JHS 1

SECTION 1
LISTENING AND SPEAKING

General Objectives: The student will

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

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

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) **CONSONANTS**	The student will be able to:	**Note:** bilabial - the two lips labio - dental - lips and teeth dental - teeth alveolar - throat palatal - the palate palato - alveolar - palate and throat alveolar - throat glottal - the glottis	e.g. / θ / as in thin / θin / / ð / as in this / ðis / The distinction between: /t/ and / θ / as in /tin=/in/and thin/ θin / /d/and/ ð/ as in that = / ðæt / dad=/ dæd / /s/ and / ʃ/see=/si:/ and she = / i//ʃi:/ Draw attention to common errors e.g. Elision of the final consonant that should be pronounced: e.g. child - /tʃaild/, and not/ tʃ ail/ Cold - / kəuldl and not/not / k əold/ School - /sku: l / and not /sku :/ In pairs/groups, pupils practise contrasting consonants in tongue twisters. e.g. she sells sea shells at the seashore. Peter Piper picked ... **Note**: Use other local tongue twisters. Students must be introduced to the interpretation of the phonetic symbols in the dictionary to help in pronunciation.	.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **CONVERSATION**	The student will be able to: 1.3.1 talk about/describe people and objects. 1.3.2 talk about/describe occasions and festivals. 1.3.3 give accurate directions. .	Describing people and objects: e.g. personalities, missing people, missing objects, missing articles Independence Day Anniversary, other festivals in – their localities etc. Giving directions using distance e.g., hundred metres away, five minutes drive, thirty minutes walk, after the third junction, at the corner of the street etc.	Through discussion, guide pupils to talk about personalities e.g. the teacher, headteacher, District Chief Executive, District Director of Education, Regional Minister, Chief, missing pupils, missing bag, missing shoes, school prefect, etc. Individuals/groups talk about festivals in their localities to class. Students ask questions as the presentation goes on. Guide students to give directions using the following examples: from the school to the market; from the school to the post office etc., using the expressions in the content (e.g. a hundred metres away etc).	Students should describe people/objects they know. The students direct an uncle/aunt to his/her school using appropriate expressions.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CNTD) **CONVERSATION**	The student will be able to: 1.3.4 engage in active debate on a suitable topic 1.3.5 talk about personal and social values.	Topics for debate: - Who is more important, the farmer or the driver? the teacher or the doctor? - Should girls play football? - Should boys take care of their siblings? Which value is more important for the development of the nation, honesty or patriotism? - honesty or hardwork - patriotism or hardwork? etc.	In pairs, students give directions to be carried out in or around the school. Guide students to follow the format for debate: Two groups of speakers one group for and the other against the motion. Four pupils in each group. Choose five students to form a panel of judges. Each speaker from each group should be given about 2 minutes to make his/her points. The leader speaks for 3 minutes. At the end of the debate, the leader sums up his/her group's points. Contributions from the audience (pupils) for or against the motion should be encouraged. The leader of the panel of judges to sum up and declare the winner.	Students debate on the motion: "A good name is better than riches."

JHS 1

SECTION 2
GRAMMAR

General Objectives: The student will

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

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 CONT'D) **NOUNS (NUMBERS):** **Irregular**	The student will be able to: 2.1.3. use common and proper nouns in speech and in writing. 2.1.4 identify the forms of irregular nouns in speech and in writing. 2.1.5 use irregular nouns appropriately in speech and in writing.	<u>NOTE:</u> Most Proper nouns do not take determiners except the names of some counties . e.g. The Gambia, The Hague, The Netherlands. Irregular nouns and their forms: Plurals which are formed without the simple addition of /'s'/'es' are irregular nouns. Some irregular nouns change vowels to indicate plural e.g. woman - women man - men foot - feet tooth - teeth louse - lice mouse - mice goose - geese One or more letters may be added to indicate plural e.g. ox - oxen child - children Some retain the same form in both singular and plural. e.g. sheep - sheep deer - deer spacecraft - spacecraft cattle - cattle equipment - equipment furniture - furniture luggage - luggage police - police	Revise regular nouns and their features. e.g. chair – chairs, bag - bags Introduce irregular nouns. Discuss and illustrate their singular and plural forms. Guide students to study the plural form of irregular nouns listed in content. Students study given sentences and write the sentences replacing singular irregular nouns with their plural forms.	Provide a passage for pupils to change singular irregular nouns to plural forms. Students fill in blanks in a given passage with the singular/plural forms of irregular nouns as appropriate. Students find other examples of irregular nouns and their forms (from the print/electronic) media and other sources. Students write given sentences replacing singular irregular nouns with their plural forms

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) **NOUNS (NUMBERS):** **Irregular**		A few nouns ending in 'f'/fe' usually change to 'ves' half - halves wife - wives calf - calves loaf - loaves life - lives leaf - leaves Some nouns are used only in the plural e.g. scissors, jeans, trousers, outskirts, stairs, shorts, pliers, shears, tongs, congratulations, greetings, poultry, livestock.	Students give examples of irregular nouns and use them in sentences. Guide students to note that nouns like equipment, personnel, furniture, luggage are both singular and plural. These nouns never take the plural form. Some nouns even though they have a plural form are considered and used as singular nouns e.g. news. Students use noun like scissors, trousers etc in sentences.	Students use the nouns equipment, luggage etc in sentences. Students to construct sentences using irregular nouns.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **VERBS -** **TENSE FORMS** **The simple present** **The present continuous** **The simple past**	The student will be able to: 2.2.1 identify and use appropriate verb tense forms in speech and in writing.	Verb tense forms: The Simple Present Kofi goes to school. The Present Continuous Kofi is going to school. The Simple Past Kofi went to school yesterday.	In pairs/groups, students scan verbs in given texts. Students identify the forms of the verbs in sentences. e.g. Adisa runs very fast (present/habitual.) The soldier walked home (past). Kwabena is skipping (Continuous).	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) **VERB TENSE FORMS**	The student will be able to: 2.2.2 use correct verb forms in speech and in writing	<u>The Simple Present</u> The to-infinitive verb form –The form of the verb that takes "to" e.g. to go, to visit, to run, etc. The bare infinitive form – the form of the verb that drops the word "to" e.g. come, jump, visit, go, etc. The verb takes an 's' or 'es' in the 3rd person singular e.g. She <u>visits</u> her friends. He <u>goes</u> to Suhum on Mondays. Note: Remind pupils of subject + verb agreement. <u>The Present Continuous</u> The verb takes 'ing' to express Present Continuous and Past Continuous e.g. She <u>is going</u> home. She <u>was singing</u> a song. <u>The Simple Past</u> The 'd' – 'ed' form of the verb is used to express the Simple Past form of regular verbs e.g. He climbed the tree. **<u>NOTE:</u>** The 'd' – 'ed' form of the verb is used to express: (1) Simple Past e.g. He <u>climbed</u> the tree. (2) Present Perfect e.g. They <u>have climbed</u> the tree. (3) Past Perfect e.g. She <u>had talked</u> to him.	Revise verbs – students identify verbs in given texts. One student gives a sentence with a verb in the present tense form; another changes the sentence into present continuous form, a third student changes the sentence into simple past and a fourth student changes the sentence into future. Provide a list of irregular verbs i.e. those that undergo spelling and sound change in their past tense forms e.g., go - went catch - caught read - read Students gives examples of sentences in simple present and simple past using irregular verbs.	Students fill in blanks in passages/ sentences with the correct forms of the verb. e.g. (sing) Ama - beautifully in church last Sunday. In groups students write short stories in which at least three verb tense forms are used.

