

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION																																																				
UNIT 1 (CONT'D) PURE VOWEL SOUNDS UNIT 2 CONSONANTS <table><tr><td>Voiceless</td><td>Voiced</td></tr><tr><td>/p/</td><td>/b/</td></tr><tr><td>/t/</td><td>/d/</td></tr><tr><td>/k/</td><td>/g/</td></tr><tr><td>/f/</td><td>/v/</td></tr><tr><td>/θ/</td><td>/ð/</td></tr><tr><td>/s/</td><td>/z/</td></tr><tr><td>/ʃ/</td><td>/dʒ/</td></tr><tr><td>-</td><td>/l/</td></tr><tr><td>-</td><td>/r/</td></tr><tr><td>/h/</td><td>-</td></tr><tr><td>-</td><td>-</td></tr><tr><td>-</td><td>/ŋ/</td></tr><tr><td>-</td><td>/w/</td></tr><tr><td>-</td><td>/j/</td></tr><tr><td>-</td><td>/n/</td></tr><tr><td>-</td><td>/m/</td></tr></table>	Voiceless	Voiced	/p/	/b/	/t/	/d/	/k/	/g/	/f/	/v/	/θ/	/ð/	/s/	/z/	/ʃ/	/dʒ/	-	/l/	-	/r/	/h/	-	-	-	-	/ŋ/	-	/w/	-	/j/	-	/n/	-	/m/	<p>The student will be able to:</p> <p>1.2.1 pronounce the distinct consonant sounds in isolation or in context (word/utterances).</p> <p>1.2.2 recognise the differences in the articulation of consonants.</p>	<p>NOTE Teach a sound or two in a particular lesson</p> <p>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.</p> <p>Pronouncing consonant segments (2 consonants).</p> <p>Making distinctions in consonant sounds.</p> <div><div>For the Teacher only</div></div> <p>e.g. Voiced /d/ /b/ Voiceless /p/ /t/</p> <p>List of Consonants</p> <table><tr><td>/p/b/m/</td><td>- bilabial</td></tr><tr><td>/f/v/</td><td>- labio-dental</td></tr><tr><td>/θ/</td><td>- dental</td></tr><tr><td>/s/t/d/l//</td><td>- alveolar</td></tr><tr><td>/j/s/</td><td>- palatal</td></tr><tr><td>/t/s/dj/</td><td>- palato-alveolar</td></tr><tr><td>/k/g/</td><td>- velar</td></tr><tr><td>/h/</td><td>- glottal</td></tr><tr><td>/w/</td><td>- bi-labial (semi-vowel)</td></tr></table>	/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)	<p>- Introduce the target sound in context e.g. Through dialogue</p> <p>- Provide model pronunciation or use a tape/cassette recorder.</p> <p>Guide students to listen to differences in voicing between pairs of consonants.</p> <p>(e.g. Cocking ears and feeling buzz for voiced sounds and absence of buzz for voiceless between pairs of consonants. (Refer content)</p> <p>Demonstrate other differences in terms of place and manner of articulation.</p> <p>(e.g. lips together for place/manner) (Refer to list of consonants in content)</p> <p>Draw pupils’ attention to ‘problem’ consonants which are wrongly pronounced:</p>	<p>Students pronounce pairs of words having contrasting sounds, e.g. (voiced, voiceless) in a set of minimal pairs.</p> <p>Students read short sentences containing voiceless consonants</p>
Voiceless	Voiced																																																							
/p/	/b/																																																							
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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 - /tʃaɪld/, and not/ tʃ ail/ Cold - / kəʊld/ 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.	Describing people and objects: e.g. personalities, missing people, missing objects, missing articles	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.	Students should describe people/objects they know.
	1.3.2 talk about/describe occasions and festivals.	Independence Day Anniversary, other festivals in – their localities etc.	Individuals/groups talk about festivals in their localities to class. Students ask questions as the presentation goes on.	
	1.3.3 give accurate directions.	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.	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).	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	<p>The student will be able to:</p> <p>1.3.4 engage in active debate on a suitable topic</p> <p>1.3.5 talk about personal and social values.</p>	<p>Topics for debate:</p> <ul style="list-style-type: none"> - 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? <p>Which value is more important for the development of the nation, honesty or patriotism?</p> <ul style="list-style-type: none"> - honesty or hardwork - patriotism or hardwork? etc. 	<p>In pairs, students give directions to be carried out in or around the school.</p> <p>Guide students to follow the format for debate:</p> <p>Two groups of speakers one group for and the other against the motion. Four pupils in each group.</p> <p>Choose five students to form a panel of judges.</p> <p>Each speaker from each group should be given about 2 minutes to make his/her points.</p> <p>The leader speaks for 3 minutes. At the end of the debate, the leader sums up his/her group's points.</p> <p>Contributions from the audience (pupils) for or against the motion should be encouraged.</p> <p>The leader of the panel of judges to sum up and declare the winner.</p>	<p>Students debate on the motion: "A good name is better than riches."</p>

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	<p>The student will be able to:</p> <p>2.1.1 identify common and proper nouns in texts.</p> <p>2.1.2. distinguish between common and proper nouns</p>	<p>In sentences, nouns may:</p> <ul style="list-style-type: none"> - 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. <p><u>Common Nouns</u> Names of objects/things e.g. table, ball, house phone, bottle</p> <p><u>Proper nouns:</u> Names of people, towns places e.g. Yaw, Rabiātu, Accra International Conference Centre.</p> <p>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.</p>	<p>Students scan texts to identify nouns. Assist students to observe some features of nouns and changes they undergo in different sentences (Ref. Content)</p> <p>Students construct sentences containing nouns having determiners and which express possession.</p> <p>Students scan passages e.g. those already read in class to identify and classify nouns into common and proper nouns</p> <p>Pairs and groups of students put proper nouns into the different categories: people, places, time, major land forms etc.</p> <p>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</p> <p>Students construct sentences which have common and proper nouns:- <u>The students</u> will visit <u>Boti Falls</u>.</p> <p><u>Akosua</u> sent <u>the books</u> to the <u>University of Cape Coast</u> to be sold.</p>	<p>Students identify common and proper nouns in context.</p> <p>Students write sentences using common and proper nouns.</p>

