

NATIONAL VOCATIONAL TRAINING INSTITUTE

TESTING DIVISION

TRADE TESTING REGULATIONS AND SYLLABUS

TRADE: ENGLISH LANGUAGE

LEVEL: FOUNDATION, CERTIFICATE ONE AND CERTIFICATE TWO

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INTRODUCTION TO ENGLISH SYLLABUS

The Standard Testing and Certification Department (STCD) of the National Vocational Training Institute (NVTI), in response to the demands of New Education Reform, has put in place certain structures necessary to add value to Apprenticeship in Ghana.

The thinking is to emphasize English Language as a way of making our graduates more competitive in the labour market for qualification as well as for progression.

This syllabus has been structured for a total of eight hundred and thirty eight hours leading to *Foundation Certificate* and then *Certificate One (1)* and Two (2)

The new Educational Reforms has identified the problems in the former education system and has recommended the inclusion of English, among other new subjects that should be emphasized at all levels of the second cycle of our education programme. Communication skills would therefore be emphasized and examined at these levels.

This syllabus seeks to offer trainees in Technical and Vocational institutions the opportunity to study the English Language as part of the overall requirement for the award of Certificate Two (2) or Grade One (1) Trade Test Examination under the National Vocational Qualifications/NVTI Testing Qualification.

At the end of the use of this syllabus, it is expected that the trainees will have mastered the Language in a manner such that they will be able to read, write and speak it fluently. It is expected that trainees will use the following periods spread over the stated years for the various levels

No.	End Result/Test Level	Year	Hours
1.	Foundation	One/Two	672
2.	Certificate One (Grade Two)	Three	55
3.	Certificate Two (Grade One)	Four	111
			838

CAUTION

All Technical and Vocational Trainees who aspire to take advantage of the opportunities opened to them in the Education Reform should Note that for a trainee to progress to Certificate Two (2), a pass in English at the Foundation level is an absolute necessity.

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NVTI wishes to acknowledge the co-operation and assistance of Vocational Training for Females (VTIF) for the diverse ways in which they participated and supported in the preparation of this syllabus

We hope this collaboration will grow deeper and wider as we take Technical and Vocational Training to a higher level.

SYLLABUS CONTENT

YEAR 1

LANGUAGE SKILLS (TERM 1)

GRAMMAR (TERM 1)

READING (TERM 1)

ORAL ENGLISH (TERM 1)

YEAR 2

LANGUAGE SKILLS (TERM 2)

GRAMMAR (TERM 2)

READING (TERM 2)

ORAL ENGLISH (TERM 2)

YEAR 3

LANGUAGE SKILLS (TERM 3)

GRAMMAR (TERM 3)

READING (TERM 3)

ORAL ENGLISH (TERM 3)

LANGUAGE SKILLS: YEAR 1 TERM 1

General Objectives: Students will

1. know what the sentence is
2. know Paragraph development at the basis of integrated writing
3. develop the skills for Essay and Letter Writing
4. have an insight into Short Story writing

LANGUAGE SKILLS - YEAR I (TERM 1)

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1. The Sentence	Students will be introduced to what the sentence really is.	Definition of Sentence and the subject and verb parts of a sentences.	<ol style="list-style-type: none"> 1. To begin the lesson write a simple subject – verb sentence on the c.b e.g. I sleep; They sing; We run. 2. Ask students to tell you the name of the groups of words on the c.b. 3. Then define sentence for the students. A group of words that usually contains a subject and a verb. 4. Analyse the three sentence into subject and verb. 5. Ask students to construct more simple sentence on the basis of your models
2. The Sentence	Students will have a greater knowledge of what the sentence is	More on the Sentence	<ol style="list-style-type: none"> 1. Ask students to recall the definition of sentence 2. Call students one after the other to come to the front and write a simple sentence each 3. With the class break up each sentence into subject and verb.
Evaluation: <ol style="list-style-type: none"> 1. Let students copy the definition of sentence, the sentences and the division of the sentences into subject and verb 2. Ask students to write five simple sentences each in their exercise books 3. Collect their exercise books and mark 			

LANGUAGE SKILLS - YEAR I (TERM 1)

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
3. Making Sentences	Students will be introduced to the meaningful way of making sentences.	Making Sentences which consist of Subject and Predicate.	<ol style="list-style-type: none"> 1. Begin the lesson by telling students it is not always (or even natural) that we write two-word sentences. We can write simple but longer sentences, e.g. "A boy dug a hole". 2. Tell students that sentence consists of a subject: <u>A boy</u> and Predicate: <u>dug a hole</u> 3. Call individual students to make sentences in the same way, while you write their sentences on the c.b. 4. Analyse students' sentences with them into Subject and Predicate. 5. Define both parts of a sentence for the students: <ul style="list-style-type: none"> • Subject – is the Noun, noun phrase that comes before a main verbs, and represents the person or thing that does. • Predicate – is the part of sentence that makes a statement about the subject.
4. Making Sentences.	Students' knowledge of Subject and Predicate will be consolidated	Subject and Predicate	<ol style="list-style-type: none"> 1. Revise the definitions of both Subject and Predicate 2. Then ask the student to make two sentences each 3. Call the individual students to come to the cb and copy their sentences on it.
<p>Evaluation: 3. Let the students copy the definitions of both Subject and Predicate together the examples from the c.b. 4. Ask the students to make five sentences each in their exercise books which fulfill the Subject – Predicate definition.</p> <p>Collect students work and mark.</p>			

