

# ENGLISH LANGUAGE SYLLABUS

SENIOR HIGH SCHOOL

YEAR 2

*English*

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



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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 3</b></p> <p><b>SYLLABIC CONSONANTS</b></p>	<p>The student will be able to:</p> <p>1.3.1 identify words that end in syllabic consonants and articulate them correctly.</p>	<p>In some English words, the syllabic peak is formed with the consonants /l/ and /n/.</p> <p>Conditions for syllabic consonants:  -A two syllable word; the first stressed the other unstressed.</p> <p>- The unstressed syllable has /l/ or /n/</p> <p>- n and l pronounced and heard as vowels,  e.g.  cotton            sudden  little            middle  rival            shuffle  able            apple</p> <p><u>Language use:</u>  <u>Note:</u> grammatical errors during conversation and correct at the appropriate time.</p>	<p>Pronunciation drill:</p> <ul style="list-style-type: none"> <li>- identify words ending in / n / and / l /.</li> <li>- observe conditions for realizing syllabic consonants and pronounce words accordingly.</li> </ul> <p>Students listen to syllabic consonants articulated in context e.g. recorded dialogues/sentences.</p> <p>Use a good pronunciation dictionary to detect syllabic sounds.</p> <p>Identify common problems, and work at correcting them.</p>	<p>Students make a list of words ending in syllabic consonants and articulate them.</p> <p>In groups students compile a list of consonant clusters.</p>

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

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

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



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

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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. <ul style="list-style-type: none"> <li>- Use only the ideas in the passage.</li> <li>- Express these ideas in their own words as much as possible – no blind lifting.</li> <li>- Use complete, intelligible sentences.</li> <li>- Avoid adding unnecessary ideas.</li> <li>- Be brief – brevity of thought and expression.</li> </ul>	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
<b>UNIT 1</b>  <b>THE SENTENCE</b>  <b>Parts of the Sentence</b>	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.
<b>TYPES OF SENTENCES</b>	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.

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<p><b>UNIT 15 (CONTD)</b></p> <p><b>TYPES OF SENTENCES</b></p>	<p>The student will be able to:</p> <p>3. 1.5 identify the functions that different sentences perform.</p> <p>3.1.6 construct sentences which illustrate the different functions.</p>	<p>Different functions of sentences:</p> <ul style="list-style-type: none"> <li>- statements e.g. This bread tastes good</li> <li>- questions Distinguish between – Wh question – e.g. Who took my book?</li> <li>- inverted question e.g. Are you happy here?</li> <li>- question tag e.g. The book is interesting, <u>isn't it?</u></li> <li>- intonation question e.g. He is eating?</li> <li>- rhetorical question e.g. Who cares? or What difference does it make?</li> <li>- command e.g. Come here.</li> <li>- interjections e.g. How lovely! What a hot weather?</li> </ul>	<p>Conversion drills e.g. Changing statements into questions. Identify functions of direct sentences in speech and in writing.</p>	<p>In pairs/groups, students use some of the forms in a role play.</p> <p>Students construct sentences illustrating the various functions of sentences.</p>

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<b>UNIT 2</b> <b>CONCORD:</b>  <b>Subject-Verb Agreement</b>	<p>The student will be able to:</p> <p>3.2.1 match the appropriate verb form with its subject in number and person;</p>	<p>Subject-verb agreement involves matching the appropriate verb form with its subject.</p> <p>Where the nouns used refer to the one and same person, the verb is singular e.g. -His boss and friend works hard.</p> <p>Singular subjects joined by or/nor take singular verbs e.g. Either my - brother or my sister has arrived</p> <p>- When a singular subject and a plural subject are joined by “or/nor” the verb agrees with the second subject that is nearer the nor/or e.g. Either the headmaster or the teachers are right.</p> <p>- A singular subject and a plural subject joined by “with” or “no less than’ takes a singular verb e.g. The boy with his parents is attending a seminar on human relations.</p> <p>- A collective noun can take either the singular or plural verb. e.g. The team is/are on the field.</p>	<p>Completion drills e.g. The boy’s parents is/are here. The man with his wife has/have flown to London.</p> <p>Use of sample texts for identification and analysis of the types of subject-verb agreement discussed.</p> <p><b>NOTE:</b> Teacher should give more exercises to reinforce the concept.</p>	<p>Individuals complete tables with appropriate subject verb.</p> <p>In groups/pairs students identify and analyze subject-verb agreement in given passages.</p> <p>In groups/pairs students correct errors in subject-verb agreement in a passage.</p>
<b>UNIT 3</b> <b>PHRASAL VERBS</b>	<p>3.3.1 identify and use the various forms of the simple phrasal verb.</p>	<p>Description of phrasal verbs. Types of simple phrasal verbs e.g. Verb + Adverb look + into take + off</p>	<p>Contrast classical verbs with phrasal verbs, e.g. She <u>put on</u> her dress (classical). She <u>put on</u> a smile (phrasal) It is difficult to <u>go up</u> the mountain (classical) Prices are likely to <u>go up</u> (phrasal).</p>	<p>Fill in the blank exercises with phrasal verbs.</p> <p>Students identify and discuss phrasal verbs in given texts.</p>