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

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	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.	Students use the nouns equipment, luggage etc in sentences.
		Some nouns are used only in the plural e.g. scissors, jeans, trousers, outskirts, stairs, shorts, pliers, shears, tongs, congratulations, greetings, poultry, livestock. 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 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	<p>The student will be able to:</p> <p>2.2.1 identify and use appropriate verb tense forms in speech and in writing.</p>	<p><u>Verb tense forms:</u></p> <p><u>The Simple Present</u> Kofi <u>goes</u> to school.</p> <p><u>The Present Continuous</u> Kofi <u>is going</u> to school.</p> <p><u>The Simple Past</u> Kofi <u>went</u> to school yesterday.</p>	<p>In pairs/groups, students scan verbs in given texts.</p> <p>Students identify the forms of the verbs in sentences.</p> <p>e.g. Adisa <u>runs</u> very fast (present/habitual.)</p> <p>The soldier <u>walked</u> home (past).</p> <p>Kwabena <u>is skipping</u> (Continuous).</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) VERB TENSE FORMS	<p>The student will be able to:</p> <p>2.2.2 use correct verb forms in speech and in writing</p>	<p><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.</p> <p>The bare infinitive form – the form of the verb that drops the word “to” e.g. come, jump, visit, go, etc.</p> <p>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.</p> <p>Note: Remind pupils of subject + verb agreement.</p> <p><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.</p> <p><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 <u>climbed</u> the tree.</p> <p>NOTE: The ‘d’ – ‘ed’ form of the verb is used to express: (1) Simple Past e.g. He <u>climbed</u> the tree.</p> <p>(2) Present Perfect e.g. They <u>have climbed</u> the tree.</p> <p>(3) Past Perfect e.g. She <u>had talked</u> to him.</p>	<p>Revise verbs – students identify verbs in given texts.</p> <p>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.</p> <p>Provide a list of irregular verbs i.e. those that undergo spelling and sound change in their past tense forms e.g.,</p> <p>go - went catch - caught read - read</p> <p>Students gives examples of sentences in simple present and simple past using irregular verbs.</p>	<p>Students fill in blanks in passages/ sentences with the correct forms of the verb. e.g. (sing) Ama - beautifully in church last Sunday.</p> <p>In groups students write short stories in which at least three verb tense forms are used.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) PRONOUNS AND THEIR TYPES Relative Pronouns	<p>The student will be able to:</p> <p>2.3.1 identify relative pronouns in simple sentences.</p> <p>2.3.2 use relative pronouns appropriately in sentences.</p>	<p>Identifying relative Pronouns in sentences Target relative pronouns: who, whom, which, that, whose</p> <p>using relative pronouns in Relative Clauses. E.g.</p> <ul style="list-style-type: none"> - The man <u>who came here</u> is my uncle. - The book <u>which I bought</u> is good 	<ul style="list-style-type: none"> • 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. <p>E.g.</p> <p>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.....</p> <ul style="list-style-type: none"> • Group of children write parallel sentences to models presented. • Explain the use of relative pronouns: 	<ul style="list-style-type: none"> - 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	<p>The student will be able to:</p> <p>2.3.1 distinguish between Possessive and reflexive pronouns.</p> <p>2.3.2 use possessive and reflexive pronouns appropriately in speech and in writing.</p>	<p>Possessive pronouns show ownership: They are: mine, ours, yours, hers, his, its, theirs.</p> <p>e.g: This book is <u>mine</u> and that is <u>yours</u>.</p> <p>Reflexive pronouns are used to show that an action performed by the subject (doer) in a sentence refers back to the subject. e.g.</p> <p>i. The girl hurts <u>herself</u>. ii . The students praised <u>themselves</u>.</p> <p>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 themselves herself themselves itself</p> <p>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.</p> <p>She opened the door <u>herself</u>. I did the work <u>myself</u>. He cooked the food <u>himself</u>.</p>	<p>Revise pronouns. Students identify pronouns in given sentences.</p> <p>Read/play back a passage with possessive and reflexive pronouns.</p> <p>Point out their forms, drawing special attention to singular and plural forms. (Refer to content).</p> <p>Note: use drills to reinforce the use of pronouns</p> <p>Students in pairs/groups write sentences using the two kinds of pronouns.</p> <p>Students read out sentences for discussion.</p> <p>Note: Draw attention to the problem of redundancy or ambiguity as in:</p> <p>The boy saw the <u>headmaster</u> himself.</p> <p>* It is not clear who <u>himself</u> refers to. This can be rewritten as:</p> <p>The boy himself saw the headmaster.</p>	<p>Students use pronouns in speech and writing.</p> <p>Students identify and classify pronouns in a given text as Possessive and Reflexive.</p> <p>Students use the two types of pronouns in sentences for discussion.</p>

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:	<p>For example</p> <table><tr><td><u>Trans.V.</u></td><td><u>Intrans. Verbs.</u></td></tr><tr><td>avoid, blame</td><td>ache, happen</td></tr><tr><td>believe, buy</td><td>arrive, laugh</td></tr><tr><td>carry, catch</td><td>cry, occur</td></tr><tr><td>fill, plant</td><td>die, rise</td></tr><tr><td>wear, waste</td><td>disappear, shine</td></tr><tr><td>build, cut</td><td>fall, wait</td></tr><tr><td>receive</td><td>swim, wait</td></tr></table> <p>Others can be used both transitively and intransitively. e.g. call, drive, count, draw, escape, run, stand, study, win, sing, sell.</p> <p>e.g. Naki <u>sings</u> (intransitive) Naki <u>sings</u> gospel songs (transitive)</p>	<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	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.	
<u>Trans.V.</u>	<u>Intrans. Verbs.</u>																			
avoid, blame	ache, happen																			
believe, buy	arrive, laugh																			
carry, catch	cry, occur																			
fill, plant	die, rise																			
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UNIT 6 SUBJECT-VERB AGREEMENT	<p>The student will be able to:</p> <p>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 .</p>	<p>Subjects and verbs and the correct form of verbs.</p> <p>e.g. <u>The student</u> <u>walks</u> to school. s v</p> <p><u>The women</u> <u>are</u> asleep. s v</p> <p><u>The man in the green shirt</u> <u>is</u> S v</p> <p>my father</p> <p>Examples of subject/verb agreement: <u>The boy</u> <u>always comes</u> to school. (Singular)</p> <p>My <u>friends</u> <u>visit</u> me on Sundays. (Plural)</p>	<p>Revise simple sentences (subject and predicate).</p> <p>Students identify subjects and verbs in sentences.</p> <p>Draw students' attention to the relationship between subject and the verb in each sentence. (Refer content).</p> <p>Guide students to note that the verb must agree with the subject in number as in the examples in the content.</p> <p>A singular subject goes with a singular verb. A plural subject goes with a plural verb. (Refer sentences above).</p>	<p>Students complete given sentences with appropriate verbs.</p> <p>In pairs/groups, pupils construct sentences in which subjects and verbs agree.</p> <p>Give multiple choice exercises and discuss the answers</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 ADVERBS	<p>The student will be able to:</p> <p>2.71 identify adverbs in speech and in writing.</p> <p>2.7.2 use adverbs appropriately in sentences.</p>	<p>Description of Adverbs</p> <ul style="list-style-type: none"> - Adverbs modify/talk about verbs. - Many adverbs derived from adjectives have - ly endings e.g. quick - quickly bright - brightly <p>Note: "Friendly" in the sentence below is an adjective not an adverb: The teacher is <u>friendly</u>.</p> <p><u>Types of Adverbs</u></p> <ul style="list-style-type: none"> - There are different types of adverbs. <p>Some adverbs are time adverbs e.g. morning, yesterday, often, usually, etc.</p> <p>Some are place adverbs. e.g. here, there, everywhere, somewhere, etc.</p> <p>Some are manner adverbs e.g. gracefully, fast, beautifully, etc.</p>	<p>Let students observe several adverbs used in context</p> <p>Assist students to form adverbs from adjectives and use the adverbs in sentences. e.g. She sang <u>beautifully</u>. The boy read the book <u>silently</u>. Kwamena shouted <u>loudly</u>.</p> <p>Guide students to identify various types of adverbs by answering questions.</p> <p>When - for time adverbs e.g. When did you go? Yesterday.</p> <p>Where - for place adverbs e.g. Where did you leave the book? Here</p> <p>How - for manner adverbs e.g. How did he drive? Fast</p> <p>Provide a suitable text/passage for students to identify and explain how adverbs have been used to indicate time, manner and place.</p>	<p>Students identify Adverb in texts,.</p> <p>Students do oral/written work involving answering questions on How, When, Where?</p> <p>Students use appropriate adverbs to fill in blank spaces in texts.</p> <p>Students identify adverbs of place, manner and time in a given passage and indicate the verbs they modify.</p> <p>Students write sentences with adverbs of time, place and manner.</p>