LANGUAGE SKILLS - YEAR I (TERM 1)

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
5. Making Sentences	Students will know that adjectives are and how to use adjectives to describe Nouns in Sentences.	The use of Adjectives in Sentences.	<ol style="list-style-type: none"> 1. Add adjectives to the noun in the sentences: <ul style="list-style-type: none"> • “A boy dug a hole” to • “A young boy dug a deep hole” on the c.b. 2. Let students point out the added words: <u>young</u> and <u>deep</u>. 3. Tell class young and deep are adjectives. 4. tell students that an Adjective is a word which describes a Noun (or pronoun) 5. Let students give examples of adjectives.
6. Making Sentences	Students’ knowledge of Adjectives will be expanded to cover Adverbs too.	The use of Adjectives and Adverbs	<ol style="list-style-type: none"> 1. Write the expanded sentence of the previous Unit. “A young boy dug a deep hole”. 2. Expand this further through the use of Adverbs into: “A <u>very</u> young boy dug deep hole <u>quickly</u>” 3. <u>Very</u> and <u>quickly</u> are both adverbs, tell the students and they modify verbs, adjectives etc 4. Let students give more adverbs..
7. Making Sentences	Students will consolidate their knowledge of Adjectives and Adverbs	More on Adjectives and Adverbs	<ol style="list-style-type: none"> 1. Begin the lesson by asking students to give more examples of adjectives and adverbs. 2. Write students’ clear-cut examples on the c.b. 3. Ask students to use the adverbs and adjectives in sentences.
<ol style="list-style-type: none"> 5. Let students copy the definition of Adjectives, and give ten examples of adjectives. 6. Let students write the definition of Adverbs in their exercise books Collect students’ exercise books and marks. 7. Let students do the exercise in the exercise books. Go round the class to help students in difficulty. Collect the exercise books and mark. 			

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
8. Kind of Sentences	Students will know the four basic kinds of sentences	A sentence may be are of four kinds: (i) a statement (ii) a questions (iii) a command (iv) an exclamation	<ol style="list-style-type: none"> 1. Write four different sentences on chalkboard 2. Tell students which one is a statement, a command, a question or an exclamation 3. Ask students to make further sentences for each of the four above. 4. Analyse the sentences in their kinds.
9. Types of Sentences	Students will know how sentences are structured and identify the three types of sentences in English	To produce good sentences, students should know sentence types and how they are built. (i) Simple sentence (ii) Compound sentence (iii) Complex sentence	<ol style="list-style-type: none"> 1. Tell students what a simple sentence is and give examples. Eg: Kofi lives in that house. 2. Tell students what a compound sentence is. Ask them for examples. Eg: John woke up early yet he missed the bus. 3. Tell students what a complex sentence is. Eg: When the teacher arrived the class was empty.
10. The Paragraph	The students will know what the paragraph is.	The Paragraph – is length and constituents	<ol style="list-style-type: none"> 1. Ask pupils to take out their class readers and open at a specific story. 2. Identify to them the various sections of their printed story as paragraphs. 3. Tell them that a paragraph group of several sentences in a piece of writing the first sentence of which starts on a new line. 5. Discuss with the students features of the Paragraph <ol style="list-style-type: none"> a) The first line is indented b) It contain some main idea, and this idea is carried by only one sentence c) The other sentences in the paragraph help to make the meaning of the idea fuller. d) There is no rule as to the length of the paragraph.
<p>Evaluation: 8. Let the students make ten simple sentences in their exercise books. Collect the students' exercise books and mark</p> <p>10. Ask students to copy the definition and features of a paragraph from the c.b. into their Notebooks</p> <p>For the length of the paragraph let students count the number of sentences in the paragraphs in the story they opened at in their class readers. Let them divide the total number of sentences by the number of paragraphs; the figure will be the average length of the paragraphs in the story.</p>			



LANGUAGE SKILLS - YEAR I (TERM 1)

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
11. The Paragraph	Students will be taught how to write the Paragraph	Writing the Paragraph	<ol style="list-style-type: none">1. Give students three minutes to think of any single idea.2. Write a few of students' idea on the chalk board.3. read through the ideas with the class and suggest supporting ideas.4. let there be two ideas to each idea on the chalkboard: one can serve as an introduction: one can serve as an introduction to the main idea, the other coming after the main idea can be an expatiation of it. Build paragraphs on the c.b. with the class.5. If this is done very well, the whole paragraph will have one predominant thought.
<p>Evaluation: 11. Ask the students to copy two of the model paragraphs on the c.b. into their Notebooks. Then ask them to find an idea and expand it into a.....in their exercise books Collect the books and mark.</p> <p>12. The topics that have been covered above are the Sentence – its parts, etc. and the paragraph</p> <p>Evaluation can consist of items on the various aspects of the two broad topics only, or Grammar can be put together with Language Skills and test item written on both as though they were only one subject or topic. There should be equal scoring for the various items.</p>			

GRAMMAR: YEAR ONE (TERM 1)

General Objectives: Students will
Class

1. Know Parts of Speech and word classes (Major)
2. Develop the skill for suiting Number to Word Classes and Tense
3. Know what clauses and Phrasal Verbs are
4. Have a working knowledge of Registers