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) **PRONOUNS AND THEIR TYPES** **Relative Pronouns**	The student will be able to: 2.3.1 identify relative pronouns in simple sentences. 2.3.2 use relative pronouns appropriately in sentences.	Identifying relative Pronouns in sentences Target relative pronouns: who, whom, which, that, whose using relative pronouns in Relative Clauses. E.g. - The man <u>who came here</u> is my uncle. - The book <u>which I bought</u> is good	• Revise personal pronouns • Explain relative pronouns using several examples and situations. • Groups of students identify relative pronouns in sentences and short passages. • Use classroom and other situations to illustrate correct use of relative pronouns. E.g. i. The man who is with the Headmaster is my father. ii. The answer that you gave is wrong. iii. The group which must sweep tomorrow is Group 4. iv. The woman whose computer..... • Group of children write parallel sentences to models presented. • Explain the use of relative pronouns:	- The underlined relative pronouns in sentences and short texts. - Students fill in blanks with appropriate relative pronouns - Students use given relative pronouns in sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) **PRONOUNS AND THEIR TYPES** **Possessive, Reflexive and Relative pronouns**	The student will be able to: 2.3.1 distinguish between Possessive and reflexive pronouns.	Possessive pronouns show ownership: They are: mine, ours, yours, hers, his, its, theirs. e.g: This book is <u>mine</u> and that is <u>yours.</u>	Revise pronouns. Students identify pronouns in given sentences. Read/play back a passage with possessive and reflexive pronouns. Point out their forms, drawing special attention to singular and plural forms. (Refer to content). **Note**: use drills to reinforce the use of pronouns	Students use pronouns in speech and writing.
	2.3.2 use possessive and reflexive pronouns appropriately in speech and in writing.	Reflexive pronouns are used to show that an action performed by the subject (doer) in a sentence refers back to the subject. e.g. i. The girl hurts <u>herself.</u> ii . The students praised <u>themselves.</u> The reflexive pronouns are: <u>singular</u> <u>plural</u> <u>1st person</u>: myself ourselves <u>2nd person</u>: yourself yourselves <u>3rd Persons</u>: himself herself themselves itself Emphatic use of pronouns refers to the use of a pronoun to emphasise nouns or ponouns: e.g.: <u>Esi herself</u> opened the door. She opened the door <u>herself.</u> I did the work <u>myself.</u> He cooked the food <u>himself.</u>	Students in pairs/groups write sentences using the two kinds of pronouns. Students read out sentences for discussion. **Note**: Draw attention to the problem of redundancy or ambiguity as in: The boy saw the <u>headmaster</u> himself. * It is not clear who <u>himself</u> refers to. This can be rewritten as: The boy himself saw the headmaster.	Students identify and classify pronouns in a given text as Possessive and Reflexive. Students use the two types of pronouns in sentences for discussion.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **THE SIMPLE SENTENCE:** **Subject/Predicate**	The student will be able to: 2.4.1 identify the subject and predicate in simple sentences.	Subject and predicate in simple sentences e.g. The pupils/clapped and danced. All the pupils/passed the examination. The Subject is the doer of an action, or the thing or person about whom a statement is made. e.g.: The girls washed the car.. The action of washing the car was performed by the girls. The girls is the subject of the sentence. What the girls did or what was said about the girls is the predicate i.e. washed the car.	Revise the simple tenses: Simple Present, Present Continuous Simple Past Provide sentences (simple statements) for analysis. Guide pupils to observe that the subject usually comes before the verb; what is left of the sentence is the predicate. e.g.: Opoku is reading the book. *subject* *predicate* the subject is the doer/performer of the action in the sentence and the predicate says something about the subject. Let students observe that the key word in the subject is a noun or pronoun, and the key word in the predicate is the verb In yes/no questions, the subject comes after the auxiliary verb. e.g. Are you going home? the subject determines the number i.e. singular/plural of the verb e.g The boy washes the plates. The girls play football.	Students break sentences into subject and predicate.
	2.4.2 construct simple sentences.	The most important word in the subject is therefore either a noun or pronoun and in the predicate it is the verb.	Students construct simple sentences and underline the subject and predicate in the sentences.	Students construct sentences with given subjects.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 **VERB PATTERNS IN SIMPLE SENTENCES** **Transitive/Intransitive verbs**	The student will be able to: 2.5.1 distinguish between transitive and intransitive use of verbs	Transitive and intransitive verbs. Transitive verbs take objects. The transitive verb connects the action (verb) of the subject to the object. e.g. <u>The boy</u> <u>scored</u> <u>a goal</u>. Subj vt obj Intransitive verbs do not take objects. They refer to the subject of the sentence. e.g. He <u>fell</u> down. She <u>smiled</u>. With intransitive verbs, only the action of the doer is indicated. The action does not move to or affect another person or thing.	Revise simple sentences. Guide pupils to break sentences into subject and predicate. e.g.: The boys like cooking. Introduce transitive and intransitive verbs using appropriate sentences (Ref. content) Demonstrate the use of transitive verbs using appropriate sentences (Refer to content) Help pupils to make up sentences using transitive and intransitive verbs.	Students copy given sentences and indicate whether the verbs in them are transitive or intransitive.
	2.5.2. use transitive and intransitive verbs appropriately in speech and in writing.	**Note**: Some verbs can be used either transitively or intransitively. e.g. He drives fast (I) He drives his car fast (T)	Students to make up sentences using the same verb both transitively and intransitively.	Students use given verbs transitively and intransitively in sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 (CONT'D) **VERB PATTERNS IN SIMPLE SENTENCES** **Transitive/Intransitive Verbs**	The student will be able to:	For example <u>Trans.V.</u> <u>Intrans. Verbs.</u> avoid, blame ache, happen believe, buy arrive, laugh carry, catch cry, occur fill, plant die, rise wear, waste disappear, shine build, cut fall, wait receive swim, wait Others can be used both transitively and intransitively. e.g. call, drive, count, draw, escape, run, stand, study, win, sing, sell. e.g. Naki <u>sings</u> (intransitive) Naki <u>sings</u> gospel songs (transitive)	Assist students to use verbs which can be used both transitively and intransitively in sentences and indicate whether the verb has been used transitively or intransitively.	

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 **ADVERBS**	The student will be able to: 2.71 identify adverbs in speech and in writing. 2.7.2 use adverbs appropriately in sentences.	**Description of Adverbs** - Adverbs modify/talk about verbs. - Many adverbs derived from adjectives have - ly endings e.g. quick - quickly bright - brightly **Note**: "Friendly" in the sentence below is an adjective not an adverb: The teacher is friendly. Types of Adverbs - There are different types of adverbs. Some adverbs are time adverbs e.g. morning, yesterday, often, usually, etc. Some are place adverbs. e.g. here, there, everywhere, somewhere, etc. Some are manner adverbs e.g. gracefully, fast, beautifully, etc.	Let students observe several adverbs used in context Assist students to form adverbs from adjectives and use the adverbs in sentences. e.g. She sang beautifully. The boy read the book silently. Kwamena shouted loudly. Guide students to identify various types of adverbs by answering questions. When - for time adverbs e.g. When did you go? Yesterday. Where - for place adverbs e.g. Where did you leave the book? Here How - for manner adverbs e.g. How did he drive? Fast Provide a suitable text/passage for students to identify and explain how adverbs have been used to indicate time, manner and place.	Students identify Adverb in texts,. Students do oral/written work involving answering questions on How, When, Where? Students use appropriate adverbs to fill in blank spaces in texts. Students identify adverbs of place, manner and time in a given passage and indicate the verbs they modify. Students write sentences with adverbs of time, place and manner.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 8 **PRIMARY AUXILIARIES**	The student will be able to: 2.8.1 identify primary auxiliaries and use them appropriately in speech and in writing .	Primary auxiliaries: be, have, do, and their tense forms. be:- is, was, were, are, am, being, been, etc. have:- has, have, had do:- do, does, did Primary auxiliaries change form to agree with person, e.g. I have eaten. She has eaten. Primary auxiliaries show contrast e.g. Ama likes snails, but Kofi does not. Yaw and Esi like crabs, Sena and Fati do not. * Primary auxiliaries help verbs express various tense forms: e.g. Fati has done her homework. (Present Perfect) Fati has been doing her home work. (Present Perfect Continuous) Fati had been doing her home Work when her mother arrived. Past Perfect Continuous)	Introduce the primary auxiliaries; Illustrate and discuss the forms they take. (Refer content) Students write sentences using the primary auxiliaries in various forms. e.g. She is sleeping. The boys have done the work. We do not know the man. Draw attention to the problem that some people have using the correct form of the auxiliary to agree with the subject. Explain the use of been and being in context. The house is being painted. (in progress) The house has just been painted. (just completed)	Students complete blanks with the appropriate auxiliary forms in given texts e.g. The workers were .... paid when I arrived (been/being) Before you arrived they had ..... (being/been) paid.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 9 **ACTIVE AND PASSIVE SENTENCES**	The student will be able to: 2.9.1 distinguish between the active and passive forms of sentences.	<u>Active and Passive Forms of Sentences.</u> Active Sentences emphasize the subject of the sentence by putting the subject before the verb e.g., Kwame fed the dog. Passive sentences emphasize the object of the sentences by placing the object before the verb. e.g. The dog was fed by Kwame.	Revise simple sentences using several examples.. Introduce active and passive sentence forms.	Students identify active sentences and passive sentences in texts Students make sentences in both the active and passive forms.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 9 (CONT'D) **ACTIVE AND PASSIVE SENTENCES**	The student will be able to:	The position of the subject and object changes when a sentence is changed from the active to the passive form. Active e.g. s v obj. Active: <u>Araba</u> <u>won</u> <u>the Best Student Award</u>. Passive: subj. v The Best Student Award was won by <u>Araba</u> obj	Point out and explain the differences (Refer to content) Students in pairs, one to give a sentence in active form, the other to change the sentence to passive form.	Write active sentences and change them to passive forms.
	2.9.2 use active and passive forms of sentences appropriately in speech and in writing. .	Appropriate use of active and passive forms of sentences in speech and in writing. e.g. - Active The boy <u>wrote</u> the poem. - Passive -The poem <u>was written</u> by the boy. - Active The girl has taken the book. - Passive The book has been taken by the girl.	Students change sentences in the active voice provided by teacher into passive voice.	Change given sentences from active to passive and vice versa

SECTION 3
READING

General Objectives: The student will

read, understand and derive information from texts of varied nature

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
	The student will be able to:			
UNIT 1 **FLUENT READING:** **Reading aloud**	3.1.1 read fluently with appropriate rise and fall of the voice.	Fluent Reading: Read using correct intonation, accent stress and pause.	Model reading (select texts from variety of sources e.g. textbook, newspapers, journals, literary texts etc.) Students read texts aloud with correct voice modulation in pairs and in groups. Students practise reading sense groups/ phrases.	Students read given texts with voice modulation
	3.1.2 read sense groups/phrases at a time.		Teacher and students note and comment on errors e.g. wrong pronunciation, wrong stress, lack of rhythmic variation Reading is repeated and students try to correct errors.	
UNIT 2 **READING SILENTLY** **Fast Reading:**	3.2.1 read given texts within given time limits for specific and general information.	Fast Reading: Skimming and scanning a text with focus on specific words and main ideas. Scanning a paragraph for specific information e.g. names, dates, figures	Discuss the fact that sometimes a text is read fast to obtain general information e.g. what a text is about; and at other times we read for specific details e.g. a date, names of people and places. Students read a given text within a given time and answer questions to find out if they have understood the text Discuss students reading problems (e.g. unfamiliar vocabulary, lisping, disabilities/eyesight) etc,	Test reading speed. Students answer questions based on text read.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **READING COMPREHENSION** **Silent Reading**	The student will be able to: 3.3.1 read silently and answer comprehension questions on text/passage read	Pre-reading questions: -meaning of vocabulary in content of passage -factual and inferential statements - predictions of what could happen next in the passage - appreciative/speculative questions - Author's purpose - Author's line of argument - Explanation of figurative expressions in context - distinguishing between logical and illogical statements in passage - Conclusions of the text/passage	Let students: - predict the content of the text to be read based on the title and accompanying pictures - skim the text for general meaning. -discuss the content of the text as well as vocabulary and expressions - read text silently and answer comprehension questions (See content)	Students write answers to questions based on text Students use vocabulary discussed to form sentences.
Summary Writing	3.3.2 write a summary of one paragraph.	Making summaries; Identify the key issues. List issues in logical order before you start to write the summary. Use fewer words than are contained in the original passage. -	Guide students to give brief oral summaries of stories read. Guide students on the basic rules for writing /making a summary <u>Individual work</u>: Students to write a summary of one or two paragraphs of about 10 lines total of a passage read	Students to summarize short passages.