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

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

[illegible]

JHS 1

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
UNIT 1 FLUENT READING: Reading aloud	The student will be able to: 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. 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.	Students read given texts with voice modulation
	3.1.2 read sense groups/phrases at a time. 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.

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

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 CORRECTING FAULTY AND UNGRAMMATICAL SENTENCES.	<p>The student will be able to:</p> <p>4.2.1 identify errors in sentences and rewrite the sentences correctly.</p>	<p>Correcting faulty and ungrammatical sentences, and faulty use of punctuation marks.</p> <p>e.g. Faulty</p> <ul style="list-style-type: none"> - tenses - concord - punctuation: - comma - full stop - question mark - apostrophe - use of capital letters 	<p>Students bring to class notices, posters, newspapers,</p> <p>Give students written texts and guide them to correct errors in the texts</p> <p>Students read selections from the notice, posters etc. and indicate the faulty and ungrammatical sentences in them.</p> <p>Students correct ungrammatical sentences and faulty punctuation marks in exercises and other sources e.g. notices etc.</p> <p>Students arrange jumbled sentences into logical order of ideas.</p>	<p>Students correct faulty and ungrammatical sentences in a piece of writing.</p> <p>Students copy unpunctuated passages inserting the appropriate punctuation marks.</p>
	UNIT 3 PARAGRAPH AND PARAGRAPHING	<p>4.3.1 write sentences on a given topic.</p> <p>4.3.2 arrange mixed up ideas and events in a logical order.</p> <p>4.3.3 write short paragraphs on given topics using connectives and referrals.</p> <p>4.3.4 combine paragraphs into full composition.</p>	<p>Writing short sentences on given topics.</p> <p>Re-arranging sentences in a logical order.</p> <p>Writing paragraphs from outlines and supplying links within the paragraph.</p> <p>Organising paragraphs into full composition pieces by supplying links.</p>	
			<p>Each member of a pair/group writes a sentence on a central topic.</p> <p>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.</p> <p>Provide an outline of a story for pupils to write a paragraph supplying the links in the paragraph.</p> <p>Students arrange paragraphs into full composition pieces providing links between paragraphs e.g. in the first place/firstly, however, secondly, finally, etc.</p> <p>Students write compositions made up of paragraphs using connectives, referrals and linking words.</p>	<p>Students compose paragraphs on given topics in class. Guide pupils to analyse the paragraphs.</p> <p>Students arrange a group of mixed up sentences to make a logical paragraph.</p> <p>Each student writes a composition of more than 4 paragraphs on a given topic.</p> <p>Students should write short paragraphs and combine them into compositions.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 WRITING DESCRIPTIONS: Events, Places and Processes	The student will be able to: 4.6.1 write descriptions of events, places and processes.	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: Compositions 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	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.	Students write descriptions of a particular event/place.
UNIT 7 WRITING FRIENDLY LETTERS	4.7.1 write a letter to a friend.	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.	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 individual friendly letters on issues/topics that interest them.

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 DICTION	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.	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 simple 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	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.
POETRY:	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.
TRADITIONAL AFRICAN POETRY.	5.2.3 state the cultural and social significance of the poems.	Cultural and social significance of poems. Reading/listening to texts.	Discuss the cultural and social significance of the poems. Listen to texts delivered orally or read out.	Students compose poems illustrating values e.g. love for neighbour, respect for property, diligence. etc.
UNIT 3	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.	Students in groups discuss social/cultural significance of drama.
DRAMA:	5.3.2 distinguish types of traditional drama according to their social functions.	Outdooring, Puberty rites, Marriages, Festivals and Enstoolment/Enskinment.		
TRADITIONAL DRAMA	5.3.3 determine cultural/social Significance of drama.	Cultural and social significance of drama. Acting/performing 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.	Explaining terms used in drama, e.g. setting, audience, character. <u>Language use</u>	In groups students perform selected texts.	
	5.3.5 explain terms used in the drama e.g. setting, audience, character	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	<p>The student will be able to:</p> <p>1.1.1 articulate vowels and consonants correctly</p> <p>1.1.2 articulate problem vowels and consonants correctly.</p> <p>1.1.3 Identify words that contain problem vowels and consonants</p>	<p>Vowels and consonants</p> <p>Problem vowels and consonants.</p> <p><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/ /ɒ/ and /ɔ:/ as in pot /pɒt/ and port/pɔ:tl /ʊ / and /u:/ as in pull /pul/ and pool /pul/ vowels before and after/m,n,/ e.g. yam/jæm/ and not /yem/</p> <p><u>Consonants</u> Substitution of a voiced consonant for a voiceless consonant.</p>	<p>Revise vowels and consonants (Refer to JHS1, Sect. 1, Units 1-3)</p> <p>Guide students to distinguish differences in vowel quality and practise making the correct sounds. (Refer to content).</p> <p>Students pronounce vowels that come before or after the nasals (/m,n,ŋ /) without nasalising them.</p> <p>Isolate peculiar words and drill students in the correct pronunciation of consonant segments and clusters. (Refer to content).</p>	<p>Pronunciation exercises on vowels and consonants.</p> <p>In pairs/groups, students pronounce problem vowels, consonants and consonant clusters in utterances.</p> <p>In pairs/groups, students identify words that contain problem vowels and consonants.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 DIPHTHONGS /ɛi/ date /deɪt/ /əʊ/ home /həʊm/ /ai/ high /haɪ/ /au/ how /haʊ/ /ɔɪ/ toy /tɔɪ/ /lə / here /hiə/ /ɛə/ air /e ə/ /ʊr/ sure /ʃʊə/	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. /ɛi/ as in game, say, late /əʊ/ as in home, so, go /ai/ as in buy, try, fly /au/ as in out, owl, bow /ɔɪ/ as in boy, oil, toy /ɛə/ as in air, hair, fair /iə/ as in ear, year, hear, near /uə/ 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. /ɛi/ as in game from /e/ as in gem. /ɛə/ 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, / /ʊm/bre/lla/ to/ta/ /hos/pi/ta/ 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 4 INTONATION	The student will be able to: 1.4.1 identify the two basic tunes.	The two basic tunes:	Guide students to identify the two basic tunes 1 and 2 using lines to indicate the tunes.	Students make sentences (oral) using the appropriate intonation.
	1.4.2 recognize changes in meaning produced by each of the two tunes.	<p>Tune 1: Falling Intonation ↘</p> <p>Tune 2: Rising Intonation ↗</p> <p><u>Tune 1</u> Used in ↘</p> <p>i. Statements e.g. I came. She can buy it. ↘</p> <p>ii. Commands, e.g. Get out. ↘</p> <p>Stop doing that. ↘</p>	<p>Tune 1: e.g. Ama is my little girl. ↘</p> <p>Tune 2: Is Ama my little girl? ↗ ↘</p>	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.	<p>i. Questions beginning with who, what , how, why etc. e.g.</p> <p>Who did it? →</p> <p>When did you come? ↘</p> <p>ii. Exclamations e.g. →</p> <p>How beautiful! ↗</p> <p>What an exciting day! ↗</p> <p>Tune 2 ↗</p> <p>Used in</p> <p>iii. Questions: Can she do the work? Do you live here? ↗</p> <p>iv. Questions demanding Yes/No e.g. Will you come? ↗</p> <p>You can't come? ↗</p> <p>You're coming? ↗</p> <p>NOTE: The last 2 questions are usually spoken but not written.</p>	<p>Students practise giving sentences, commands, questions and exclamations to show the differences between the two tunes.</p> <p>In pairs/groups, students use the two tunes to ask questions and make statements.</p> <p>Provide words and assists students to break words into syllables.</p> <p>Assist students to pronounce syllables with correct stress.</p>	