Major Word Class

- Nouns
- Verbs
- Adjectives
- Adverbs

Minor Word

- Pronouns
- Conjunctions
- Prepositions
- Articles

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1. What are Nouns and their Functions	Students will know Nouns and their Functions	<p>A noun is a word that represents a person, a thing, an idea or though or quality. It plays certain roles speech.</p> <p>They play definite functions such as being subjects or objects of verbs and objects of prepositions.</p>	<ol style="list-style-type: none"> 1. Introduce the lesson by listing the following words on the chalkboard and asking students to read them out: John/teacher, rat/animal, Accra/city. 2. Ask students to suggest one grammatical term that covers them all – Noun. 3. Then define Nouns for the students. A Noun is a word or group of words that represent persons, animals, places, ideas or states. 4. With the examples in 1. above ask students to give more examples of nouns. 5. Now teach the Functions of Nouns: They are the subjects of verbs. They are the objects of Verbs and Propositions. 6. Give examples of these functions: <ol style="list-style-type: none"> a) We like our teachers: “We” subject of like: “Our teacher object of the verb like b) Esi is good at ampe – “ampe” (game) is object of preposition at.
Evaluation: Ask students to copy the examples and definitions into their Note Books.			

GRAMMAR - YEAR I (TERM 1)

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
2. Proper Nouns	Students will know Proper Nouns as a distinct Class of Nouns	Proper Nouns are a distinct class of Nouns and are the names of persons, towns, or one particular thing and known for its own sake apart from others of its kind.	<ol style="list-style-type: none"> 1. Briefly revise the work on Nouns and their functions. 2. Introduce Proper Nouns by saying they are the Names of persons, places of human habitation and particular things known for their own sakes apart from others of their kinds. 3. Give examples: <ul style="list-style-type: none"> • Daniel, Mensah, Accra, Ochiso, Afadzato, Pra. 4. Ask students to analyse the things that these represent: <ul style="list-style-type: none"> • Persons, towns, mountain, river 5. Let students give as many examples of each kind as possible
3. Proper Nouns	Students will gain more knowledge of Proper Nouns.	Proper Nouns are distinguished from the other Nouns by the way they are written: The first letter of their name is written as a capital letter.	<ol style="list-style-type: none"> 1. To begin quickly revise what Nouns are, and their functions 2. Introduce the further work on Proper Nouns by saying that the first letter of the name of anything which is a Proper Noun is written as a capital letter. 3. Give students some examples of Proper Nouns: <ul style="list-style-type: none"> • Krampah, Ataa, Ho, Tamale, Ochi, Bosomtwe, Onyanatsia (a tree in Bisease revered as a god). <p>Ask students to call out more Proper Nouns, and when they call out trees and other things like animals they should explain why those things are proper Nouns.</p>
Evaluation: 3. Students to do their correction to their work that you marked.			

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
4. Proper Noun	Students will gain still more knowledge of Proper Nouns	Proper Nouns can not be generalized and must each be unique, e.g. Samuel Appiah, Sarah Out, London, Ankobra, etc.	<ol style="list-style-type: none"> 1. Revise the previous work on Proper Nouns 2. Now ask students to mention the things that are usually called Proper Nouns: <ul style="list-style-type: none"> • Humans – • Landmarks – Mountains, • Rivers • Objects of Nature – trees, animals, stars 3. Now invite students to give 5 place names in their name, region, and 5 native names of humans each.
5. Proper Nouns	Students will consolidate their knowledge of Proper Nouns	Calling up all that has been lent to Proper Nouns	<ol style="list-style-type: none"> 1. Systematically revise all that has been taught on Proper Nouns. Mention South to pole as a land mark. 2. Round-off on objects of nature like trees and stars which have been given proper names, e.g. Stars (which include Milky Way: Southern Lights, Anabisakyi (Fante), Maawore (Fante), Mpampina (Fante), trees, etc.
6. Common Nouns	Students will be taught Common Nouns as another class of Nouns	Common Nouns as another class of Nouns	<ol style="list-style-type: none"> 1. Begin the lesson by asking students to define Nouns in general. 2. Tell students after Proper Nouns they are going to study another class of Nouns – Common Nouns 3. Define Common Noun: <ul style="list-style-type: none"> • It is a Noun which is not the name of a particular person, place or thing, e.g. book, salt, pen etc. 4. Ask students to give more examples. Let them write the examples on c.b.
<p>Evaluation 4: Students to write any 10 native/traditional names of people and 10 land marks Collect students' exercise books and marks.</p> <p>5. Ask students to copy the points studied on Proper Nouns which they have not recorded yet into their exercise books</p>			

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
7. Common Nouns	Students will know more common Nouns	Common Nouns: More examples	<ol style="list-style-type: none"> 1. Briefly revise the definition of Common Nouns with examples. 2. Now ask students to give more Common Nouns by giving them areas to choose from, e.g. <ul style="list-style-type: none"> • School – desk, compound • Farming – hoe, vegetables • Trading – market, stall • Home – chair, bed kitchen
8. Common Nouns	Students will consolidate the knowledge of Common Nouns.	More on Common Nouns. Contrast them with Proper Nouns	<ol style="list-style-type: none"> 1. Introduce lesson by asking students to Mention more areas of human endeavour, e.g. games, health, religion, driving, etc. 2. Write the areas on the chalkboard and call individual students to come to the c.b. and give 5 common Nouns each under each area listed. 3. Let the class read out the rows of common nouns on the c.b. 4. Finally, help students to contrast Common Nouns and Proper Nouns with definitions and examples
<p>Evaluation: 6. Let students copy the definition of Common Nouns in their Note books adding few examples.</p> <p>7. For their exercise ask students to write ten common Nouns under each area to be surveyed in their exercise books. Collect students' books and mark.</p> <p>8. Ask students to build a contrastive table of Proper and Common Nouns, and under each of the two columns write twenty examples. Collect students' exercise books and marks.</p>			