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

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

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

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<p><b>UNIT 7</b></p> <p><b>NOMINAL (NOUN) CLAUSES</b></p>	<p>The student will be able to:</p> <p>3.7.1 identify nominal (noun) clauses.</p> <p>3.7.2 identify the various functions of the clause in given texts and sentences.</p> <p>3.7.3 use noun clauses in speech and in writing.</p>	<p>Identification of a nominal (noun) clause – It is a clause which as a result of its structure does the work of a noun in the sentence in which it is found.</p> <p>Identification of noun clauses as subjects, objects, complements: e.g. <u>What you are saying</u> is right. (subject)</p> <p>I know <u>(that) I was right</u> (direct object)</p> <p>It seems <u>(that) he will do it.</u> (complement)</p> <p>NB ('That 'and 'wh' clauses)</p>	<p>In groups/pairs/individuals:</p> <ul style="list-style-type: none"> <li>- identify noun clauses as subject/object/complement in given texts.</li> <li>- Construct sentences indicating the noun clauses and state their functions.</li> <li>- Discuss effects of the use of noun clauses in simple texts.</li> </ul>	<p>Students list nominal clauses and use them in sentences.</p> <p>Students identify and state the functions of noun clauses in given statements.</p> <p>Students construct noun clauses and use them in sentences.</p>

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

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<p><b>UNIT 9</b></p> <p><b>ADJECTIVAL /RELATIVE CLAUSES</b></p>	<p>The student will be able to:</p> <p>3.9.1 identify relative/ adjectival clauses and also state their functions.</p> <p>3.9.2 use adjectival/ relative clauses to modify nouns in speech and in writing.</p>	<p>Identification of relative clauses</p> <ul style="list-style-type: none"> <li>- antecedent and its type of relative pronoun e.g. who/which/whom/ whose/that</li> </ul> <p>e.g. This is the lady <u>who won the national prize for scientific invention.</u></p> <p>I received the money <u>which you sent me.</u></p> <p>Defining Relative Clause: Describe the preceding noun in a way as to make it different from other nouns of the same class.</p> <ul style="list-style-type: none"> <li>- The students <u>who came late</u> were punished.</li> <li>- The person who repairs the computer is here.</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>- The students, <u>who came late</u>, were punished.</li> <li>- The armed robber, <u>who attacked the woman</u>, has been jailed.</li> </ul>	<ul style="list-style-type: none"> <li>- use sample texts for identification and analysis.</li> <li>- groups/pairs write clauses for analysis of structure and meaning.</li> </ul>	<p>From given statements students identify adjectival/relative clauses and their types.</p> <p>Students write a paragraph of descriptive essay using adjectival/relative clauses.</p>