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 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)	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.		
	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.

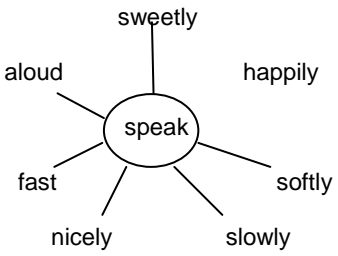
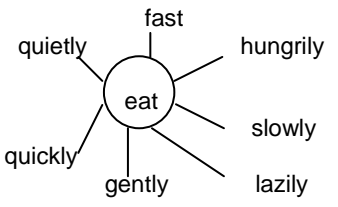
UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 AUXILIARY VERBS Modals <ul style="list-style-type: none"> - can - may - need to - ought to - will - need - would 	<p>The student will be able to:</p> <p>2.2.1 identify modals and their various uses in context.</p>	<p>Modal verbs help to express the following:</p> <p>Ability e.g. She <u>can</u> swim.</p> <p>Necessity: We <u>must</u> finish the work by 10.00 a.m. You <u>need to</u> tell the truth at all times.</p> <p>Probability: It <u>may</u> rain today. We <u>may</u> win the match.</p> <p>Obligation: You <u>ought to</u> finish the work. She <u>must</u> obtain a visa before leaving.</p> <p>Identifying auxiliary verbs in sentences - e.g. I <u>can</u> swim. She <u>will</u> come.</p>	<p>Provide sentences containing modals and guides students to identify the modals</p> <p>Produce a list of the <u>modal auxiliaries</u>. Note their peculiarities and discuss given examples.</p> <p>Students give examples of sentences with auxiliaries and show the type of auxiliary used i.e. ability, necessity, probability or obligation.</p>	<p>Students in pairs/groups use auxiliaries in making sentences.</p> <p>Students identify auxiliaries in given sentences and state their respective functions: e.g. Adjoa <u>can</u> play the piano (ability).</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION																						
UNIT 3 VERB TENSE FORMS: Past Perfect Past Perfect Continuous	<p>The pupil will be able to:</p> <p>2.3.1 identify the past perfect and the past perfect continuous.</p> <p>2.3.2distinguish the Past Perfect tense from the Past Perfect Continuous.</p> <p>2.3.3 use the Past Perfect Continuous Tense form correctly</p>	<p>Past Perfect: had + Past Participle</p> <p>Past Perfect Continuous Tense is formed with had + been + ing form</p> <p>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.</p> <table><tr><td>I</td><td rowspan="6">had</td><td rowspan="6">been</td><td>sleepi</td></tr><tr><td>You</td><td>runnin</td></tr><tr><td>He/she/it</td><td>studyi</td></tr><tr><td>We</td><td>walkin</td></tr><tr><td>You</td><td>readin</td></tr><tr><td>They</td><td>workin</td></tr><tr><td></td><td></td><td></td><td>eating</td></tr><tr><td></td><td></td><td></td><td>dancin</td></tr></table>	I	had	been	sleepi	You	runnin	He/she/it	studyi	We	walkin	You	readin	They	workin				eating				dancin	<p>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.</p> <p>Pupils give more examples of sentences with the past perfect tense.</p> <p>Introduce the Past Perfect Continuous Tense Form. (Refer content) e.g. I had been sleeping. You had been working</p> <p>Guide pupils to form similar sentences using a substitution table.</p> <p>Explain and illustrate the fact that the tense form is the same for all persons. (Refer content).</p> <p>Pupils practise using the Past Perfect Continuous Tense in given sentences.</p>	<p>Pupils identify the past perfect and past perfect continuous in sentences/texts. Pupils change sentences from Past Perfect to Past Perfect Continuous.</p> <p>Pupils complete sentences using the appropriate verb forms.</p> <p>Pupils form sentences using Past perfect Continuous Tense.</p>
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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 <u>shall</u> see you soon. He <u>will</u> be here by noon. ii. Using the -ing form of the verb. e.g. She is <u>arriving</u> next week. I am <u>celebrating</u> my birthday tomorrow. iii. Using the Simple Present Tense. e.g. I <u>leave</u> for home tomorrow. Kofi <u>goes</u> 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 <u>shall</u> and <u>will</u> 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 <u>is leaving</u> for London on Monday. We <u>write</u> 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 <u>start</u> 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	<p>The student will be able to:</p> <p>2.4.1 identify complex prepositions in sentences.</p> <p>2.4.2 categorise and determine the meaning and uses of complex prepositions.</p> <p>2.4.3 use complex prepositions in speech and in writing.</p>	<p>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.</p> <p>e.g: The tree is <u>in front of</u> the house. The prefect spoke <u>on behalf of</u> the class.</p> <p>Categorising and determining meaning of complex prepositions:</p> <p>Those that may express <u>place</u>: e.g. near/close to, in front of, out of, far from, by the side of, etc.</p> <p>Those that may express <u>time</u>: e.g. in time of, about to, during the course of, at noon, for one week, etc.</p> <p>Those that may express <u>reason</u>: e.g. due to, because of, on account of, as a result of, etc.</p> <p>Those that may express <u>concession</u>: e.g. in spite of, apart from etc.</p> <p>Other complex prepositions are: by means of , by dint of (hard work), etc.</p>	<p>Assist students to revise simple prepositions</p> <p>Play back/read a passage with complex prepositions. Help students to identify complex prepositions.</p> <p>Guide students to give examples of complex prepositions.</p> <p>Through examples students learn that prepositions usually come before nouns/noun phrases/pronouns.</p> <p>Students note prepositions that express different functions such as place, time, reason, concession.</p> <p>Students form sentences containing complex prepositions that express place, time, reason and concession.</p>	<p>Form sentences using complex prepositions.</p> <p>Fill in blanks with the appropriate complex prepositions.</p> <p>Identify prepositions and determine their types from a given passage.</p> <p>Teacher provides sentences with complex prepositions for students to categorise the prepositions.</p> <p>Students write own sentences with some of the complex prepositions.</p>