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
9. Concrete and Abstract Nouns	Students will gain a knowledge of Concrete and Abstract Nouns	Concrete and Abstract Nouns as two constructive forms of Nouns	1. Together write students define Concrete and Abstract Nouns. <ul style="list-style-type: none"> • Concrete Nouns are Nouns that are real or specific or material things, e.g. table, tail, team. • Abstract Nouns are that are general or cannot be “touched” or seen, not real or physical, e.g. anger, mind, temper, beauty, hatred. 2. Ask students to give more examples of both types. 3. Let students come forward and write their examples on the cb.
10. Concrete and Abstract Nouns.	Students will increase their knowledge of Concrete and Abstract Nouns.	More on Concrete and Abstract Nouns	1. Begin the lesson by asking students to define Concrete and Abstract Nouns. 2. Let students know and appreciate the difference between the two groups of Nouns. 3. Ask students to give more examples of each of the two.....of Nouns.
11. Concrete and Abstract Nouns	Students will consolidate their knowledge of Concrete and Abstract Nouns	Conclusion to Concrete and Abstract Nouns	1. Revise the work under Unit 9. by asking students to give examples of both Concrete and Abstract Nouns they started studying two weeks ago. 2. Ask students to mention the various types of Nouns studied so far. <ul style="list-style-type: none"> • Proper Nouns, Common Nouns and Concrete and Abstract Nouns
Evaluation 10: For their exercise ask students to give ten Concrete Nouns and Ten Abstract Nouns Collect students’ work and mark. 11. Let students correct their mistakes in the previous written exercise. 12. The areas of Grammar that have been taught this Term are Nouns, Proper Nouns, Common Nouns and Concrete and Abstract Nouns. Should it be found not feasible to evaluate these topics by themselves, it is being suggested that the topics above should be added to Language Skills and evaluated together. They could be evaluated on their own through properly constructed items which should be equally scored among themselves.			

READING: YEAR ONE (TERM 1)

General Objectives: Students will

1. Know the various skills of Reading
2. Know how to read with understanding
3. Know how to answer questions based on a passage read

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1. What is Reading	Students will have an idea of what Reading really is, and what it involves.	The art of looking at something and understanding or saying it is an important part of education There are identifiable techniques which make reading an effective art	<ol style="list-style-type: none"> 1. Introduce the subject of reading silently and aloud something you should have written on the c.b. 2. Ask students to tell you what you were doing 3. Discuss with students what reading is: <ol style="list-style-type: none"> a) Looking at something silently or saying it and understanding it. b) What it involves – looking, understanding and eye movement from left to right and up to down
2. Techniques of Reading	Students will be introduced to the Techniques of reading	The techniques of Reading: <ul style="list-style-type: none"> • Browsing • Skimming • Scanning Each in different from the other and they serve different purposes.	<ol style="list-style-type: none"> 1. Quickly revise what reading is, and the eye movements involved – left – right up – down 2. Introduce students to the techniques of Reading and define them: <ol style="list-style-type: none"> a) Browsing is turning over the pages for only the interest parts as we do with newspapers b) Skimming – reading something quickly for only the main points c) Scanning – reading something carefully for the main meaning.
Evaluation 1: Help students to practice purposeful left – right eye movement on a few sentences you have written on the board. Practice also silent reading and reading aloud of the same sentences. E.g. <ol style="list-style-type: none"> a) We live in a beautiful world b) Ghana is good c) Ghana has very many good things 			

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
2. Techniques of Reading			<ol style="list-style-type: none"> 3. With a magazine demonstrate browsing to the class 4. Next write a brief paragraph on the c.b. e.g. "There are countless things in the world. Everything has its good sides and bad sides. We should know how best to use things. Even the best things can hurt, and the worst can help". 5. Use the passage to illustrate the meaning of each of the two words. 6. Call individual students to front of class and practice browsing with the magazine, and skimming and scanning with the passage. 7. Correct students' mistakes 8. Discuss the uses of the techniques
<p>Evaluation 2: Ask students to copy the definitions of Browsing, Skimming and Scanning into their Note Books. Also let them copy the passage and use it for further practice of skimming and scanning They should use newspapers to practice browsing, looking for headlines, pictures, adverts, sports items, etc.</p>			
3. Reading Aloud	<p>Students will be made aware of what is involved in Reading Aloud.</p> <p>An they will be enabled to read meaningfully</p>	<p>Reading Aloud is a define mode of reading commonly done by people. It is worth surveying as a skill</p>	<ol style="list-style-type: none"> 1. During the first period quickly revise the techniques of Reading: 2. Introduce the lesson by asking a few students one at a time to read out a short paragraph from the c.b. 3. Then let students know that Reading Aloud is the kind of reading in which the words are rendered to people's hearing including the reader's.