SECTION 4

WRITING

General Objectives: The student will

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

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

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

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

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7(CONT'D) **WRITING FRIENDLY LETTERS**	The student will be able to: 4.7.2 write appropriate replies to friendly letters.	Writing suitable replies to friendly letters. Check for tenses: Present, past, future etc. Ensure that the tense form to be used conforms to the demands of the topic.	Class discusses the important issues/topics in replying to letters. Point out and explain use of language in replying to letters. Class to select a letter and discuss the points which the reply should address. In pairs, pupils write replies to letters for discussion.	Students write replies to (real/contrived) friendly letters.
UNIT 8 **GUIDED SUMMARY WRITING**	4.8.1 write a summary of one paragraph for a short passage.	Making summaries; Identify the key issues. List issues in logical order before you start to write the summary. Use fewer words than are contained in the original passage.	Guide students to give brief oral summaries of stories read. Guide students on the basic rules for writing /making a summary.	
	4.8.2 write summaries of books read.	Summarising books read using structured format (Refer Section 5, Literature/Library).	Provide a passage for pupils to summarise.	Students write summaries of books read.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 9 **ADVERTISEMENTS**	The student will be able to: 4.9.1 write clear and convincing advertisements.	Writing advertisements for simple items: eggs, chicken, fish, books etc. **NOTE:** Check for appropriate use of tenses, adverbs, adjectives, etc.	Students bring advertisements in newspapers etc. for discussion. Point out the significant features of adverbs to students. Students to write adverts for sale of fish, chicken, etc. **NOTE:** Instead of writing "Fish is sold here", students to adopt the simple style "Fish Sold Here"; "Chicken, Sold Here". 'Chairs for Hire" Students to note the use of upper case letters to begin each word in simple and short adverts.	Students write adverts for other simple items.
UNIT 10 **DICTATION**	4.10.1 write dictated passage accurately	Students at this level should be made to write texts that are unfamiliar. No prior reading of text by students is required. Select suitable text for students' level e.g., paragraphs from reading text; literature books; magazines, newspapers etc Dictation should be a paragraph or two of 10 lines	Dictate paragraph from reading text. Guide students to do peer editing	Mark students' work and give feedback

JHS 1

SECTION 5
LITERATURE

General Objectives: The student will

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

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D)	The student will be able to:			
PROSE:	5.1.3 evaluate the significance of folktales, myths and legends.	Significance of folktales, myths and legends.	Discuss/evaluate folktales, myths and legends to bring out their significance.	Students write short paragraphs on the significance of any folktales, myths and legends.
Written Narratives	5.1.4 read simple narratives and respond to them appropriately.	Student should be encouraged to read the prescribed text.	Discuss the book chapter by chapter. - Help students to identify literacy devices.	Students to identify literary devices in context.
UNIT 2 **POETRY:** **TRADITIONAL AFRICAN POETRY.**	5.2.1 read poems aloud paying attention to the rhythmic variations.	Reading/listening to traditional African poems e.g. dirges, lullaby, war, praise and work songs.	Guide pupils to read aloud/listen to poems, paying attention to rhythm and other sound effects.	Students perform types of traditional African poems.
	5.2.2 distinguish types of poetry by function i.e. dirges, lullaby, work songs, war and praise songs.	Functions of types of poetry.	Students distinguish functions of the poems in pairs/groups. Discuss the meaning of the poems.	Students distinguish types of African Traditional poems and determine their functions.
	5.2.3 state the cultural and social significance of the poems.	Cultural and social significance of poems.	Discuss the cultural and social significance of the poems.	Students compose poems illustrating values e.g. love for neighbour, respect for property, diligence. etc.
UNIT 3 **DRAMA:**		Reading/listening to texts.	Listen to texts delivered orally or read out.	
TRADITIONAL DRAMA	5.3.1 read/listen to texts paying attention to their delivery.	Types of drama according to social functions:	Determine in groups/pairs, types of drama according to their social functions.	
	5.3.2 distinguish types of traditional drama according to their social functions.	Outdooring, Puberty rites, Marriages, Festivals and Enstoolment/Enskinment.		Students in groups discuss social/cultural significance of drama.
	5.3.3 determine cultural/social Significance of drama.	Cultural and social significance of drama.	Guide students to determine social values/significance in the texts linking up with cultural/social functions.	Students write accounts of traditional celebrations.
	5.3.4 act/perform drama.	Acting/performing drama. Explaining terms used in drama, e.g. setting, audience, character.	In groups students perform selected texts.	
	5.3.5 explain terms used in the drama e.g. setting, audience, character	<u>Language use</u> Emphasise the use of the Simple Present tense forms.	Guide students to explain terms used e.g. setting, audience, character.	Students perform play based on text.

LIBRARY

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

   i. develop the love for reading;

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

   iii. read for information on various topics.

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

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

   i. read at least 9 story books;

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

   iii. discuss and write about books read.

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

   (a) Introduce students to books/library.

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

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

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

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

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

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

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

The Ghana Education Service (GES).

The Ghana National Association of Teachers (GNAT).

The District Assemblies.

The School Management Committees.

Past Students.

Churches and Other Organisations.

Philanthropists.

Ghana Library Board.

Ghana Book Trust.

and Non-Governmental Organisations (NGOs) such as:

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

III **Maintaining The Class/School Library**

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

IV **Generating Interest in Reading**

Minimum Reading Targets:

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

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

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

V **Checking on Pupils Reading**

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

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

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

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

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

Main Characters and Others:.....

.....

Summary/Gist of Text:

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

Note:

The teacher should discuss the books read by the children using this format:
This is to check on whether they have read the books or not.

JHS 2

SECTION 1

LISTENING AND SPEAKING

General Objectives: The student will

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

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D)) **REVISION:** **VOWELS AND CONSONANTS**	The student will be able to:	e.g. buckle - / bʌk l / and not /bʌgl/ taxi - /tæ ksi/ and not tægzi/ answer - /a:nsə /and not /a: nzæ/ Mispronunciation of consonant clusters. e.g. /pr/and/pl/as in pray/prei/and play/plei/ /gr/and/gl/as in grass/gra:s/ and glass/gla:s/		
	1.1.4 identify words that contain silent letters at initial, medial and final positions.	Silent letters i. Initial letters not pronounced: pneumonia, knee, knife, hour, honest ii. Medial letters not pronounced: - e.g. half, could, should, castle, whistle iii. Final letter not pronounced: comb, thumb, bomb, lamb.	In pairs/groups students identify words that contain silent letters at initial, medial and final positions and pronounce them correctly.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **DIPHTHONGS** **/ei/ date /deit/** **/əu/ home /həum/** **/ai/ high /hai/** **/au/ how /hau/** **/**ɔi/ toy /t ɔi/ /lə **/ here /hiə/** **/eə/ air /e ə/** **/ʊr/ sure /ʃuə/**	The student will be able to: 1.2.1 pronounce the diphthongs correctly in words and in sentences. 1.3.2 distinguish between diphthongs and pure vowel sounds	Pronouncing the diphthongs correctly in words and in context Differences between diphthongs and pure vowel sounds. /ei/ as in game, say, late / **əu/** as in home, so, go /**ai**/ as in buy, try, fly /**au**/ as in out, owl, bow /ɔ**i**:/ as in boy, oil, toy /**eə** / as in air, hair, fair / **iə**/ as in ear, year, hear, near /u**ə**:/ as in tour, poor	**Note**: Use other local tongue twisters. Students must be introduced to the use of the dictionary to help in pronunciation. Provide model pronunciation or use tape/cassette recorders/internet. Put sounds in context. Guide students to distinguish diphthong quality from pure vowel quality sounds. e.g. /ei/ as in game from /e/ as in gem. /eə/ as in air, /e/ as in bet.	Students pronounce some words in which there are diphthongs. Students read a given text and give correct pronunciation of diphthongs and pure vowel sounds.
UNIT 3 **THE SYLLABLE AND WORD STRESS**	1.3.1 identify syllables and pronounce words with correct stress.	Identifying syllable(s) in a word e.g. come, / /um/bre/lla/ to/tal/ /hos/pi/tal/ in/tro/duc/tion/	Students break polysyllabic words into syllables. (Note that the vowel usually determines the syllable breaks) e.g. pa/ra/dise, po/si/tive, re/gis/ter, etc.	Students provide the correct pronunciation of words in a list of utterances.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) **THE SYLLABLE AND WORD STRESS**	The student will be able to: 1.3.2 identify change in stress as identical words change their grammatical functions.	Pronouncing words with correct stress as in. ˈ ˈdoorhanˈdle ˈchalkboard ˈ background ˈ headmasˈter ˈarchbishop Verbs ending in - ate e.g. ˈelevate eˈvaluate, ˈdominate, doˈnate, etc. Change in stress of identical words that change their grammatical functions. e.g. Noun / Verb ˈ import — imˈport ˈ export — exˈport ˈ upset — upˈset ˈ produce — proˈduce ˈ comment — coˈmment	Teacher plays/reads a passage with correct stress. Students practise pronouncing words examples of which are listed under content with correct stress. Students practise pronouncing words that end in 'ate'. Students to list common verbs that end in 'ate'. Students practise pronouncing identical words that change their grammatical functions correctly. (Refer to Content). Teacher drills students in correct pronunciation of one to four syllable words in which the function correctly changes.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **INTONATION**	The student will be able to: 1.4.1 identify the two basic tunes. 1.4.2 recognize changes in meaning produced by each of the two tunes.	The two basic tunes: Tune 1: Falling Intonation ↘ Tune 2: Rising Intonation ↗ <u>Tune 1</u> Used in ↘ i. Statements e.g. I came. ↘ She can buy it. ii. Commands, e.g. Get out. ↘ Stop doing that. ↘	Guide students to identify the two basic tunes 1 and 2 using lines to indicate the tunes. Tune 1: e.g. Ama is my little girl. ↘ Tune 2: Is Ama my little girl? ↗	Students make sentences (oral) using the appropriate intonation. Students read out sentences using appropriate intonation.

.UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D) **INTONATION**	The student will be able to: 1.4.3 use tunes appropriately in speech.	i. Questions beginning with who, what , how, why etc. e.g. Who did it? ↘ When did you come? ↘ ii. Exclamations e.g. How beautiful! ↗ What an exciting day! ↗ Tune 2 ↗ Used in iii. Questions: Can she do the work? ↗ Do you live here? ↗ iv. Questions demanding Yes/No e.g. Will you come? You can't come? ↗ You're coming? ↗ **NOTE**: The last 2 questions are usually spoken but not written.	Students practise giving sentences, commands, questions and exclamations to show the differences between the two tunes. In pairs/groups, students use the two tunes to ask questions and make statements. Provide words and assists students to break words into syllables. Assist students to pronounce syllables with correct stress.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 **CONVERSATION**	The student will be able to: 1.5.1 talk about/describe people and objects.	Conversation about people and objects: e.g. personalities, missing people, missing objects, missing articles	Describe an important personality in the city/town/village Through discussion, guide students to talk about personalities e.g. District Chief Executive, the chief, a missing child, the assembly member, the best sportsman in the town/village etc.	Students describe orally people and objects they know.
	1.5.2 talk about/describe occasions and festivals with correct stress and intonation.	Independence Day Anniversary, other festivals; A day in school; An event in their community etc.	Students individually talk about festivals in their localities (or about other topics in content) Class to ask questions as the presentation goes on. (Check stress and intonation and other errors)	
	1.5.3 give accurate directions.	Giving directions using distance e.g., hundred metres away, five-minute drive, thirty-minute walk, after the third junction, at the corner of the street etc. Using arrows and landmarks to draw directions.	Guide students to give directions using the following examples: from the school to the market; from the school to the post office etc., using the expressions in the content (e.g. fifty metres away). Students draw the direction from their school to the market, or post office, using landmarks and directional arrows.	In pairs, students give directions to be carried out in or around the school. Students paste their drawings on the board etc. for inspection by class.
	1.5.4 engage in active debate on a suitable topic.	Select motions for debate: -Government should allow people to cut wood for charcoal -It is important to learn a trade after leaving school -it pays to be hardworking Suggest other topics for debate. e.g. Environmental Issues, Educational Issues. <u>Language use:</u> Check tenses, rhetorical questions, simple and compound sentences quotations, describing words: adjectives and adverbs.	Guide students to follow the format for debate: Two groups of speakers for and against the motion. Three students in each group. Five students to form a panel of judges. Speakers from each group are given about 2 minutes; the leader 3 minutes. At the end of the debate, the leader sums up his/her group's points. Contributions from the audience (students) for or against the motion should be encouraged. Allow 5-10 minutes for this. Leader of the panel of judges to sum up and declare the winner.	Students participate in debates on simple motions.

JHS 2

SECTION 2

GRAMMAR

General Objectives: The student will

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **COLLECTIVE NOUNS**	The student will be able to: 2.1.1 identify collective nouns in context	Collective nouns: These are words or nouns used to define groups of items, or many items found together. Examples are as follows: a shoal of fish a herd of cattle a bunch of bananas a gang a bevy of ladies a bouquet of flowers a congregation an army executive	Assist students to learn collective nouns associated with different items as indicated in content. Guide students to form sentences using collective nouns.	Students complete sentences using appropriate collective nouns.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **AUXILIARY VERBS** **Modals** - **can** - **may** - **need to** - **ought to** - **will** - **need** - **would**	The student will be able to: 2.2.1 identify modals and their various uses in context.	Modal verbs help to express the following: Ability e.g. She can swim. Necessity: We must finish the work by 10.00 a.m. You need to tell the truth at all times. Probability: It may rain today. We may win the match. Obligation: You ought to finish the work. She must obtain a visa before leaving. Identifying auxiliary verbs in sentences - e.g. I can swim. She will come.	Provide sentences containing modals and guides students to identify the modals Produce a list of the modal auxiliaries. Note their peculiarities and discuss given examples. Students give examples of sentences with auxiliaries and show the type of auxiliary used i.e. ability, necessity, probability or obligation.	Students in pairs/groups use auxiliaries in making sentences. Students identify auxiliaries in given sentences and state their respective functions: e.g. Adjoa can play the piano (ability).

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) **AUXILIARY VERBS**	The student will be able to: 2.2.2 use auxiliary verbs appropriately in speech and in writing.	Uses of auxiliary verbs. Modals may also be used to express: Polite requests:- May I see you for a minute? Can I borrow your pen? Permission: You may use my pen. You may sit down. Absence of obligation: You needn't run so fast. Impossibility: Abiba can't see me this evening. **NOTE**: Treat only two of the modal auxiliaries at a time	Guide students to practise using modals in speech; expressing ability, probability, necessity and obligation. **NOTE:** Draw particular attention to the tense forms and their uses: can - could may - might will - would, etc. Revise previous lesson taught on the uses of modals (ability, necessity, probability, obligation). Introduce and illustrate some more auxiliary verbs. (Refer to Content). Students individually use auxiliaries for polite requests, permission, absence of obligation and volition. Guide students in pairs to write short dialogues using the modals. Students read their dialogues to class for discussion. Draw attention to and explain need to as a modal: You need to study hard. You need to listen attentively. Guide students on the use of contracted forms in modals. e.g. You needn't go to the market. Students provide more examples.	Students fill in blanks in a given passage with the appropriate forms of the modals. Students write sentences using modals Students use contracted forms of auxiliaries in making sentences.

<table>
<tr><th>UNIT</th><th>SPECIFIC OBJECTIVES</th><th>CONTENT</th><th>TEACHING AND LEARNING ACTIVITIES</th><th>EVALUATION</th></tr>
<tr>
<td>UNIT 3

VERB TENSE FORMS:

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

2.3.1 identify the past perfect and the past perfect continuous.

2.3.2distinguish the Past Perfect tense from the Past Perfect Continuous.

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

Past Perfect Continuous Tense is formed with had + been + ing form

Using the Past Perfect Continuous Tense form correctly.
It is used to express an action which took place over a certain period in the past.
It is the same form for all persons e.g.
<table>
<tr><td>I
You
He/she/it
We
You
They</td><td>had</td><td>been</td><td>sleepi
runnir
studyi
walkir
readir
workir
eating
dancir</td></tr>
</table>
</td>
<td>Write some examples of the Past Perfect Tense.
e.g. I had gone to school when my sister arrived
Ato had left the classroom when the teacher came.

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

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

e.g. I had been sleeping.

You had been working

Guide pupils to form similar sentences using a substitution table.

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

Pupils practise using the Past Perfect Continuous Tense in given sentences.</td>
<td>Pupils identify the past perfect and past perfect continuous in sentences/texts.
Pupils change sentences from Past Perfect to Past Perfect Continuous.

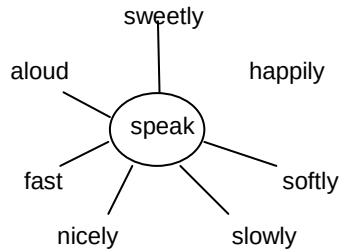
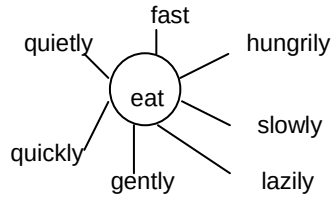
Pupils complete sentences using the appropriate verb forms.