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

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

UNIT	SPECIFIC OBJECTIVES	CONTENT		TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 7 CLAUSES	The student will be able to:			Revise simple sentences.	
	2.7.1 identify clauses in context	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.		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.	Students make sentences containing main/subordinate clauses.
	2.7.2 differentiate between main and subordinate clauses.	Main e.g. This is the girl Your parents will be happy We will go to the market	Subordinate. clauses who won the contest if you pass your exams when my mother arrives	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 who taught me in school.</u> <i>Main clause Subordinate clause</i> Provide sentences for pupils to indicate the main clause and subordinate clause in the sentences.	
2.7.3 use clauses appropriately in speech and in writing.			Students give examples of sentences and indicate the main and 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	<p>The student will be able to:</p> <p>2.8.1 identify compound sentence</p> <p>2.8.2 join simple sentences to form compound sentences.</p> <p>2.8.3 use compound sentences in oral/written expressions</p>	<p>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.</p> <p>Simple Sentences (Independent Clauses)</p> <p>I bought a pen. She bought an eraser.</p> <p><u>Compound Sentence.</u> I bought a pen <u>but</u> she bought an eraser.</p> <p><u>Simple Sentences</u></p> <p>Yaa studied very hard. She passed the examination. <u>Compound Sentence</u> Yaa studied very hard <u>and</u> (she) passed the examination.</p> <p><u>Simple Sentences</u></p> <p>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.</p> <p>Compound sentences in oral/written expressions.</p>	<p>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.</p> <p>Provide appropriate coordinating conjunctions.</p> <p>Guide students to join the pairs of simple sentences with appropriate coordinating conjunctions to form compound sentences (Refer to content)</p> <p>Guide students to write compound sentences.</p>	<p>Provide simple sentences/a passage with missing coordinating conjunctions for students to fill in blanks with the appropriate coordinating conjunctions.</p> <p>Students join pairs of simple sentences with coordinating conjunctions</p> <p>Ama is tall. Ekow is short.</p> <p>Kojo danced well. They clapped for him</p> <p>Rachel will use a pen. Rachel will use a pencil.</p> <p>Students read their sentences. Class discusses the use of compound sentences in presentations.</p>

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

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. 3.1.2 explain the meaning of vocabulary in context	Reading texts fluently for facts and ideas. NOTE: Reading should cover supplementary texts selected for the term Meaning of vocabulary in context Select suitable texts e.g. passages from course books, stories, poems, plays, newspapers, magazines, selected literature texts.	Students read texts silently noting down difficult words and expressions and answer questions on simple facts in the text Assist students to discuss the meaning of unfamiliar/difficult words and expressions in their contexts in the texts. (Use the dictionary sparingly).	Students write answers to questions based on texts. 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	<p>Complex comprehension issues include the following:</p> <ul style="list-style-type: none"> - 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. 	<p>Through teacher prepared questions and other follow up questions, students provide answers to show understanding of texts read.</p> <p>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)</p> <p>Again, teachers must ensure that students are given adequate oral and written practice on more complex comprehension questions</p>	<p>Follow up discussion of text read. Teacher to assist students to make further inferences, predictions from texts read.</p> <p>Students answer questions on more complex comprehension questions based on text/passage</p>
	UNIT 2 SUMMARY WRITING			
	3.2.1 identify and write main points in given texts.	Identifying main points in texts.	Provide a suitable text for summary. -Students search for main, subsidiary points and conclusions. List them for class discussion.	
	3.2.2 summarise ideas in given texts	Writing summaries of main points in full sentences. Points to note:	Students practise summary writing in small groups using points identified by class and listed on the board	
	3.2.3 summarize texts/passages on their own	<p>Features: knowledge of text Structure: content/function Ideas: main/subordinate points/ideas.</p> <p>Interpreting the summary task e.g. keeping to sentences.</p> <p>Limits - In not more than seven sentences.</p> <p>Using one's own words as much as possible.</p>	<p>NOTE: Insist on uniformity in presentation of points e.g. use sentences/phrases throughout.</p> <p>Students in groups to present their summaries for class discussion.</p> <p>Assign text/passage for students to summarize individually</p> <p>Mark and give feedback for students to correct their mistakes</p>	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:

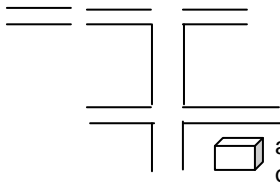
1. write and organise ideas logically on specific topics
2. communicate ideas fully and effectively through writing