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
3. Reading Aloud			4. Discuss the faculties involved: <ul style="list-style-type: none"> • Sight and its movement • Mind-concentration • Voice through mouth and lights 5. The advantage of “loudness” is the reader hears the quality of his voice, pronunciation and articulation 6. Reading a short passage from the chalkboard <ol style="list-style-type: none"> a) Drill students on the difficult words in the passage b) Let students use them in sentences c) Give students a model reading with the first few sentences from the passage d) Call successive students to read a part each of the passage. e) Correct students’ mistakes in pronunciation and phrasing.
Evaluation 3: Ask students to copy the notes on Reading Aloud together with the new and difficult words from the passage treated during the week into their Notebooks.			
4. Reading Silently	Students will be given training at Silent Reading	Silent Reading is a mode of reading that is worth cultivating. Begin with a short paragraph.	1. Tell students that silent Reading is the kind of reading in which the voice is silent. 2. Discuss its nature with students: In it the Advantage of hearing one’s voice is absent. It enhances concentration and is good in quiet environments and serious work. 3. Drill students on the pronunciation and meaning of difficult words from a passage you must have copied on the c.b.
Evaluation 4: Ask students to copy the passage and then practice Silent Reading on their own with it.			

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
5. Reading Comprehension	Student will acquire the skill of reading with understanding	Reading Comprehension with passage from class reader	<ol style="list-style-type: none"> 1. Begin the lesson by copying out on the c.b. suitable questions on the content of the appropriate passage in the class reader 2. Tell students that they should read carefully so they get the answers to the questions on the board 3. Read aloud the first paragraph of the passage as a model to the class. 4. Then call individual students to read a paragraph each of the passage. 5. Call individual students to ask a question each to be answered other children 6. Encourage others to correct their colleagues' mistakes.
6. Reading Comprehension		Students reading for answer to listed questions	<ol style="list-style-type: none"> 1. Drill students on new and difficult words in the passage from the class reader. 2. Read out any paragraph as a model for students 3. Call individual students to read sections of the passage until the entire passage is read. 4. Guide students to answer the questions on the c.b.
7. Paragraph Reading (Recall)	Students will acquire the skill for mastering the content of an average paragraph, and recall the contents of what has been read.	The appropriate passage from the class reader to be read in paragraphs each to be followed by True/False questions.	<ol style="list-style-type: none"> 1. Let students open at the correct passage for which you would already have prepared True/False questions on each paragraph. 2. Drill them on the difficult and new words on the c.b. 3. Ask students to read the passage paragraph by paragraph silently. 4. Ask students questions on each paragraph read. Students answer True or False, as the case may be.
<p>Evaluation 5: Let students copy the questions from the c.b. into their exercise books and answer them in their exercise books Collect students' exercise books and mark.</p>			

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
Evaluation 6: Students to copy and answer the questions on the chalkboard in the exercise books Collect books and mark 7. Encourage students to answer each other's questions with True/False as respond 8. Students to practice answering True/False questions on their own.			
8. Paragraph Reading (Recall)	Students will deepen their skill at recalling the content of a paragraph read and to say whether a question on it is true or false	The appropriate passage from the class reader to be read in paragraph to be followed by True/False questions on each paragraph.	<ol style="list-style-type: none"> 1. Drill students on the pronunciation and meaning of the new and difficult words in the passage. 2. Call individual students to read part of a paragraph each. 3. At the end of each paragraph, ask students true/false questions. 4. Encourage students to correct their own and others' mistakes.
9. Passage Reading and answering Objective questions on the passage	Students will receive training at answering Objective Questions on a passage each	The appropriate passage with objective questions on it from the class reader to be answered after reading	<ol style="list-style-type: none"> 1. After drill the students on the pronunciation and meanings of the new and difficult words in the passage, send the students out to read in groups under leaders. 2. Go round the groups to supervise and help them over their difficulties 3. At about $\frac{3}{4}$ through the period bring students back into the classroom and treat the objective questions with them 4. Encourage students to correct their colleagues' mistakes
Evaluation 9: Give students an exercise on answering objective multiple choice questions Copy out a short passage on the c.b. with multiple choice questions on it. Let students copy the passage and questions on it. Ask the students to do it as home work			

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
10. Passage Reading and answering Objective Questions on the Passage	Students will receive for their training at answering Objective Questions on a passage read	The appropriate passage with suitable objective questions on it from the class reader to be answered after reading	<ol style="list-style-type: none"> 1. Begin with a pronunciation and meaning drill. 2. Send students out to read in groups under Leader 3. Go round to supervise and help 4. Toward the end of the period bring students back into the classroom, and treat the objective questions with them.
11. Passage Reading and Answering Objective Questions on the Passage Read	Students will consolidate their skill at reading a passage and answering Objective Questions on it.	The appropriate passage with suitable objective questions on it to be answered after reading.	<ol style="list-style-type: none"> 1. Begin with a pronunciation and meanings drill 2. Let students to the reading in the class, by calling individual students to read a section on the paragraph each 3. Then discuss the objective questions with the students.
<p>Evaluation 9: Give students an exercise on answering objective multiple choice questions Copy out a short passage on the c.b. with multiple choice questions on it. Let students copy the passage and questions on it. Ask the students to do it as home work</p> <p>10: Help students to do their correction to the last exercise you must have.....</p> <p>11: Ask the students to answer Objective Questions in their exercise books. Collect the books at the end of the period and mark.</p> <p>12: The end product of the various reading “exercise” the students have gone through during the Term is that the student will read intelligently, Understand what they read, and be able to answer questions on what they read.</p> <p>The kind of questions the students have been exposed to during the Term are True/False and Objective Multiple Questions.</p> <p>For the Evaluation the Teacher can construct two passages. On one he/she should set True/False Questions, on the other he/she should set Objective Questions. The scoring should be the same for each item. The exercise should be done under examination conditions, and the Results recorded.</p>			