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) **VERB TENSE FORMS:** **Simple Future**	The student will be able to: 2. 3.3 express future time appropriately in speech and in writing.	The future may be expressed in various ways: Three of them are: i. .Using 'shall' or 'will' e.g. I shall see you soon. He will be here by noon. ii. Using the -ing form of the verb. e.g. She is arriving next week. I am celebrating my birthday tomorrow. iii. Using the Simple Present Tense. e.g. I leave for home tomorrow. Kofi goes to Accra this afternoon.	Revise uses of the simple present tense. Tell/read/play back what someone intends to do in future. Help students to identify the auxiliary verbs shall and will which are used to form future tense. Students give examples of future simple sentences using 'shall' and 'will'. Discuss and illustrate the other forms of expressing the simple future using the 'ing' form of the verb and the Simple Present Tense. She is leaving for London on Monday. We write our final exams next year.	In pairs/groups, students do oral exercises involving the three ways of expressing the future. Students write sentences and state the form in which the is expressed. e.g. We start our vacation on Monday (Simple Present). Discuss students' sentences and point out and correct errors.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **COMPLEX PREPOSITIONS**	The student will be able to: 2.4.1 identify complex prepositions in sentences.	Complex prepositions consist of more than one word - in front of, on behalf of, in view of, in spite of, due to, near to, because of, etc. e.g: The tree is <u>in front of</u> the house. The prefect spoke <u>on behalf of</u> the class.	Assist students to revise simple prepositions Play back/read a passage with complex prepositions. Help students to identify complex prepositions. Guide students to give examples of complex prepositions. Through examples students learn that prepositions usually come before nouns/noun phrases/pronouns.	Form sentences using complex prepositions. Fill in blanks with the appropriate complex prepositions. Identify prepositions and determine their types from a given passage.
	2.4.2 categorise and determine the meaning and uses of complex prepositions. 2.4.3 use complex prepositions in speech and in writing.	Categorising and determining meaning of complex prepositions: Those that may express <u>place</u>: e.g. near/close to, in front of, out of, far from, by the side of, etc. Those that may express <u>time</u>: e.g. in time of, about to, during the course of, at noon, for one week, etc. Those that may express <u>reason</u>: e.g. due to, because of, on account of, as a result of, etc. Those that may express <u>concession</u>: e.g. in spite of, apart from etc. Other complex prepositions are: by means of , by dint of (hard work), etc.	Students note prepositions that express different functions such as place, time, reason, concession. Students form sentences containing complex prepositions that express place, time, reason and concession.	Teacher provides sentences with complex prepositions for students to categorise the prepositions. Students write own sentences with some of the complex prepositions.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 **PHRASES**	The student will be able to: 2.5.1 identify phrases in context.	A phrase is a group of words that can be represented by one word. Examples of phrases: the big boy (boy), in the garden (in) very slowly (slowly, very good indeed (good) must have been dancing (dancing)	Provide sentences/passages and shows, with explanation, the phrases in them. Students give examples of phrases in given sentences. Students give sentences and identify phrases in them.	Students make sentences and identify phrases in them.
	2.5.2 identify types of phrases in context.	Types of Phrases 1. A Noun Phrase (can be represented by a noun/pronoun) e.g. The small boy, Tony and Paul. The girl in the green dress ii. A Verb Phrase (can be represented by a verb) eg. Is going, have not been doing, would have selected iii. An Adjective (Adjectival) Phrase (can be represented by an adjective). e. g. very beautiful, very good indeed, honest enough. iv. An Adverb Phrase (can be represented by an adverb) e.g. very fast, very slowly indeed, quickly enough. v. Prepositional Phrase (can be represented by a preposition)	Guide students to identify types of phrases in given sentences. Students give sentences and identify types of phrases (noun, adjective, adverb, verb, preposition) Assist students to realise that the word class of the word that can replace the phrase determines the type of phrase e.g. <u>The tall boy</u> is my friend (boy) noun the tall boy – noun phrase Aba <u>is eating</u> rice and stew. (eating) verb is eating – verb phrase. Tony is <u>very honest</u> (honest) adjective **very honest** – adjective phrase. Laryea drives <u>very fast</u>. (fast) adverb, **very fast** – adverb phrase. Adamu is <u>in the garden</u> (in) preposition in the gardens – prepositional phrase **Note**: Treat only one or two types of phrases at a time.	Students identify types of phrases in sentences
	2.5.3. use phrases appropriately In speech and in writing.	eg. on the table, over the bar, at the beach.	Students give examples of sentences and underline and determine the types of phrases in them	Students write sentences and underline the phrases in them.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 **ADVERBS:** **Manner** **Place** **Time**	The student will be able to: 2.6.1 identify the various types of adverbs in context. 2.6.2 use the adverbs appropriately in sentences (oral/written).	Adverbs of manner, place and time. Adverbs tell us <u>how</u>, <u>where</u> and <u>when</u> something happens i.e. They tell us more about the action. Adverbs usually come after the verb. Many adverbs end in -ly and are usually adverbs of manner. e.g. Sahada danced <u>gracefully.</u> The soldier fought <u>bravely.</u> Other adverbs do not end in -ly. e.g. Yaro works <u>hard</u> (How) - (Manner). Baba works <u>here</u> (Where - Place) Akweley works <u>every</u> day (When - Time). Adverb positions in sentences: <u>Quietly</u>, she walked out (beginning) (Manner). She walked <u>quietly</u> out (middle). She walked out <u>quietly</u> (end). Note: A sentence can take two or more adverbs. e.g. Aku works <u>hard here</u> <u>every</u> day.	Revise simple sentences. Play back/read a passage with adverbs of manner, place and time. Write parts of the passage on the board and underline the adverbs. Introduce adverbs using students' sentences. e.g. I go home <u>early.</u> She drives <u>fast.</u> He talks <u>slowly.</u> Guide students to make sentences using adverbs as above and indicating their forms (manner, place, time). Play the word wheel game in which students give as many adverbs as possible to describe an action. e.g.   	Students use given adverbs in sentences and indicate their type. E.g. He talks <u>slowly</u> (Manner). She danced <u>here</u> (Place). She went <u>yesterday</u> (Time). In pairs/groups, pupils practise forming sentences using same adverbs in different positions.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 **CLAUSES**	The student will be able to: 2.7.1 identify clauses in context 2.7.2 differentiate between main and subordinate clauses. 2.7.3 use clauses appropriately in speech and in writing.	A clause is a group of words containing a verb. The group of words may be complete on its own or may be part of a sentence e.g. We visited the man. The man is my uncle. Dela has bought a new dress. Main clauses / Subordinate clauses e.g. This is the girl / who won the contest Your parents will be happy / if you pass your exams We will go to the market / when my mother arrives In the sentences above, the main clauses are complete sentences, the subordinate clauses are not.	Revise simple sentences. Play back/read a passage. Help pupils identify simple sentences. Use these passages to help students see that some clauses are sentences while others are parts of sentences. Students give examples of clauses that are complete in themselves and some that are parts of a sentence. Guide students to make related sentences and combine them. e.g. I saw the man. He taught me in school I saw the man who taught me in school. Show that the sentence can be broken up into two: main and subordinate clauses. E.g. I <u>saw the man</u> <u>who taught me in school.</u> *Main clause* *Subordinate clause* Provide sentences for pupils to indicate the main clause and subordinate clause in the sentences. Students give examples of sentences and indicate the main and subordinate clauses.	Students make sentences containing main/subordinate clauses. Students write sentences and underline the main and subordinate clauses.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 8 **COMPOUND SENTENCES**	The student will be able to: 2.8.1 identify compound sentence	Compound sentences are formed by joining two or more simple sentences. The simple sentences are independent clauses. They can stand on their own. They are joined by coordinating conjunctions e.g. AND, BUT and OR. The conjunctions are also called coordinators. Simple Sentences (Independent Clauses) I bought a pen. She bought an eraser.	Provide a short passage and assist students to find simple sentences in them. Let students observe carefully how they are joined. Students provide pairs of simple sentences. Provide appropriate coordinating conjunctions.	Provide simple sentences/a passage with missing coordinating conjunctions for students to fill in blanks with the appropriate coordinating conjunctions. Students join pairs of simple sentences with coordinating conjunctions
	2.8.2 join simple sentences to form compound sentences.	<u>Compound Sentence</u>. I bought a pen <u>but</u> she bought an eraser. <u>Simple Sentences</u> Yaa studied very hard. She passed the examination. <u>Compound Sentence</u> Yaa studied very hard <u>and</u> (she) passed the examination. <u>Simple Sentences</u> Ato will come by bus. Ato will come by taxi <u>Compound Sentence</u> Ato will come by bus or (he will come) by taxi.	Guide students to join the pairs of simple sentences with appropriate coordinating conjunctions to form compound sentences (Refer to content)	Ama is tall. Ekow is short. Kojo danced well. They clapped for him Rachel will use a pen. Rachel will use a pencil.
	2.8.3 use compound sentences in oral/written expressions	Compound sentences in oral/written expressions.	Guide students to write compound sentences.	Students read their sentences. Class discusses the use of compound sentences in presentations.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 9 **COMPLEX SENTENCES**	The student will be able to: 2.9.1 identify complex sentences 2.9.2 construct complex sentences. 2.9.3 use complex sentences in oral/written expressions.	Complex sentences are formed by joining two or more simple sentences with a subordinating conjunction e.g. because, so, after, before, while, if, since, unless, until. Simple sentence: e.g. Kofi arrived late. He missed the bus. Complex sentence: Kofi arrived late because he had missed the bus. He left the room. The teacher arrived. He left the room before the teacher arrived. Complex sentences in oral/written expressions.	Provide a passage for students to identify simple sentences Students provide pairs of simple sentences. Teacher provides subordinating conjunctions. Guide students to join the pairs of simple sentences with appropriate conjunctions (because, so, after etc.) to form complex sentences. (Refer to Content) <u>Guide students to note</u> that the part of the complex sentence introduced by the subordinating conjunction is the dependent clause or subordinate clause. The other part of the sentence is the main clause e.g. *Main clause* <u>She went to the hospital | because</u> *Subordinate clause* <u>she was ill</u> .	Provide simple sentences/passages with missing conjunctions. Students fill in blanks selecting from a list of given conjunctions. Students complete sentences using dependent or main clauses, e.g. (a) He studied very hard _____ (b) _____ although she danced gracefully.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 10 **CONDITIONAL SENTENCES**	The student will be able to: 2.10.1 identify conditional sentences.	Conditional sentences are made up of two parts: The subordinate or dependant clause (if clause) and the main clause. e.g. <u>If my friend comes,</u> (subordinate clause) <u>we will go to the library</u>. (main clause)	Revise complex sentences, drawing attention to clauses. (Sect. 2, Unit 3) Introduce conditional sentences in context: e.g. If it rains, we shall plant the vegetables. Explain the structure of the conditional sentences (clause types). Students give examples of conditional sentences. Draw attention to the changes in meaning in the three types.	Students classify given conditional sentences into types. Students write a paragraph on a topic . e.g. What I would do if I were the president of Ghana. Students construct sentences based on the type of conditional clauses.
	2.10.2 distinguish between two types of conditional sentences.	The Present Conditional (open condition) and the Past Conditional (hypothetical Condition) sentences and differences in meaning of each type.	Read/tell/play a passage containing Conditional Type 1 sentences. Change the sentences into Types 2 and 3. Students to come out with the meaning of the sentences.	
	2.10.3 use conditional sentences appropriately.	The three types are as follows: i. Present Conditional If + Present + future e.g. If she comes, I will tell her. ii. Past Conditional If + Past + Conditional e.g. If she came, I would tell her.	Present conditional: If she comes, I will tell her (It's possible she will come). Past conditional: If she came, I would tell her (It's remotely possible that she will come. It's uncertain that she will come). Draw attention to the changes in meaning of the two types.	Students match parts of given conditional sentences.
Fluent reading and comprehension	2.10.4 use conditional sentences appropriately in speech and in writing.		Students give examples each for present conditional sentences, past conditional sentences **NOTE:** Teacher should not rush through the teaching of conditional sentences. He/she should make sure that each concept is fully understood by pupils.	Students write examples of conditional sentences.