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<p><b>UNIT 10</b></p> <p><b>TRANSITIVE/ INTRANSITIVE VERBS</b></p>	<p>The Student will be able to:</p> <p>3.10.1 identify verbs that are transitive.</p> <p>3.10.2. identify verbs that are intransitive</p> <p>3.10.3 identify verbs that are neutral.</p> <p>3.10.4 identify types of verbs in context and use them in speech and in writing.</p>	<p>Transitive Verbs – Those that take direct objects.</p> <p>e.g. The woman <u>sells</u> rice. The boy <u>repaired</u> the radio.</p> <p>Intransitive Verbs – Those that do not take direct objects.</p> <p>e.g. The baby <u>cried</u>. We all <u>ran</u>.</p> <p>Neutral Verbs – Those that function both as transitive and intransitive.</p> <p>e.g. Nartey <u>sings</u> gospel songs (transitive)</p> <p>Nartey <u>sings</u>. (intransitive)</p> <p>Agyemang <u>reads</u> well ( intransitive)</p> <p>Fenyiwa reads books about computers (transitive)</p>	<p>Conversion drill for transitive verbs as well as intransitive verbs e.g.</p> <p>Seima <u>drives</u> a Toyota-- (Transitive)</p> <p>Seima <u>drives</u>--(intransitive)</p> <ul style="list-style-type: none"> <li>- Structure drills to determine appropriate verb use.</li> <li>- Sample texts for discussion and analysis.</li> </ul>	<p>Blank-filling exercises using the appropriate verb form (transitive/ intransitive/neutral)</p> <p>Write a paragraph using transitive, intransitive and neutral verbs.</p>

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<p><b>UNIT 11</b></p> <p><b>VOICE</b> <b>Active and Passive</b></p>	<p>The student will be able to:</p> <p>3.11.1 distinguish between the form of active and passive voice.</p> <p>3.11.2 use active/passive voice in speech and in writing.</p> <p>3.11.3 change active to passive voice and vice versa.</p>	<p>Distinguish between <u>active</u> and <u>passive</u> voice:</p> <p>Active – S V O e.g. The girl swept the room.</p> <p>Passive – Verb be + past participle of main verb e.g. The room was swept by the girl.</p> <p>The passive voice is used when the agent is not mentioned My book has been stolen- - Some expressions are always in the passive. E.g I was born in 1960.- - Kwame Nkrumah was born at Nkroful</p> <p>Conversion of active voice into passive voice.</p> <ul style="list-style-type: none"> <li>- active subject becomes passive agent. Pearl sewed the dress.</li> <li>- active object becomes passive subject. The dress was sewn by Pearl.</li> <li>- the preposition 'by' is introduced before the agent.</li> </ul> <p>Use of passive for writing reports, minutes .etc.</p>	<p>Use pair conversation drill to help students practise the use of active/passive voice.</p> <p>Provide passages for students to identify active/passive voice.</p> <p>Analyze samples of texts to note differences in the use of the passive in formal writing.</p> <p>Teacher discusses various uses of the passive voice with students.</p>	<p>Students change active voice into passive and vice versa.</p> <p>Organise short field trips for groups of students. Let secretary write report for class discussion.</p>

## YEAR TWO

### SECTION 4

#### WRITING

**General Objectives:** Students will

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

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



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3</b>  <b>ARGUMENTATIVE ESSAYS</b>	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.
<b>UNIT 4</b>  <b>DEBATES</b>	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
<b>UNIT 1</b>  <b>PROSE (Oral)</b> <b>Proverbs</b>	<p>The student will be able to:</p> <p>5.1.1 appreciate the beauty of the language of proverbs in contexts.</p> <p>5.1.2 explain the functions of proverbs.</p>	<p>Examples of proverbs.</p> <p>A stitch in time saves nine. A friend in need is a friend indeed. The crab does not give birth to a bird. The goat that delights in soiling the town soils its own tail.</p> <p>Functions of proverbs</p> <ul style="list-style-type: none"> <li>- they enrich the language.</li> <li>- they excite the mind</li> <li>- they are thematic statements</li> </ul>	<p>Students take turns in identifying proverbs in English and other local languages and state their meaning in context.</p> <p>In groups/pairs, students translate local proverbs within context into English.</p> <p>Select extracts of proverbs and state their relevance and meaning in the context in which they are used</p>	<p>In groups, students locate a number of proverbs in English and provide their meaning in context.</p>

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



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

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

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 7 (CONT'D)</b></p> <p><b>Euphemism</b></p> <p><b>Soliloquy</b></p> <p><b>Aside</b></p>	<p>The student will be able to:</p>	<p><u>Euphemism</u> presenting an unpleasant thing or experience in a more pleasing way e.g. “<u>He has passed away</u>” – died.</p> <p>- <u>Soliloquy</u>: 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.</p> <p><u>Aside</u>: a character directly addresses the audience without being heard by other actors on stage.</p>		