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. 4.1.2 punctuate given passages 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. Punctuate sentences in given passages.	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 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	<p>The student will be able to:</p> <p>4.2.1 write dialogues involving two or three characters with three or four exchanges.</p>	<p>Dialogues between two or three characters with three or four exchanges.</p> <p>Logical arrangement of exchanges.</p> <p><u>Focus on Grammar</u> Appropriate use of inverted commas and other punctuation marks.</p> <ol style="list-style-type: none"> Direct speech Contracted forms 	<p>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.</p> <p>Organise students to hold dialogues in given situations e.g. shopkeeper/customer, driver/passenger, policeman/stranger,</p> <p>Introduce the point that direct statements in a dialogue are enclosed in inverted commas, e.g.</p> <p>Mary: Where are you going? Oko: I'm going to school. Mary: I'll go to school too Oko: Shall we walk together then?</p>	<p>In pairs, students write dialogues of four exchanges on a topic.</p> <p>Further practice in pairs or groups involving writing down exchanges.</p>
UNIT 3 WRITING SIMPLE ARGUMENTS	<p>4.3.1 write arguments for/against motions.</p>	<p>Writing arguments for/against specific motions e.g. Corporal punishment must be reintroduced in schools.</p> <p>Characteristics of arguments: Stating positions Developing logical arguments and vice versa. Concluding the argument.</p>	<p>Students in groups to write a dialogue between three persons.</p> <p>Discuss examples of argumentative issues/topics.</p> <p>Discuss characteristics of arguments.</p> <p>Guide students to choose positions and advance reasons in support of their positions.</p> <p>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.</p> <p>Discuss some of the arguments with class pointing out mistakes if any.</p>	<p>Working individually, students write arguments for/against a proposition agreed on by class.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 WRITING SPEECHES/TALKS	<p>The student will be able to:</p> <p>4.4.1 write speeches and talks on various topics for a specified audience.</p>	<p>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</p> <p>Talks may be limited to a single issue.</p> <p>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.</p> <p>Features: Addressing the audience with vocatives: Mr. Chairman/Madam Chairperson.... Headteacher and staff, Fellow Students, Ladies and Gentlemen.</p> <p>Use of appropriate language</p> <p>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.</p>	<p>Read a prepared speech or talk to the class.</p> <p>Discuss the various features of Talks and Speeches pointing out differences between them.</p> <p>Draw students' attention to the need to be consistent in using either capitals or small letters in the vocatives.</p> <p>Groups discuss and draft talks on topics of their choices selected from a list drawn up by class.</p> <p>NB Remind students of the need to address the chairperson and the audience periodically in a speech.</p> <p><u>Formal Speech</u> -Use of polite language -Use of quotation -Use of formal language -Use of rhetorical questions</p> <p><u>Informal Speech</u> -Use of contracted form -Use of repetitions -Use of tense appropriate to topic -Use of rhetorical questions</p>	<p>Students write speeches/talks on given topics and deliver in class.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (Cont'd) WRITING SPEECHES/TALKS	The student will be able to:	<p>Use of rhetorical questions: e.g. Who doesn't want to succeed as a student?</p> <p>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.</p>	<p>Group drafts to be read out and discussed.</p> <p>Draw attention to problems and guide groups to make corrections.</p>	
UNIT 5 WRITING REPORTS	4.5.1 write reports on specific events/activities.	<p>Writing reports on events/activities e.g. sports/games/field trips / excursions, a fight, theft, etc.</p> <p>Features: Heading, introduction, day and date, time, writer's full name and signature etc.</p> <p>Use of language, e.g. passive structure, formal language.</p>	<p>Discuss various activities on which reports are usually written and the type of recipients i.e. Headmaster, Police, etc.</p> <p>Read a report (if available) on a school activity and discuss its content and features.</p> <p>Discuss the peculiar features of reports, e.g. reports or statements to the police do not normally have paragraphs.</p>	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.	<p>Writing articles on issues/topics for publication.</p> <p>Features of articles: heading, name of writer, etc.</p>	<p>Read sample articles from magazines/newspapers to pupils and discuss the features of the articles.</p> <p>Select a topic of interest to the pupils and discuss it with them.</p> <p>Guide students to plan and write an article on the topic in small groups.</p>	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	<p>The student will be able to:</p> <p>4.7.1 describe processes clearly using appropriate vocabulary and structures.</p> <p>4.7.2 give clear oral/written directions to specific places.</p>	<p>Describing processes. Use of language: logical presentation of facts/ideas.</p> <p>Paragraphing: different ideas in different paragraphs.</p> <p>Describing various processes such as the cultivation of some crops, preparation of dishes, soap making, basketry, etc.</p> <p>Features: Passive/imperative structure e.g. The pot is put on fire/put the pot on fire. Logical arrangement of facts in paragraphs.</p> <p>Giving oral/written directions for the guidance of strangers to locate specific places in towns, cities, villages, school compounds, etc.</p> <p>Form logical arrangement of directions. References to landmarks e.g. hills, buildings, roads, junctions, etc.</p> <p>Use of short sentences in the imperative e.g. walk past, go straight, take the first turn on your left, turn right/left, etc.</p> <p>JHS 2</p>  <p>a box of pens</p> <p><u>Language use:</u></p> <ul style="list-style-type: none"> - Passive/Active forms - Simple present /Habitual tense - Judicious use of adverbs. - short sentences 	<p>Select a process and discuss it with students.</p> <p>In groups, students choose and discuss specific processes.</p> <p>Students write descriptions and read to class.</p> <p>Discuss group presentations with whole class.</p> <p>Draw attention to appropriate vocabulary and structures.</p> <p>Give class a set of written directions to follow on a short compound-based treasure hunt.</p> <p>Discuss the directions and point out the specific features.</p> <p>In pairs, students write similar directions to be followed by another group in a treasure hunt.</p> <p>Guide groups in their work.</p> <p>Groups engage in treasure hunt and discuss difficulties at the end.</p> <p>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.</p>	<p>Students in pairs select and describe specific processes.</p> <p>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.</p>

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.	<p>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.</p> <p>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.</p>	<p>Discuss samples of forms (application, pay-in slips, membership, identity cards)</p> <p>Explain technicalities e.g. Occupation: <u>Teaching</u> not Teacher. Profession: Teacher</p> <p>Differences between place of birth and hometown, etc.</p> <p>Produce specimen forms and discuss them with students.</p> <p>Guide class to design a simple form for application for membership of specific school clubs/societies, e.g. The Debating Society, Writers' Club.</p> <p>Take class through a completion exercise using the forms designed.</p>	<p>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.</p>
UNIT 9 DICTION	4.9.1 write dictated passage accurately	<p>Students should be made to write texts that are unfamiliar. No prior reading of text by students is required.</p> <p>Select suitable text for students' level e.g., paragraphs from reading text; literature books; magazines, newspapers etc</p> <p>Dictation should be a paragraph or two of 10 lines</p>	<p>Dictate paragraph from reading text.</p> <p>Guide students to do peer editing</p>	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 UNIT 2 POETRY- SIMPLE POEMS: 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.
	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	<p>The student will be able to:</p> <p>5.3.1 state what a given play is about.</p> <p>5.3.2 write a summary of the story of a given play.</p> <p>5.3.3 identify characters and their roles in plays.</p> <p>5.3.4. act parts of the plays read</p>	<p>Reading plays aloud.</p> <p>Theme, subject matter etc. of plays.</p> <p>Devices used in plays.</p> <p>Explaining words and expressions in context.</p> <p>Characters and roles.</p> <p>Divisions and features e.g. Acts, Scenes, Cast, etc.</p> <p>Features that make plays African/Non-African: i.e. vocabulary, expressions, cultural/social background, sound effect, songs, interludes, etc.</p>	<p>Guide students to read a play for proper effect.</p> <p>Students work in groups to identify and discuss themes, plot, vocabulary, expressions, etc.</p> <p>Students identify the devices used in the plays read to highlight their meaning of statements etc.</p> <p>Teacher/students identify words and expressions and explain the meaning in their context.</p> <p>Students to identify and discuss characters in plays read and the roles they play.</p> <p>Students identify characters and their roles in the play.</p> <p>Assist pupils to identify acts, scenes, acts etc. in a given drama.</p> <p>Guide students to identify features in a play that make it different from other genres (African/Non-African).</p>	<p>Students identify some important features or a play.</p> <p>Students act parts/scenes of plays in groups.</p>