JHS 2

SECTION 3

READING

General Objectives: The student will

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **READING COMPREHENSION**	The student will be able to: 3.1.1 read and recall simple facts and ideas.	Reading texts fluently for facts and ideas. **NOTE:** Reading should cover supplementary texts selected for the term	Students read texts silently noting down difficult words and expressions and answer questions on simple facts in the text	Students write answers to questions based on texts.
	3.1.2 explain the meaning of vocabulary in context	Meaning of vocabulary in context Select suitable texts e.g. passages from course books, stories, poems, plays, newspapers, magazines, selected literature texts.	Assist students to discuss the meaning of unfamiliar/difficult words and expressions in their contexts in the texts. (Use the dictionary sparingly).	Students use vocabulary discussed in their own sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) **READING COMPREHENSION**	The student will be able to: 3.1.3 answer more complex comprehension questions on texts/passages	Complex comprehension issues include the following: - Make predictions - Answer Inferential/ appreciative/speculative questions - Discuss Author's purpose - Discuss Author's line of argument - Explain figurative expressions in context - Distinguish between logical and illogical statements - Draw conclusions -Take a stand and be able to defend it.	Through teacher prepared questions and other follow up questions, students provide answers to show understanding of texts read. NOTE: Comprehension questions should go beyond information directly contained in the text. Students are expected to learn to make inferences and predictions, identify logical and illogical statements in text/passages read. (See Content) Again, teachers must ensure that students are given adequate oral and written practice on more complex comprehension questions	Follow up discussion of text read. Teacher to assist students to make further inferences, predictions from texts read. Students answer questions on more complex comprehension questions based on text/passage
UNIT 2 **SUMMARY WRITING**	3.2.1 identify and write main points in given texts. 3.2.2 summarise ideas in given texts 3.2.3 summarize texts/passages on their own	Identifying main points in texts. Writing summaries of main points in full sentences. Points to note: Features: knowledge of text Structure: content/function Ideas: main/subordinate points/ideas. Interpreting the summary task e.g. keeping to sentences. Limits - In not more than seven sentences. Using one's own words as much as possible.	Provide a suitable text for summary. -Students search for main, subsidiary points and conclusions. List them for class discussion. Students practise summary writing in small groups using points identified by class and listed on the board **NOTE**: Insist on uniformity in presentation of points e.g. use sentences/phrases throughout. Students in groups to present their summaries for class discussion. Assign text/passage for students to summarize individually Mark and give feedback for students to correct their mistakes	Students summarise a given text and correct their mistakes from teacher's comments/feedback

JHS 2

SECTION 4

WRITING

General Objectives: The student will be able to:

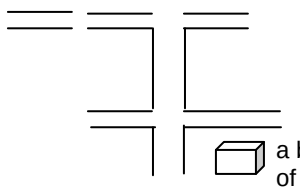
1. write and organise ideas logically on specific topics
2. communicate ideas fully and effectively through writing

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

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

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

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

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 8 **FILLING FORMS**	The student will be able to: 4.8.1 complete forms appropriately.	Completing simple forms such as: forms for application for membership of clubs/societies, admission to institutions, application to open a bank account, for scholarships, cheques, etc. Features: Name - Surname followed by other names, Date of Birth, Sex, Age, Place of Birth, Hometown, Nationality, Father's Name, Mother's Name Occupation, Language(s) spoken etc.	Discuss samples of forms (application, pay-in slips, membership, identity cards) Explain technicalities e.g. Occupation: Teaching not Teacher. Profession: Teacher Differences between place of birth and hometown, etc. Produce specimen forms and discuss them with students. Guide class to design a simple form for application for membership of specific school clubs/societies, e.g. The Debating Society, Writers' Club. Take class through a completion exercise using the forms designed.	**NOTE:** Teacher should obtain copy of JHS answer sheets and other relevant forms and help pupils learn to fill the forms. Design variety of forms for students to do practice exercises.
UNIT 9 **DICTATION**	4.9.1 write dictated passage accurately	Students should be made to write texts that are unfamiliar. No prior reading of text by students is required. Select suitable text for students' level e.g., paragraphs from reading text; literature books; magazines, newspapers etc Dictation should be a paragraph or two of 10 lines	Dictate paragraph from reading text. Guide students to do peer editing	Mark students' work and give feedback

JHS 2

SECTION 5

LITERATURE/LIBRARY

General Objectives: The student will

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

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

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

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

LIBRARY

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

   i. develop the love for reading;

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

   iii. read for information on various topics.

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

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

   i. acquire the skills for handling books;

   ii. read at least 15 story books;

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

   iv. talk and write about books read.

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

   (a) Introduce students to books/library.

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

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

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

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

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

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

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

Books for the library could be obtained from other sources like:
The Ghana Education Service (GES).
The Ghana National Association of Teachers (GNAT).
The District Assemblies.
The School Management Committees.
Past Students.
Churches and Other Organisations.
Philanthropists.
Ghana Library Board.
Ghana Book Trust.

And Non-Governmental Organisations (NGOs) such as:

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

III **Maintaining The Class/School Library**

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

IV **Generating Interest in Reading**
Reading Targets:

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

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

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

V **Checking on Pupils Reading**

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

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

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

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

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

Main Characters and Others:.....

……

Summary/Gist of Text:

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

Note:

The teacher should discuss the books read by the children using this format:
This is to check on whether they have read the books or not.

JHS 3

SECTION 1
LISTENING AND SPEAKING

General Objectives: The student will

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **REVISION OF VOWELS AND CONSONANTS.**	The student will be able to: 1.1.1 articulate vowels and consonants 1.1.2 articulate difficult sounds correctly	Vowel and consonant sounds (Refer to Year 1; Sect.1; Units 1 and 2 of). Problem consonant sounds and their correct pronunciation. Pronunciation of final '**s**'. as plural marker e.g. stick ➔ sticks ➔ /s/ bag ➔ bags ➔ /z/ badge ➔badges ➔ /iz/ Third person singular marked in a verb e.g. think ➔ thinks ➔ /s/ bleed ➔ bleeds ➔ /z/ push ➔ pushes ➔/iz/ A possessive marker e.g. cat's ➔ /s/ dog's ➔ /z/ rose's ➔/iz/ Pronunciation of final - '**ed**' as in: mark marked t bag bagged d want wanted id	Revise vowels and consonants. Guide students to note pronunciation of final's' after: - words ending in voiceless consonants. - words ending in voiced consonants. - words ending in: /sibilant sounds – / ʒ / /z/ /ʃ/ /tʃ/ dʒ / /. ---.. Guide students to pronounce the final 'ed' as a past tense marker. - Verbs whose present tense forms end in a voiceless consonant add 'ed' which is pronounced / t/ - Verbs whose present tense forms end in a voiced consonant add - 'ed' which is pronounced /d/. - Verbs whose present tense forms end in t, or d, add - 'ed' is pronounced /id/. Guide students to note that the possessives change in pronunciation.	Students add final **'s'** or '**ed**' to relevant words and pronounce them. Students read a short passage, mark final **'s' and 'ed'** endings and pronounce them correctly.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **WEAK FORMS**	The student will be able to: 1.2.1 identify weak forms and pronounce them correctly. .	Weak forms are generally words that are normally unstressed e.g. Prepositions - to, on, in, by, at, etc. Articles - a, an, the. Conjunctions - and, but, for. Auxiliary Verbs (primary and modal) – do, have, be, can, might, etc. Personal Pronouns - 1, you, he, she, it, we, etc. .	Revise prepositions, articles, conjunctions, etc. Revise stress on words (Refer to JHS 2, Sect. 1, Unit 3) Guide students to note that weak forms are usually unstressed in utterances. Content words are however stressed. Content Words: words used for names, things, actions e.g. old, men, put, etc. Function words: words that help content words to function e.g. to, the, thy, has, yet etc.	Students read aloud short passages giving weak forms the appropriate pronunciation.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **INTONATION**	The student will be able to: 1.3.1 use the two basic tunes in speaking. 1.3.2 practise other uses of tune 2.	The two basic tunes in speech. (Ref. Year 2, 1.2.1 – 1.2.3) Other uses of Tune 2: <u>Polite Requests</u> e.g. "Salt, please". → "Could you please open the window?" → <u>In the first clause of a sentence</u> e.g. When you come, → we shall go. ↘ <u>All items in a list except the last item</u> e.g. She bought a pen, → a pencil, a → ruler → and an eraser. ↘	Assist students to revise the two basic tunes (Refer to JHS2, Sect. 1, Unit 2) Guide students to revise the different ways of using Tune 2 i.e., for expressing polite requests or surprise as in: ↘ → I don't know you like it. ↘ (Tune 1 definite). I don't know you like it. → (Tune 2 surprise). (See other examples in content). In pairs/groups students practise the basic tunes and explain their effects. Provide sentences and/or passages for students to read using the appropriate tune.	Studentsread some sentences using the correct tune. (Tune 1 and Tune 2)

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **CONVERSATION**	The student will be able to: 1.4.1 speak spontaneously and fluently in introducing speaker/chairman at meetings, and in giving the Vote of Thanks.	Thinking and speaking spontaneously and fluently. Introduction of Speaker/Chairman -Background of Speaker/Chairman -Type of work and qualities Vote of Thanks -Thank the Speaker/Chairman for a good work done. (Generally it is polite to start with courtesies to the chairman, speaker and other dignitaries present) -Thank other persons and officials who were connected in organizing the function.	Take students through the essential features and procedures for introducing the speaker and/or chairman for an important meeting or debate. (See content for points to include in making the introductions) Assist students to learn the procedure for giving the Vote of Thanks after meetings or debates etc.	Students conduct a meeting or engage in a debate.
	1.4.2 express him/herself fluently and purposefully in debates, impromptu speeches and in formal speeches.	Short impromptu speeches on an issue.	Studentsselect a topic: e.g. “The dangers of HIV/AIDS”, “The need to pay one’s taxes,” “Men and women are all equal,” A house-help should be treated as part of the family.”	Students make impromptu speeches in given contexts/situations e.g. Introducing the Chairman; Giving the Vote of Thanks

