

# ENGLISH LANGUAGE SYLLABUS

SENIOR HIGH SCHOOL

YEAR 3

*English*

**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
<b>UNIT1</b>  <b>SPEECH WORK</b> <b>Review of Years 1 &amp; 2 work</b>	The student will be able to:  (Refer to Years 1 and 2)	  <b>NOTE:</b> Teacher should identify aspects of speech work in Years 1 and 2 that require remedial work Concentrate on problem sounds.	Refer to previous years' work.	

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

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

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

## YEAR THREE

### SECTION 2

#### READING/LISTENING COMPREHENSION

**General Objectives:** Students will

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2</b>  <b>SUMMARY III</b> <b>Topic Sentence</b> <b>Sentence Summary</b> <b>and Continuous</b> <b>Summary</b>	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
<b>UNIT 1</b>  <b>CONSOLIDATING THE PHRASE</b>	Students will be able to:  3.1.1 identify the different types of phrases and their functions.  3.1.2 use them correctly in sentences.	Types of phrases: -Noun phrase - Verb Phrase -Prepositional Phrase -Adjective Phrase -Adverbial Phrase  Functions of the phrase: e.g. A noun phrase functioning as a Subject, Object, Complement	Discuss the functions of phrases using appropriate texts drawn from various sources including selected literary texts and comprehension passages.  Give sample sentences/ passages for students to identify phrases and state their functions.	Students identify phrases in given sentences/passages.  Students state functions of the identified phrases.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 2</b> <b>PRE-MODIFIERS/PRE-DETERMINERS OF THE NOUN</b>	<p>The student will be able to:</p> <p>3.2.1 determine the pre-modifiers of the noun.</p> <p>3.2.2 establish the order in which they occur and use them correctly.</p> <p>3.2.3 use pre-modifiers and pre-determiners appropriately in context.</p>	<p>Pre-modifiers/Pre-determiners:</p> <p><u>Indefinite</u>: all, both</p> <p><u>The article</u>: a/an/the</p> <p><u>Quantifiers</u>: Ordinals –first Cardinals – one</p> <p><u>Premodifiers</u> Adjectives e.g. shape, size, colour etc.</p> <p><u>Nouns/Nominals</u> e.g. Ghanaian, stone (house), stony (house), wooden (house) e.g. She bought a new, beautiful purple, Ghanaian, kente stole . We met a tall, young, smart-looking, naval officer.</p> <p>Several variations in ordering adjectives are possible but a fairly usual order is:</p> <p>(a) Adjectives of size (except Little)</p> <p>(b) Adjectives that describe generally</p> <p>(c) Adjective of age (and the adjective <u>little</u>)</p> <p>(d) Adjective of shape</p> <p>(e) Adjective of colour</p> <p>(f) Adjective of material</p> <p>(g) Adjective of origin</p> <p>(h) Adjective of purpose</p> <p>For example: I have a long sharp knife' Our school bought blue velvet curtains.</p>	<p>Pair/group work:</p> <ul style="list-style-type: none"> <li>- identification of the different types of pre-modifiers/pre-determiners from a given list.</li> <li>- Re-ordering of the modifiers.</li> <li>- Use of the different pre-modifiers in continuous writing.</li> </ul> <p>-students identify pre-modifiers and pre-determiners in sentences.</p> <hr/> <p>NOTE: Encourage students to read enough to get the arrangement/ordering of adjectives in English</p>	<p>Students identify the different types in given sentences.</p> <p>Students use different premodifiers/predeterminers in own sentences.</p>