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.	<p>The student will be able to:</p> <p>1.1.1 articulate vowels and consonants</p> <p>1.1.2 articulate difficult sounds correctly</p>	<p>Vowel and consonant sounds (Refer to Year 1; Sect.1; Units 1 and 2 of).</p> <p>Problem consonant sounds and their correct pronunciation.</p> <p>Pronunciation of final 's'. as plural marker e.g. stick → sticks → /s/ bag → bags → /z/ badge → badges → /iz/</p> <p>Third person singular marked in a verb e.g. think → thinks → /s/ bleed → bleeds → /z/ push → pushes → /iz/</p> <p>A possessive marker e.g. cat's → /s/ dog's → /z/ rose's → /iz/</p> <p>Pronunciation of final - 'ed' as in: mark marked <u>t</u> bag bagged <u>d</u> want wanted <u>id</u></p>	<p>Revise vowels and consonants.</p> <p>Guide students to note pronunciation of final's' after:</p> <ul style="list-style-type: none"> - words ending in voiceless consonants. - words ending in voiced consonants. - words ending in: /sibilant sounds – /ʒ/ /z/ /ʃ/ /tʃ/ dʒ / / . ----. <p>Guide students to pronounce the final 'ed' as a past tense marker.</p> <ul style="list-style-type: none"> - 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 <u>t</u> or <u>d</u>, add - 'ed' is pronounced /id/. <p>Guide students to note that the possessives change in pronunciation.</p>	<p>Students add final 's' or 'ed' to relevant words and pronounce them.</p> <p>Students read a short passage, mark final 's' and 'ed' endings and pronounce them correctly.</p>

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 CONVERSATION	<p>The student will be able to:</p> <p>1.4.1 speak spontaneously and fluently in introducing speaker/chairman at meetings, and in giving the Vote of Thanks.</p>	<p>Thinking and speaking spontaneously and fluently.</p> <p>Introduction of Speaker/Chairman -Background of Speaker/Chairman -Type of work and qualities</p> <p>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.</p>	<p>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)</p> <p>Assist students to learn the procedure for giving the Vote of Thanks after meetings or debates etc.</p>	<p>Students conduct a meeting or engage in a debate.</p>
	<p>1.4.2 express him/herself fluently and purposefully in debates, impromptu speeches and in formal speeches.</p>	<p>Short impromptu speeches on an issue.</p>	<p>Students select 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."</p>	<p>Students make impromptu speeches in given contexts/situations e.g. Introducing the Chairman; Giving the Vote of Thanks</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D) CONVERSATION	The student will be able to:	<p>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.</p> <p>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.</p>	<p>Select students to make short speeches on the topic of their choice.</p> <p>(Discuss students' presentation and correct possible mistakes. Draw attention to delivery points needing more practice e.g. rhythm, intonation, stress, etc.)</p> <p>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.</p> <p>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.</p> <p>Students in groups, one acting as leader to prepare a formal speech to be delivered at a Speech Day function.</p>	
	1.4.3 function as a secretary/ in a meeting/debate formal functions etc.	<p>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.</p> <p>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</p>	<p>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.</p>	

GRAMMAR

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

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) RELATIVE CLAUSES: Defining and Non-Defining.		<p>A defining relative clause is not separated from the main sentence by commas. It forms an important part of the sentence.</p> <p>e.g. The boys who came late were punished. (Defining: "who came late" defines the type of boys who were punished).</p> <p>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</p> <p>Non-defining relative clauses can be left out of sentences without affecting the meaning of the sentences e.g.</p> <p>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)</p> <p>Another example: Miss Ankomah, who selected the players for the football team, forgot to add my name.</p>	<p>Students identify and explain defining and non-defining relative clauses in given passages.</p> <p>Guide students to form sentences using defining and non-defining relative clauses.</p>	<p>Provide a passage for students to identify the defining and non-defining relative clauses.</p> <p>Students write sentences with defining and non-defining relative clauses.</p>

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.	<u>Present Perfect</u> This tense is used for something that happened only a short time ago. e.g. She <u>has written</u> the letter. They <u>have left</u> the house. We <u>have eaten</u> the food. <u>Present Perfect Continuous:</u> This tense is used to show an action that began in the past and has gone on for sometime. e.g. She <u>has been reading</u> . You <u>have been watching</u> television. They <u>have been fishing</u> .	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 <u>had rained</u> that morning, so the football match was postponed (earlier time in the past). He <u>had travelled</u> 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	<p>The student will be able to:</p> <p>2.2.4 identify and use the past perfect continuous in sentences appropriately.</p>	<p>He <u>had travelled</u> before I came.</p> <p>The past perfect continuous (earlier time in the past + progressive).</p> <p>had + been + v-ing e.g. Mary's house collapsed because it <u>had been raining</u> all night.</p> <p>She <u>had been telling</u> her children Ananse stories, when her husband arrived.</p>	<p>She had been writing the letter for days when...</p> <p>It had been raining all night when the earthquake struck.</p> <p>They had finished the meal when the boys arrived.</p> <p>He had been farming until he moved to the city.</p> <p>Discuss the difference in meaning between the two forms.</p> <p>Students write sentences to show the contrast between the two forms. The past perfect and the past perfect continuous</p> <p>Draw attention to and explain errors of tense when necessary.</p>	<p>Students write sentences using appropriate verb tense forms.</p> <p>Students answer multiple choice questions based on tense forms.</p>

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

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	<p>The student will be able to:</p> <p>2.6.1 differentiate between idioms and idiomatic expressions.</p> <p>2.6.2 use idioms and idiomatic expressions correctly in speech and writing.</p>	<p><u>Idioms</u> are largely phrasal verbs,</p> <p>A phrasal verb is made up of more than one word including a verb.</p> <p>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.</p> <p>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</p> <p><u>Idiomatic Expressions</u> 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.</p> <p>To rain cats and dogs = rain accompanied by thunder and lightening.</p> <p>In both cases, the individual words in the idioms and idiomatic expressions do not suggest the meanings of either.</p>	<p>Introduce phrasal verbs and illustrate them in sentences e.g. Esi <u>takes after</u> her mother (resembles).</p> <p>How did the accident <u>come about</u>? (happen).</p> <p>Explain that a phrasal verb is normally made up of a verb and a preposition (Refer to content). They are idioms.</p> <p>Introduce idiomatic expressions using sentences. Explain that idioms are fixed expressions with fixed meanings.</p> <p>He is not able to make ends meet (unable to provide his needs).</p> <p>He fell between two stools. (He undertook two things at the same time but did not succeed in either).</p> <p>Compare idioms and idiomatic expressions and guide pupils to recognise differences.</p> <p>Students write given phrasal verbs and idioms (explained to them) in sentences.</p> <p>Students write out some examples of idiomatic expressions with the aid of the dictionary and discuss in class.</p>	<p>Students find examples of idioms/idiomatic expressions for discussion in class and use them in sentences.</p> <p>Use idioms/idiomatic expressions in a context and let students explain the expressions</p>