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

SECTION 2

GRAMMAR

General Objectives: The student will

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

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

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 **TENSE FORMS** **Present Perfect**	The student will be able to: 2.2.1 differentiate between the Present Perfect and Present Perfect Continuous and use them appropriately in sentences.	Present Perfect This tense is used for something that happened only a short time ago. e.g. She has written the letter. They have left the house. We have eaten the food. Present Perfect Continuous: This tense is used to show an action that began in the past and has gone on for sometime. e.g. She has been reading. You have been watching television. They have been fishing.	Revise the Simple Past Tense. Introduce the Present Perfect/Present Perfect Continuous Tense Forms using appropriate sentences/situations. Illustrate and explain the differences between the two tense forms. Guide students to make up sentences following teacher's examples. In pairs/groups, students make up sentences following teacher's examples. In pairs/group students practise the use of the tense forms	Students write sentences using the Present Perfect and Present Perfect Continuous Tense Forms.
Past Perfect	2.2.2 identify the past perfect form, and use it appropriately.	Past perfect, past perfect continuous Tense forms. The Past Perfect: had + v-ed e.g. It had rained that morning, so the football match was postponed (earlier time in the past). He had travelled before I came.	Revise the present perfect tense form. Introduce the past perfect and the past perfect continuous tense forms. Illustrate the contrast between the past perfect and past perfect continuous. e.g. She had written the letter when her mother came in. She had been writing written the letter before her mother came in.	Students fill in the blanks using the appropriate verb form.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 CONT'D) **TENSE FORMS** **Past Perfect Continuous**	The student will be able to: 2.2.4 identify and use the past perfect continuous in sentences appropriately.	He <u>had travelled</u> before I came. The past perfect continuous (earlier time in the past + progressive). had + been + v-ing e.g. Mary's house collapsed because it <u>had been raining</u> all night. She <u>had been telling</u> her children Ananse stories, when her husband arrived.	She had been writing the letter for days when… It had been raining all night when the earthquake struck. They had finished the meal when the boys arrived. He had been farming until he moved to the city. Discuss the difference in meaning between the two forms. Students write sentences to show the contrast between the two forms. The past perfect and the past prefect conterminous Draw attention to and explain errors of tense when necessary.	Students write sentences using appropriate verb tense forms. Students answer multiple choice questions based on tense forms.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 **NOUN PHRASES**	The student will be able to: 2.3.1 identify the components of a noun phrase. 2.3.2 identify noun phrases in sentences. 2.3.3 use the noun phrase appropriately in speech and in writing.	A noun phrase may control the action of the verb. i.e. acting as subject or object e.g. All of them do the work at the same time. The boy left home (noun phrase) The girl wrote the letter. **NOTE:** The noun phrase may be made up of the determiner and a noun or the determiner, modifier and a noun e.g. The big table: determiner = 'the' modifier = 'big' noun = 'table'	Revise nouns and phrases. Students add determiners to various nouns. e.g. the pen, the umbrella, a house. Guide students to break sentences into subject/predicate and identify nouns/noun phrases. e.g. *subject* *verb* *object* The hungry boy ate all the food. predicate **Note**: Noun Phrase - Subject Noun Phrase - Object Guide students to make sentences using noun phrases.	Students underline noun phrases in given sentences and indicate whether they are subjects or objects. Students write short noun phrases as subjects/objects

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 **SUBJECT-VERB AGREEMENT** **(Either, Neither, None, Nobody, Each, Not One Of them, Everybody)**	The student will be able to: 2.4.1 identify the relationship between the subject and its verb in a sentence. 2.4.2 write/form sentences in which the subjects and verbs agree.	Subject/verb relationship in a sentence: Singular subjects take singular verbs. The following are singular and take singular verbs: either, neither, none, nobody, each, not one of them, e.g. Neither of them is good at football. Nobody is born a criminal. Each of us has a duty to perform. Not one of them is dull. Either of them is likely to come. None of the players is tired. "Everybody" has two uses, either as singular or as plural pronoun.	Revise simple sentences on identifying subjects and verbs with students. Introduce and explain the relationship between the subject and the verb in a sentence (Refer to Content). Illustrate and discuss with students the use of neither/nobody, etc. as singular pronouns and the verb they take. (Refer to Content) Students make sentences with the pronouns for discussion. Draw attention to and explain the use of the pronoun "Everybody" as singular and as plural, e.g. Everybody pays his/her dues to the secretary. Everybody pay their dues to the secretary.	Students use pronouns in sentences. Students write sentences using either, neither, nobody, each of us, each of them, not one of them, and everybody.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 **CONDITIONAL CLAUSES – TYPE THREE**	The student will be able to:	iii. Perfect Conditional If + Past Perfect + Conditional Perfect e.g. If she had come I would have told her.	Students pick the correct ending to some conditional sentences. Provide possible answers e.g. If it rains, I ... .. happy (will be/would be/would have been). If you studied hard you ..... (will pass/would pass/would have passed). Your exams. If my father had come we ..... to Accra. (will go/would go/would have gone)	Students make up sentences using "supposing" and "were I to be". Students give more conditional statements without using "if". Students match parts of the given conditional sentence.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 **IDIOMS AND IDIOMATIC EXPRESSIONS**	The student will be able to: 2.6.1 differentiate between idioms and idiomatic expressions.	Idioms are largely phrasal verbs, A phrasal verb is made up of more than one word including a verb. The following are some phrasal verbs using the verbs 'take' and 'look' e.g. She takes after her mother. He looks up to her mother. An Idiom is usually made up of a verb and a preposition as above or a verb and an adverb, as below: hold back hold out hold down	Introduce phrasal verbs and illustrate them in sentences e.g. Esi takes after her mother (resembles). How did the accident come about? (happen). Explain that a phrasal verb is normally made up of a verb and a preposition (Refer to content). They are idioms.	Students find examples of idioms/idiomatic expressions for discussion in class and use them in sentences.
	2.6.2 use idioms and idiomatic expressions correctly in speech and writing.	Idiomatic Expressions are fixed expressions. The meaning of such expressions cannot be obtained from the meaning of the individual words in it. e.g. To pull someone's leg = to tease/make fun of the person. To rain cats and dogs = rain accompanied by thunder and lightening. In both cases, the individual words in the idioms and idiomatic expressions do not suggest the meanings of either.	Introduce idiomatic expressions using sentences. Explain that idioms are fixed expressions with fixed meanings. He is not able to make ends meet (unable to provide his needs). He fell between two stools. (He undertook two things at the same time but did not succeed in either). Compare idioms and idiomatic expressions and guide pupils to recognise differences. Students write given phrasal verbs and idioms (explained to them) in sentences. Students write out some examples of idiomatic expressions with the aid of the dictionary and discuss in class.	Use idioms/idiomatic expressions in a context and let students explain the expressions

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 **DIRECT AND REPORTED SPEECH**	The students will be able to: 2.7.1 identify direct and reported speech forms. 2.7.2 change direct speech into reported speech and vice versa using features that apply to each. 2.7.3 use direct and reported speech forms appropriately in speech and in writing.	Direct and Reported Speech forms. Verbs that go with direct and reported speech forms e.g. 'say' 'tell', 'ask', etc. Features of direct speech: Use quotation and other punctuation marks. .	Revise statements/sentences. Students give sentences (statements/questions) such as "I am going home", "Dede is eating". etc. and write these on the chalkboard. Each of the statements or questions above is referred to as "direct speech". When a person reports what someone has said, the second person's report is referred to as "reported speech". Introduce verbs that go with reported speech: e.g. say, tell, ask, etc. Direct: -"I am going home", Anum <u>said</u>. Reported: -Anum <u>said</u> he was going home. If the direct speech is a question, the reported speech will have "Anum asked" at the beginning or end of the statement. Students in pairs, one reads a statement on the board (or to make up a new statement), the other reports the statement to the rest of the class. (Use statements and questions to enable students understand the lesson more clearly). Teacher/ students discuss features of direct speech in written form. In direct speech the direct words of the speaker are put in quotation marks.	Students change sentences from direct to reported speech and vice versa.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 (CONT'D) **DIRECT AND REPORTED SPEECH**	The students will be able to:	Features of reported speech: Absence of quotation marks Tense change and Pronoun change. Tense change: Simple Present = Simple Past Present Continuous = Past Continuous Present Perfect = Past Perfect Present Perfect Continuous = Past Perfect Continuous Simple Past = Past Perfect Future Simple = Conditional Pronoun Change: 1/you = he/she we/you = they me/you = him/her us/you = them Adverbial changes: Now- then Today – yesterday etc.	Students observe the use of quotation marks before and after the statement to show that it is someone else's statement. After the statement comes a comma before "John said". Students in turns, to go to the board to write the direct speech of others. Introduce features of the reported speech. e.g. "We are going home." They said They were going home. Show the absence of quotation marks the tense change and the pronoun change. Students in turns, to go to the board to change direct speeches to reported speeches. Draw attention to changes in Adverbs.	In pairs/groups, students make up sentences both in direct and reported speech.
UNIT 8 **QUESTION AND ANSWER TAGS**	2.8.1 identify question and answer tags and use them appropriately. 2.8.2 use questions and answer tags appropriately in speech and writing.	Tags are used after statements. Contracted forms of verbs are used. e.g. He is a footballer, isn't he? - (Negative Question Tag) Yes, he is - Answer Tag (Positive answer) No, he isn't - Answer Tag (Negative answer)	Revise simple auxiliary verbs e.g. Adjo is dancing well. Discuss and illustrate the formation of question tags for positive and negative statements. (The rule is positive statement + negative tag). Negative Statement + Positive tag. Following the rules, illustrate and discuss the formation of answer tags.	Students complete given statements with the appropriate question/answer tags. In pairs/groups, students use question/answer tags in making oral sentences.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 8 (CONT'D) **QUESTION AND ANSWER TAGS**	The student will be able to: 2.8.2 (Continued)	She is an athlete, <u>isn't she</u>? (Negative Question Tag) Yes, <u>she is</u> - Answer Tag (Positive answer) No, <u>she isn't</u> - Answer Tag (Negative answer) The question tag is formed with the auxiliary verb. e.g. they are playing, <u>aren't</u> they? (are not they). We are Ghanaians, <u>aren't we</u>? (Question Tag) Yes, <u>we are</u> - Answer Tag (Positive) No, we <u>aren't</u> - Answer Tag (Negative) She has braided her hair, <u>hasn't</u> she? (has she not?) Negative statements take positive tags. It is not time for break, <u>is</u> it? You aren't coming with me, <u>are</u> you? In statements without auxiliary verbs, the tag is formed with the appropriate form of the verb 'do' e.g. She loves football <u>doesn't</u> she? The boy attended the party, didn't he? She does not have a watch, does she?	Students in pairs write statements and produce question/answer tags appropriately. Draw attention to reversal of noun/pronoun and verb in answer tags. Students to practise oral and written exercises of question and answer tags of the various forms in the content. **Teacher to Note** The concept of Question and Answer Tags is not easy to grasp. The teacher should not rush through teaching the concept. He/She should use practical exercises in addition to teaching/learning materials, to help students understand the concept thoroughly.	