ORAL ENGLISH: YEAR ONE (TERM 1)

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1. What we hear	Students will be able to distinguish between Sound which has the potential of Meaning and Pleasantness; and Noise which disturbs our hearing and causes confusion.	<p>Sound: The stimulus which reaches our ears and has the positive effects of meaning and Pleasantness. Sound covers controlled/organized spoken words, music, the cry of some birds, etc.</p> <p>Noise: The stimulus which reaches our ears but disturbs and disorganizes us. Noise may include effusions from riotous humans, moving vehicles, machines at work, wild animals in agitation.</p>	<ol style="list-style-type: none"> 1. a) Begin by making some students read out a few sentences. Then play to the class a piece of recorded music from a cassette player. <li style="margin-left: 2em;">b) Next ask the class to beat the top of their desks as loudly as possible; then also let them act a loud jabbering with meaningless words. 2. Then define Sound and Noise 3. Let students describe the difference between sound and noise.
2. Speech	Students will be able to appreciate that value of the contributions of the Voice, Tongue (and Teeth) and Ear to Speech.	Speech is organized communication that comes from our mouths. Our voice, tongue, teeth and ear have all a part to play in speech	<ol style="list-style-type: none"> 1. Give a short passage of 3-4 lines to various students to read aloud one after the other to class 2. Discuss with class the contributions of voice, tongue, teeth, ear to speech making. Voice - Carries the sound that comes from within us through the vocal chord. Mouth - Containing teeth, lips and tongues helps to mould or reshape the sounds. Ear – Helps us to hear the quality and volume of the sounds we make. 3. Ask students to observe the action of the teeth, tongue and lips when they speak.
<p>Evaluation 1: Ask class to write out two lists of things or situations that create: Sound and a) Noise</p> <p>2: Students to practice some statements: they must carefully note how their voice, teeth, tongue, lips behave. “ The weight of the load was such that he slipped on the slippery rocks and fell.</p>			

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
3. The Alphabet	<ol style="list-style-type: none"> 1. The students will be able to know fully what the Alphabet is. 2. They will also know that every written language has its own alphabet 3. They will know the component groups of sounds that makes the alphabet. 	<p>The Alphabet</p> <p>It is made up of two classes of sounds – Consonants and Vowels</p>	<ol style="list-style-type: none"> 1. To begin with, write a few letters on the chalkboard, e.g. a, f, k. Tell students that what we call letters are merely symbols for the sounds that we use in speech. So behind the letters are their sounds. 2. Ask class to call out loud the names of the letters that make their Languages and English. 3. Tell them the bodies of letters they've called out are each called an alphabet. 4. Tell them every alphabet is made up of two groups of sounds: <ul style="list-style-type: none"> • Voiced sounds called vowels, and • Voiceless sound called consonants. 5. Write out the letters of each group of sounds
4. Pronunciation	<p>The students will acquire the skill of properly articulation diphthongs</p>	<p>Diphthongs are compound vowel sounds made by pronouncing the vowels quickly one after the other. They are an important part of the art of pronunciation in any language.</p> <p>Gliding from one sound to another is a fine skill which everyone literate in any particular language ought to have for the purposes of speaking that language.</p> <p>It is verbal/oral art as diphthongs are usually not written.</p>	<ol style="list-style-type: none"> 1. Write out the Vowels of English on the chalkboard. 2. Let students quickly read them out (short forms and long forms) 3. Then teach them that in English it is often necessary to glide from one vowel sound into another as a requirement of competence. 4. Illustrate the glide from one sound into another, e.g. <ul style="list-style-type: none"> • a – ei – in mate • e – ei – in great • a – ai in mine • o – ou in grow • a – ae – ae in make made 5. Invite students to give words that contain diphthongs 6. with the students identify the diphthongs

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
Evaluation 3: Students to write out <ul style="list-style-type: none"> • The Alphabet of English • The vowels of English • The Consonants of English • The Alphabet of any Ghanaian Language they know • Collect students exercise books and mark 			
4. Pronunciation	Students will be able to pronounce vowels correctly	<ul style="list-style-type: none"> • Vowels • The voiced sounds consist roughly of short and long sounds. They are written in only one way, but the company they keep tells us whether they are short or long sounds 	<ol style="list-style-type: none"> 1. Ask a student or two to write the English alphabet on the chalkboard. 2. Ask the whole class to pronounce the letters, giving them their basic short forms. 3. Now lengthen the sounds as you read over the vowels with class repeating after you. 4. Adopt the contrastive approach, mixing the short and long forms of the sounds.
5. Pronunciation	The students will acquire the skill of properly articulation diphthongs	<p>Diphthongs are compound vowels sounds made by pronouncing the vowels quickly one after the other. They are an important part of the art of pronunciation in any language</p> <p>Gliding from one sound to another is a fine skill which everyone literate ought to have for the purposes of speaking that language.</p> <p>It is a verbal/oral art as diphthongs are usually not written.</p>	<ol style="list-style-type: none"> 1. Write out the Vowels of English on the chalkboard. 2. Let students quickly read them out (short forms and long forms) 3. Then teach them that in English it is often necessary to glide from one vowel sound into another as a requirement of competence. 4. Illustrate the glide from one sound into another, e.g. <ul style="list-style-type: none"> • a – ei – in mate • e – ei – in great • a – ai – in mine • – ou – in grow • a – ae – ae in make, make 5. Invite students to give words that contain diphthongs 6. With the students identify the diphthongs
4: Call out short sounds and ask students to provide long forms. Then call long forms and ask students to give short forms of various vowels.			