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

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

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)	<p>She is an athlete, <u>isn't</u> she? (Negative Question Tag) Yes, <u>she is</u> - Answer Tag (Positive answer) No, <u>she isn't</u> - Answer Tag (Negative answer)</p> <p>The question tag is formed with the auxiliary verb. e.g. they are playing, <u>aren't</u> they? (are not they).</p> <p>We are Ghanaians, <u>aren't</u> we? (Question Tag) Yes, <u>we are</u> - Answer Tag (Positive) No, we <u>aren't</u> - Answer Tag (Negative)</p> <p>She has braided her hair, <u>hasn't</u> she? (has she not?)</p> <p>Negative statements take positive tags.</p> <p>It is not time for break, <u>is</u> it? You aren't coming with me, <u>are</u> you?</p> <p>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?</p> <p>The boy attended the party, didn't he? She does not have a watch, does she?</p>	<p>Students in pairs write statements and produce question/answer tags appropriately.</p> <p>Draw attention to reversal of noun/pronoun and verb in answer tags.</p> <p>Students to practise oral and written exercises of question and answer tags of the various forms in the content.</p> <p>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.</p>	

JHS 3

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. <u>NOTE:</u> 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. <i>Why</i> 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)	In pairs/groups, students identify/discuss/write their views on texts. Students summarise a given text.
	UNIT 2 SUMMARY WRITING OF TEXTS	3.1.5 show the literary effect a text has on the reader. 3.2.1 summarize given text	Literary effects of text/passage Appreciative questions <u>Sentence Summary and Continuous Summary</u> -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).	
			Guide students to identify/discuss the literary effects of texts, e.g. imagery, using appreciative questions. 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. <u>Individual work:</u> Students write their individual notes before writing the summary. NOTE: Insist on presentation of ideas in complete sentences	

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

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION																								
UNIT 2 WRITING BASED ON NON-VERBAL SOURCES	The student will be able to: 4.2.1 interpret information provided in tables and graphs	<p>The table below is on a number of Headteachers, teachers, workers and students in a school.</p> <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> <p>Developing tables and graphs. A table consists of columns and rows. (Explain columns and rows to pupils)</p> <p>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.</p>	GROUP	M	F	TOTAL	Headteachers	3	5	8	Teachers	6	4	10	Other workers	5	8	13	Students	112	112	224	TOTAL	126	129	225	<p>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.)</p> <p>Guide students to translate the information in the table into words.</p> <p>Students bring other tables from books, newspapers, magazines etc to class. Teacher uses these to help the class interpret the tables.</p> <p>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.</p> <p>Select examples for the lesson.</p> <p>Guide students to translate the information in tables into words.</p> <p>Students write translations of given tables in groups for class discussion.</p>	Students write description of given graphs/tables for discussion.
	GROUP	M	F	TOTAL																								
Headteachers	3	5	8																									
Teachers	6	4	10																									
Other workers	5	8	13																									
Students	112	112	224																									
TOTAL	126	129	225																									
4.2.2 write brief descriptions on given data	<p>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.</p> <p><u>Language use:</u> Tenses, adjectives, concord</p>	<p>Revise mathematical knowledge on graphs and their interpretation.</p> <p>Guide students to translate information in graphs into words.</p>																										

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 DRAWING - PROGRAMME/ AGENDA	<p>The student will be able to:</p> <p>4.3.1 identify features of programme/agenda</p> <p>4.3.2 draw programme/agenda for formal functions.</p>	<p>Features of programme/agenda for formal functions:</p> <p>Clear headings</p> <p><u>Meeting of the J.H.S. Red Cross Society</u></p> <p>On Monday..... Sept 1</p> <p>Venue: Assembly Hall Time: 10 a.m.</p> <p><u>AGENDA</u></p> <ol style="list-style-type: none"> 1. Opening Prayer 2. Reading of Previous Minutes. 3. Matters Arising 4. New Business: <ol style="list-style-type: none"> (a) Proposed Excursion (b) New Membership Dues (c) Election of New Officers 5. Other Matters 6. Closing Prayer <p>NOTE Items on the agenda are usually numbered as in example above.</p> <p><u>Focus on Grammar</u> Use of noun phrase.</p>	<p>Discuss real life programme/agenda with students.</p> <p>Point out the various features and illustrate them. (See example in content)</p> <p>In clubs/groups students draw programmes/agenda for an impending meeting and other club business.</p> <p>Groups present programmes/agenda for discussion and correction.</p>	<p>Students produce an agenda for a proposed class meeting.</p>

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. Application letter for a job, into apprenticeship, admission to educational institutions, etc.	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.	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	The student will be able to:	<u>Use of Language:</u> Formal (non contracted forms), Direct to the point. No irrelevant information No slang. <u>Layout as follows:</u> <div style="text-align: right;">Address</div> <div style="text-align: right;">Date</div> Recipient's Address: e.g. The General Manager Agro Chemicals Co. Ltd. P. O. Box 234, Swedru. Salutation <div style="text-align: right;">Heading (underline)</div> <div style="text-align: right;">Body</div> <div style="text-align: right;">Subscription</div> <div style="text-align: right;">Signature</div> <div style="text-align: right;">Full Name</div>	Hold class discussion on writing formal application letters and explain/illustrate areas and points of difficulty.	Students write letters of application for a job in response to the following advertisement: <div style="text-align: center;"><u>Wanted</u></div> The Ampeyo Goldfields Limited wants a number of boys and girls for employment as assistant clerical officers Applicants must be in their final year in the Junior Secondary School. Interested students must apply immediately giving the following particulars: age, present school, subjects being studied and the type of employment required to: The Personnel Manager, Ampeyo Goldfields Limited, P.O. Box 3345, Ampeyo.
UNIT 6 FUNCTIONAL WRITING Letters to the Press (Editor)	4.6.1 write letters for publication in magazines/newspapers.	Writing letters for publication in magazines/newspapers. Letters to be brief, direct to the point. Examples of topics: Causes of Bushfire Drug Substance Abuse by Students, Causes of Environmental Pollution, Why All Households Should Conserve Energy, Teenage Pregnancy, etc. Formal features and use of language for formal letters (Refer Year 3 Unit 5)	Read samples of letters published in newspapers to class. Teacher/ students discuss and draw up lists of issues/topics of interest for letters to the Editor. (See examples of topics in content). Discuss features and emphasise brevity. Students in groups, write letters to the Editor and read out for class discussion.	Students write a letter to an Editor of a national newspaper on a topical issue.

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.

JHS 3

SECTION 5

LITERATURE/LIBRARY

General Objectives: The student will

1. read a variety of texts with including a minimum of 15 story books.
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.
UNIT 3 DRAMA	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.
	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	-	Alexandre 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 Nights	-	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 Ntuny
24. Tomorrow and Tomorrow and Tomorrow	-	Thomas Ntuny
25. The One-eyed Rock	-	Thomas Ntuny
26. The Strange Man	-	Amu Djoeto
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 Ntummy
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

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