SECTION 3

READING

General Objectives: The student will

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 **READING COMPREHENSION**	The student will be able to: 3.1.1 read silently with understanding. 3.1.2 recall facts and ideas. 3.1.3 explain the meaning of vocabulary in context	Reading for meaning Factual questions based on texts. e.g. Recall Meaning of vocabulary in context	- Use questions to obtain information on students' background knowledge of text. - Discuss title and/or picture accompanying passage. Students read text silently -Individually, in pairs or in groups, - Students discuss and answer questions: factual data and ideas from the text. Assist students to discuss the unfamiliar words and expressions in their context in selected texts (use the dictionary sparingly).	Students write answers to questions based on texts.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) **READING COMPREHENSION**	The student will be able to: 3.14 answer more complex comprehension questions on texts/passages	Select suitable texts e.g. passages from course books, stories, poems, plays, newspapers, magazines, selected literature texts. Complex comprehension issues include the following: - Make predictions - Answer Inferential/ appreciative/speculative questions - Discuss Author's purpose - Discuss Author's line of argument - Explain figurative expressions in context - Distinguish between logical and illogical statements - Draw conclusions -Take a stand and be able to defend it.	Through teacher prepared questions and other follow up questions, students provide answers to show understanding of texts read. NOTE: Comprehension questions should go beyond information directly contained in the text. Students are expected to learn to make inferences and predictions, identify logical and illogical statements in text/passages read. (See Content) -Derivative questions e.g. Why was Ekua very sad? What will happen next? Etc -Students identify assumptions and conclusions of the text Teachers must again give adequate oral and written practice on more complex comprehension questions (See content)	
	3.1.5 show the literary effect a text has on the reader.	Literary effects of text/passage Appreciative questions	Guide students to identify/discuss the literary effects of texts, e.g. imagery, using appreciative questions.	In pairs/groups, students identify/discuss/write their views on texts.
UNIT 2 **SUMMARY WRITING OF TEXTS**	3.2.1 summarize given text	Sentence Summary and Continuous Summary -Understanding and identifying main ideas in texts. -Writing main ideas in full sentences. Features: knowledge of text Structure: content/function words; main/subordinate/ideas. Interpreting the summary task e.g. keeping to sentences. Limits - In not more than seven sentences (depending upon length of text).	Select a suitable text for summary. Students search for main and subsidiary ideas in the text. Teacher/students discuss main and subordinate ideas identified in texts. Individual work: Students write their individual notes before writing the summary. **NOTE:** Insist on presentation of ideas in complete sentences	Students summarise a given text.

JHS 3

SECTION 4
WRITING

General Objectives: The student will

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

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) **CONSOLIDATION**	The student will be able to: 4.1.3 write sentences using inverted commas appropriately.	Inverted commas are used to indicate direct speech.	Assist students to revise the lesson on Direct and Reported Speech at JHS3, Sect. 2, Unit 7. Students to write sentences on the board in the direct speech using inverted commas. Students, change the sentences on the board in to reported speech.	
		Using appropriate punctuation marks and upper and lower case letters correctly in composition.	Teacher and students select a list of topics for composition. Students select the topics they like and write the compositions. Read the compositions, selects the best ones for the notice or bulletin board, and then gives remedial instructions to students whose compositions were not up to standard.	Students wirte several writing exercises to ensure that they practise the skills of punctuation.

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

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

4.2.1 interpret information provided in tables and graphs

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

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

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

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

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

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

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

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

Select examples for the lesson.

Guide students to translate the information in tables into words.

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

Revise mathematical knowledge on graphs and their interpretation.

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

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

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 5 (CONT'D) **FUNCTIONAL WRITING** **Formal Letters**

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 9 **DESCRIPTIVE WRITING** **Events/personalities**	The students will be able to: 4.9.1 describe vividly events and personalities.	Describing events/personalities/e.g. An Open Day/Sports/Games/Quiz Competition. <u>Features of Descriptive Writing</u>: name/kind of event, date, place, time, participants, activities, colour a i.e. general appearance of participants, decoration, general impressions, etc. Personality – physical appearance, quality position/role in society. <u>Language use:</u> Appropriate vocabulary e.g. specific adjectives and idioms/idiomatic expressions. Simple Past Present Perfect, Passive form etc.	Discuss features of descriptive writing. Discuss a recent school event e.g. a sports and games competition. In groups, students discuss an event and personality. Groups present their work for general discussion. Draw attention to descriptive details e.g. time and place, sequencing, and use of appropriate vocabulary.	Students individually, write a description of a school event/role model. Students describe an excursion.
UNIT 10 **DICTATION**	4.10.1 write dictated passage accurately	Students should be made to write texts that are unfamiliar. No prior reading of text by students is required. Select suitable text for students' level e.g., paragraphs from reading text; literature books; magazines, newspapers etc Dictation should be a paragraph or two of 12 lines	Dictate paragraph from reading text. Students to read over and edit their work before submission for marking	Mark students' work and give feedback

JHS 3

SECTION 5

LITERATURE/LIBRARY

General Objectives: The student will

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

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

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

LIBRARY

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

   i. develop the love for reading;

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

   v. read for information on various topics.

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

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

   i. acquire the skills for handling books;

   ii. talk about what they see in books;

   iii. read at least 15 story books;

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

   v. talk and write about books read.

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

   (a) Introduce students to books/library.

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

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

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

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

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

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

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

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

The Ghana Education Service (GES).

The Ghana National Association of Teachers (GNAT).

The District Assemblies.

The School Management Committees.

Past Students.

Churches and Other Organisations.

Philanthropists.

Ghana Library Board.

Ghana Book Trust.

and Non-Governmental Organisations (NGOs) such as:

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

III **Maintaining The Class/School Library**

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

IV **Generating Interest in Reading**

Minimum Reading Targets:

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

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

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

V **Checking on Pupils Reading**

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

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

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

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

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

Main Characters and Others:.....

.....

Summary/Gist of Text:

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

Note:

The teacher should discuss the books read by the children using this format:
This is to check on whether they have read the books or not.

TEACHING/LEARNING MATERIALS

Dusters
Wall pictures
Conversation charts
Cardboards
Mannilla cards
Markers
Water ink
Tape recorders
Computers
Printers
Cassettes
CD's
Photocopiers
Exercise books
Pens
Workbooks
'A' 4 paper
Drawing books
Writing books
Jotters
Clay (synthetic)
Coloured chalk
Brushes
Sand trays
Pencils
Workbooks
Textbooks
Library books
Teachers resource packs – (dictionary, textbooks, etc. appropriate for use at the different levels.)
Materials for costumes
Ink
Screens
Projectors
Realia (e.g. toys, vegetables, animals, birds, human beings, fish, etc.)
Desktop computers for Teachers
Laptop computers for pupils/students
Television
Chalk/fomeca boards

RECOMMENDED TITLES FOR READING

1.	Wizard of Oz	-	Lyman Frank Baum
2.	Invisible Man	-	H.G. Wells
3.	Tale of Two Cities	-	Charles Dickens
4.	Three Musketeers	-	Alex Audre Dumas
5.	Black Beauty	-	Anna Sewell
6.	Pinocchio	-	Colloid C.
7.	Tom Sawyer	-	Mark Twain
8.	David Copperfield	-	Charles Dickens
9.	Great Expectations	-	Charles Dickens
10.	Robinson Crusoe	-	Daniel Defoe
11.	Prince and Pauper	-	Mark Twain
12.	Oliver Twist	-	Charles Dickens
13.	Treasure Island	-	Lewis Stevenson
14.	Heidi	-	Johanna Spyri
15.	Frankenstein	-	Mary Shelley
16.	Alice in Wonderland	-	Lewis Carroll
17.	Arabian Knights	-	Andrew Lang
18.	Gulliver's Travels	-	Jonathan Swift
19.	Pride and Prejudice	-	Jane Austen
20.	Jungle Book	-	Rudyard Kipling
21.	The Cockcrow	-	Step Publishers
22.	The Greedy man and the magic drum	-	Philip A. Gborsong
23.	Journey to Heaven	-	Thomas Ntumy
24.	Tomorrow and Tomorrow and Tomorrow	-	Thomas Ntumy
25.	The One-eyed Rock	-	Thomas Ntumy
26.	The Strange Man	-	Amu Djoleto
27.	Success City	-	Grace Tagoe

28. To Have a Son Like You - Rachel Carnegie
29. The Pot of Gold Dust & Other Stories - Jane Osafoa Dankyi
30. Six Ananse Stories - S.Y. Manu
31. The Magic Food Tree & Others Stories - Albin K. Korem
32. Look and Read - Emma Afriyie
33. Home and School - Emma Afriyie
34. Around the African Fire - Sarah Opong
35. The Iguana and the Mosquito - Aaron Ofori Atta
36. The Clever Little Frog - Sarah Opong
37. Afua Becomes a Pilot - Aania L.S. Seade
38. The Young Detectives - Yaw Ababio Boateng
39. Serwa and Ofosu - Elidah B. Chisha
40. Journey to Heaven - Thomas Ntumy
41. King Forever - Cyprian Ekwensi
42. The Gold Diggers - Kwasi Koranteng
43. Azasu, Son of the Hunter - Nico Kofi Adiku
44. The Discovery of Palm Wine and Other Stories - Jane Osafoa Dankyi
45. Whose fault is it, Parents or Children? - Edward Michael Effah
46. Mr. Sha-Sha the controversial man - Edward Michael Effah

THE ENGLISH LANGUAGE PANEL

This syllabus was developed by a selected panel consisting of the following:

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3.	Mabel Ndô (Ms)	-	Language Department – Accra College of Education
4.	Mr. Collins Amoako	-	Nana Kwaku Boateng Primary 'A' School, Koforidua
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ACKNOWLEDGEMENT

Appreciation goes to the following MOE/GES staff for a good job toward the success of the syllabus writing workshops:

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