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
6. a) Short and Long Sounds b) Digraphs	Students will be able to distinguish and long sounds. They will be able to articulate digraphs.	a) Some vowels are lengthened, while others have a short sound. It is necessary to pronounce both short and long sounds clearly. b) Also some sounds are the result of two sounds coming together. This occurs mostly in consonants, and they are very few in English. They are called Digraphs.	1. Briefly revise the short and vowels 2. Ask students to give more examples of words that contain short and long sounds 3. Write these on the chalkboard and drill students on them b) 1. Define Digraphs for students They are sounds that result after two sounds have been put together 2. Work a few examples with students • dg dz • ph j • th f • th Θ • sh § • ts ky • wh ts 3. Ask students to give more examples that they know.
7. Reading Simple Statement	Students to be given practice at reading Simple Statement	A statement is any group of words containing a meaningful thought. We must get the thought or idea in what we read or someone else says.	1. Define for students what: a) statements is 2. Give two simple statements as examples, e.g. a) I eat every day b) They ran very fast 3. Discuss the most important of each statement, i.e. the action and the <u>action/s</u>
Evaluation 6: a) Ask students to write their exercise book. Any five words containing a short vowel each Any five words containing a long vowel each b) 1. Ask students to write five words each with the digraphs 2. Collect the books and mark. 7: Students to write 10 statements of their own in their Notebooks.			

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
			<ol style="list-style-type: none"> 4. Ask students to make more statements 5. Put some of the students' statement on the chalkboard 6. Ask individual students to read them then point out the important pf each statement.
8. Reading out Simple Statement	Students will acquire a great skill at reading more statements.	A statement is not always a single line long. It can be a few lines long or even more, but it must have a clear idea.	<ol style="list-style-type: none"> 1. Briefly revise what a statement is with the students. 2. Then let the students give a few examples of statements. 3. Now out the short individual statements you have prepared, e.g. <ul style="list-style-type: none"> • "In my view the seed is the most important part of a fruit. My reason is that it is the seed that continues the life of the fruit, or even the plant that bore the fruit" • "Whoever marries and raises a family does a great to society. The reason is that he helps to organize society". 4. Let students study their statements carefully silently. 5. Then call students one after the other to read out their statements. 6. Discuss the main thought in each statement with student. 7. Collect the papers at the end of the lesson.
<p>Evaluation 8: Ask students to choose which of the statements they liked most and why. Ask students to write five statements of their own in their Note Books.</p>			

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
9. Simple Commands	Students will be able to articulate simple commands.	<p>Simple Commands Reading and Commands correctly is very necessary. It helps us to both interpret and give Commands.</p> <p>Commands are orders that are expected to be obeyed</p>	<ol style="list-style-type: none"> 1. Commands are orders that are given for something to be done or stopped. 2. Let students understand that commands are expected to be obeyed so they must be understood. 3. Discuss with class the need for commands – they create order in society, they ensure achievement; they prevent misfortune, etc. 4. Call individual students one after the other and read out some commands you have prepared. 5. Correct the student reader's force of voice, volume, and correctness of the class response.
<p>Evaluation: 1. Ask students to practice giving and obeying comma is in pairs 2. For home work let students write five simple command in their exercise books. 3. Collect students' exercise books and mark.</p>			
10. Reading out Simple Commands	Students will gain more competence at giving and responding to commands	Reading out and obeying more commands.	<ol style="list-style-type: none"> 1. Call the students one after the other to read (Formatted: Bullets and Numbering) (which you must have marked) to the class. 2. Ask the class to obey or respond to the where practicable. 3. Call students to write commands (on the cb) based on the classroom and school. 4. Ask the class to read out the command, insisting on the correct use of the voice. 5. Ask one part of the class to read the commands and the other part obey the commands.
<p>Evaluation: 1. Students to practice giving and obeying more commands pairs. 2. As home work as students to write series of five commands in their exercise books 3. Collect students work and mark.</p>			

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
11. Reading out Simple Statements and Simple Commands	Students will be able to distinguish between Simple Statements and Simple Commands.	<p>The lesson will bring together the two forms: Statements and Commands.</p> <p>Both forms require a response or reaction. In the case of the statement the result may be an enlightenment received. In the case of the command the result may be an action we would have to take.</p>	<ol style="list-style-type: none"> 1. Let students understand that they are rounding off their work on Simple Statements and Simple Commands. 2. Call individual students to come to the front and read out their work (which you have seen) alternately statements and commands. 3. As far as possible discuss the various statements – the thoughts in them, and the commands – the orders that they give.
<p>Evaluation 12: The teacher must plan an oral exercise by which he can satisfy himself/herself of the students' grasp of what has been taught under Oral English for the Term.</p> <p>The exercise should consist of items on what we hear, Speech, the Alphabet, Diphthongs, Digraphs, an equal mark of marks being given to each item.</p>			

LANGUAGE SKILLS: YEAR ONE (TERM 2)

