very <u>quickly, extremely, early</u> in the morning, later in the day--He left the house <u>very quickly</u>. The work was done <u>rather slowly</u>.</p> <p>When a prepositional phrase functions as an adverb i.e. modifies a verb, it becomes an adverb phrase, e.g. he came <u>in a hurry</u>; he came <u>to the house</u>.</p>	<p>In pairs/groups students construct sentences for analysis using different types of phrases in context.</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 13</b></p> <p><b>CLAUSES: Dependent and Independent</b></p>	<p>The student will be able to:</p> <p>3.13.1 describe and identify clauses in a given context.</p> <p>3.13.2 distinguish between dependent and independent clauses.</p> <p>3.13.3 write sentences combining dependent and independent clauses.</p>	<p>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</p> <p>Distinguish between dependent clauses (i.e. clauses beginning with subordinate conjunctions and not capable of standing on their own) from independent clauses (i.e. clauses capable of standing on their own) e.g. <u>Kwesi saw his friend.</u> independent clause <u>when he went to Accra.</u> dependent clause</p> <p><u>If Serwaa studies hard.</u> dependent clause <u>she will pass the exams</u> independent clause</p>	<p>Students describe clauses. Using literary texts, let pairs/groups identify types of clauses.</p> <p>Students identify types of clauses in given passages.</p> <p>Students write own short paragraphs using clauses.</p> <p>Provide clauses and let students join into sentences.</p>	<p>Students discuss work identifying appropriate use of both types of clauses</p> <p>Students join appropriate clauses.</p>

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## YEAR ONE

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### 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
<b>UNIT 1</b> <b>THE STRUCTURE OF AN ESSAY</b>	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.	In pairs/groups, let students study sample texts and identify the parts.
			<b>NOTE:</b> Look for texts to help you.	



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3 (CONT'D)</b>  <b>PLANNING AN ESSAY</b>	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	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.
		<u>NOTE</u> The list is not exhaustive		

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

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

## YEAR ONE

### 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
<b>UNIT 1</b>  <b>INTRODUCTION TO LITERATURE</b>  <b>What Literature is</b>  <b>Aspects</b>  <b>Importance</b>	The student will be able to:  5.1.1 explain Literature.  5.1.2 identify the forms and genres of literature.  5.1.3 state importance of literature.	Explanation of literature—written information on any subject; any work of art, oral or written, that has form and teaches values.  Forms: -Oral Literature. -Written Literature Genres: Prose, Drama, Poetry  Importance: enjoyment, entertainment, helps develop critical/analytical minds, teaches moral, social and cultural values.	Guide students to discuss the meaning and forms of literature.  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.  Discuss various uses and importance of Literature.	Students mention forms and genres.  Students write down some forms of Oral Literature.  Students study various pieces and identify the forms and genres.



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3</b>  <b>WRITTEN LITERATURE</b>  <b>Non-Literary: Journalistic Prose, Fiction and Drama</b>	<p>The student will be able to:</p> <p>5.3.1 identify and use features of good journalistic prose in writing.</p> <p>5.3.2 identify the intended effects.</p> <p>5.3.3 read selected literature texts.</p>	<p>Journalistic:</p> <ul style="list-style-type: none"> <li>- use of clichés and catchy phrases;</li> <li>- use of a lot of pre-modifying adjectives;</li> <li>- use of special vocabulary.</li> </ul> <p>Students read prescribed literature books.</p>	<p>Use suitable texts to illustrate features.</p> <p>Students read and discuss relevant texts from newspapers etc. to determine effects.</p> <p>Group discussion of texts to identify features.</p> <p>Extracts to be read aloud or acted.</p> <p>Introduce students to prescribed books for class discussion</p>	<p>Group I reads short story or an extract from a novel.</p> <p>Group II performs a short drama/sketch.</p> <p>Students compare and discuss their effects.</p> <p>Students answer questions on text read.</p>
<b>UNIT 4</b>  <b>LITERARY TERMS 1</b>  <b>Subject Matter and Theme</b>	<p>5.4.1 distinguish between subject matter and theme using the prescribed texts.</p> <p>5.4.2 find the theme(s) of a given prose/extract.</p> <p>5.4.3 identify values, e.g. hard work contained in a given extract/ text.</p>	<p>Subject Matter – The overall statement of what a passage is about.</p> <p>Theme – The central idea in a story/text/</p> <p>-subject matter contains the theme.</p> <p><u>NOTE:</u> Draw students' attention to language use in literature texts.</p>	<p>Students suggest titles for passages or short stories.</p> <p>Students read titled texts to find out whether titles are appropriate for texts or summarize the crucial message of the passages/short stories.</p> <p>Students read literary texts.</p>	<p>Pair and group work to find the subject matter/theme of passages.</p> <p>Individually, students identify and write subject matter, theme and any moral value contained in the literature texts.</p>



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 7</b>  <b>DRAMA (ORAL)</b> <b>Festivals</b> <b>Concert Parties</b>	<p>The student will be able to:</p> <p>5.7.1 identify the elements of performance.</p> <p>5.7.2 appreciate the social messages and bonds.</p>	<p>Some elements of the festival and the concert party;</p> <p>Festivals</p> <ul style="list-style-type: none"> <li>- Open air theatre</li> <li>- Fluid roles between performers and spectators.</li> <li>- Minimal use of stage props.</li> <li>- Use of costume etc.</li> <li>- Use of music and dance</li> </ul> <p>Concert Party:</p> <ul style="list-style-type: none"> <li>- Comic</li> <li>- Music</li> <li>- Simple Characters</li> <li>- Impersonation</li> <li>- Moral ending</li> </ul> <p>Language Use Dialogue, present tense</p>	<p>Field trips to:</p> <ul style="list-style-type: none"> <li>- observe festivals and concert party performances;</li> <li>- discuss elements that Characterize the above;</li> <li>- describe festivals of communities;</li> <li>- determine cultural and moral significance of festivals and concert parties.</li> </ul>	<p>Students role play some aspects of a festival.</p>
<b>UNIT 8</b> <b>DRAMA (WRITTEN)</b> <b>Tragedy</b>	<p>5.8.1 state the features of tragedy.</p> <p>5.8.2 state characteristics of tragedy.</p>	<p>Characteristics of stage plays:</p> <ul style="list-style-type: none"> <li>- the cast</li> <li>- props, act, scene, etc</li> </ul> <p>Characteristics of tragedy</p> <ul style="list-style-type: none"> <li>- conflict</li> <li>- tragic hero</li> <li>- tragic flaws</li> <li>- sad ending</li> </ul> <p>Moral values e.g. humility, self-confidence, initiative</p>	<p>Students watch and discuss values in a selected tragedy.</p> <p>Students read a selected tragedy for class discussion.</p>	<p>Students state the characteristics of a tragedy.</p> <p>Students state moral lessons learnt from a given tragedy.</p>