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

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



UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 4</b>  <b>Word Formation</b>	<p>The student will be able to:</p> <p>3.4.4 distinguish between acronyms and abbreviations.</p> <p>3.4.5 identify words that have nearly the same meaning.</p> <p>3.4.6 identify words are nearly opposite in meaning.</p> <p>3.4.7 identify words that have the same forms but have different meanings and/or pronunciation.</p>	<p><u>Acronyms</u> e.g UNESCO, ECOWAS, WHO, TOEFEL, BECE, WAEC</p> <p><u>Abbreviations:</u> GES, JSS, BOG etc</p> <p><u>Synonyms</u> tired - exhausted aid - help whisper - murmur</p> <p><u>Antonyms</u> up - down on - under healthy - sick withdraw - advance polite - insolent</p> <p><u>Homonyms</u> bow - bow sow - sow minute - minute refuse - refuse</p>	<p>Students use dictionary/internet to find out difference between acronyms and abbreviations.</p> <p>Analysis of texts with words underlined for substitution with: Synonyms; Antonyms;</p> <p>Homonyms; Hyponyms; Students supply their own examples. Use the words to form sentences.</p>	<p>In groups students make a list of examples of:</p> <ul style="list-style-type: none"> <li>- Synonyms</li> <li>- Antonyms</li> <li>- Homonyms</li> <li>- Homophones</li> <li>- Hyponyms</li> </ul> <p>using the dictionary/internet.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 4 (CONTD)</b>  <b>Word Formation</b>	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

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p><b>UNIT 5</b></p> <p><b>SEQUENCE OF TENSES</b></p>	<p>The student will be able to:</p> <p>3.6.1 state the different tense forms.</p> <p>3.6.2 use forms consistently in compound/complex sentences.</p> <p>3.6.3 use forms consistently in sentences and in continuous writing e.g. narratives.</p>	<p>Revision of tense forms: Present, past, and their perfect forms.</p> <p>Maintain the same tense forms in complex, co-ordinate and in continuous (across sentence) writing:</p> <p>e.g. (Simple Present) The boy <u>says</u> he <u>knows</u> the stranger. The students <u>think</u> the questions <u>are</u> difficult. (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.</p>	<p>Read short texts and identify the tense usage. Use substitution tables to re-inforce use of tense</p> <p>Writing short stories to practise tense sequencing.</p>	<p>Complete given sentences using correct tenses.</p> <p>In groups/pairs students write short texts using the appropriate tense sequence for discussion.</p>

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

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

## 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
<b>UNIT 1</b>  <b>CREATIVE WRITING</b>	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.	<b>NOTE:</b> 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
<p><b>UNIT 2</b></p> <p><b>EXPOSITORY WRITING</b></p>	<p>The student will be able to:</p> <p>4.2.1 identify features of expository writing.</p> <p>4.2.2 write expository essays.</p>	<p>Exposition: Explanation, description, presentation of the processes involved in making of an item or how something operates e.g preparation of one's favourite local dish, playing a particular game, manufacturing a product or giving of direction to a place.</p> <p><u>Structure/Features</u>  Title  Introduction  Body—well-structured and co-ordinated paragraphs.  conclusion</p> <p><u>Language use</u>  Focus on the active and passive voice, present simple and habitual tense forms.</p>	<p>Use sample essays for analysis.</p> <p>Select topics for discussion.</p>	<p>Students write given topics using features of exposition.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<b>UNIT 3</b>  <b>PROGRAMME WRITING</b>	<p>The student will be able to:</p> <p>4.3.1 learn the structure of a programme.</p> <p>4.3.1 identify types of programmes.</p> <p>4.3.2 write a programme based on features identified.</p>	<p>Features of a programme</p> <ul style="list-style-type: none"> <li>- Title</li> <li>- Chronological arrangement of events through use of a variety of phrases and clauses indicating time.</li> </ul> <p>Types of programmes.</p> <ul style="list-style-type: none"> <li>- The base programme – i.e. schedules of activities and events.</li> <li>- Essay form where programme is developed into continuous prose.</li> </ul> <p><u>Language use</u> Focus on variety of phrases and clauses indicating tense, future time and adverbs.</p>	<p>Use sample programmes to illustrate types and identify features.</p> <p>Pair/group activity.</p> <p>Write base programmes for birthday party-school event. etc.</p> <p>Convert base programme into essay form and note the changes.</p> <p>Discuss the uses of programmes.</p>	<p>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.</p>

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

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

## 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
<b>UNIT 1</b>  <b>PROSE, Study of a Specific Text.</b>  <b>Background and Setting Subject Matter and Theme. Plot and Characterization Narrative Techniques</b>	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.

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

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



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