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1. Writing a Short Paragraph	Students will be given more practice at Paragraph .Writing	Writing Paragraph on My Self.	<ol style="list-style-type: none"> 1. Briefly revise with students what the Paragraph is. 2. Then introduce the topic My Self. 3. Discuss with students the essential things that should go into a description of “My Self”. These should include Name, stature, form or level in school, likes and dislikes. 4. Call individual students one after the other to describe themselves. 5. Insist on brevity of description.
2. Writing a Short Paragraph.	Students will be given more practice at Paragraph Writing	Writing a Paragraph on “My Father”	<ol style="list-style-type: none"> 1. Discuss with students the faults that you observed in the assignment of last week. Writing more than one paragraph. Writing on more aspect than was given. 2. Discuss with students the new topic My Father. Name, age, skin colour, height, build 3. Stress the need for intimacy so that it should be easy to imagine what the fathers look like.
3. Writing a Short Paragraph	Students will gain more experience at compact, paragraph writing	Writing a Paragraph on My Mother	<ol style="list-style-type: none"> 1. Write out the leads on the chalkboard My mother Name, age, skin colour, height, build. 2. Call a few students one after the other to describe their mothers. 3. Encourage students to listen to and correct their peers’ mistakes.
<p>Evaluation 1: Set students to write their Paragraph Description on “My Self” as class work. Go round the class to help students in difficulty. Collect students’ work and mark.</p> <p>2. Let students write the exercise as homework to be brought to you for marking</p> <p>Evaluation 3: <ol style="list-style-type: none"> i. Ask students to write the paragraph essay as class work. ii. Go round the class to help students who may be in difficulty iii. Collect students’ work and mark. </p>			

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
4. Writing a Short Paragraph	Students will consolidate their skill at Paragraph Writing	Writing a Paragraph on My Family	<ol style="list-style-type: none"> 1. Write the topic on the chalkboard <ul style="list-style-type: none"> • My Family 2. Discuss with students the ideas on kinds of family that we have <ul style="list-style-type: none"> • The Nuclear Family • The Extended Family • The household <p>The Nuclear family is made of a couple and their children, usually living together.</p> <p>The Extended Family is made up of grand-parents, cousins, uncles, aunts, grand children on one or both sides of the marriage. Some of these many relations may live together but the rest may live at different places.</p> <p>The household may consist of the nuclear family, a few people from the extended family and even some total strangers.</p> 3. Tell students they are going to write on the Nuclear Family. <ul style="list-style-type: none"> • Names of Parents • Number of children in the family • The oldest and youngest children of the family • The kind of housing they are living in, and where it is
<p>Evaluation 1: Let students write the paragraph as homework.</p> <p>2. Let them bring you their exercise books class for you to mark</p>			

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
5. The Essay	Students will be introduced to what the Essay is.	The Essay: a) Various types of Essay.	<ol style="list-style-type: none"> 1. Write “Essay” on the chalkboard and ask students to say what it is. 2. After as many of the students as possible have spoken tell students “The Essay is a piece of continuous writing on a definite or given topic. It is generally written in prose and has an acceptable standard or merit. 3. Discuss the importance of <u>continuous writing, given topic, and acceptable standard.</u> 4. Now discuss the shape of the Essay: <ul style="list-style-type: none"> • It has an Introduction, the Main body, and Conclusion • Each section is made up of a number of paragraphs.
6. Essay	Students will be introduced to the Descriptive Essay	The Descriptive Essay – its main feature	<ol style="list-style-type: none"> 1. Briefly revise with students all that was learnt about the Essay last week. 2. Now introduce the Descriptive Essay. It is a kind of Essay that describes people, things and scenes. 3. Now discuss the feature of the Descriptive Essay: <ol style="list-style-type: none"> a) It gives factual observation b) Vivid presentation
7. The Essay	Students will be given more information on the Descriptive Essay.	Other features of the Descriptive Essay: a) Short sentences b) Present Tense	<ol style="list-style-type: none"> 1. Briefly revise the points made on the Descriptive Essay the previous week. 2. Now go on to teach the other features: <ol style="list-style-type: none"> a) Short sentences occasionally a few long sentences can be put in b) Present Tense is the tense generally used by occasionally the past may be used in a Descriptive Essay.
<p>Evaluation 5: Ask the students to copy the material on the Essay into their Notebook</p> <p>6: Let the students add the new material to what they already have in their Note Books on the Descriptive Essay</p> <p>7: Let the students add the new material to what they already have in their Notebooks on the Descriptive Essay</p>			

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
8. The Essay	Students will be taught how to write a Descriptive Essay.	1. Writing a short Descriptive Essay on Your School or your workshop or your saloon. Other features of the Descriptive Essay: a) Short sentences b) Present Tense	1. Remind the students of the sections of an Essay – Introduction, Main Body, Conclusion. 2. Then guide the students to describe the school or workshops on the following points orally: <ul style="list-style-type: none"> • its location • what it looks like/outward appearance • its interior decorations • rooms, tools, equipment • their uses etc. 3. Ask students to write essay the essay in their exercise books, insisting that there ought to be five paragraphs since there are five points
9. The Essay	Students will have a further opportunity at writing a Descriptive Essay.	Writing a short Descriptive Essay on A Market scene, the Zoo, the Airport.	1. Copy the following paragraph points on the chalkboard. <ul style="list-style-type: none"> • Where it is located • What it looks like/General atmosphere • The different sections • Its contents, items on display • The impressions about subject 2. Call individual students one after the other to talk about the market on the lines above.
Evaluation 8: i. Ask students write go round the class and help students in difficulty. ii. At the end of the lesson collect students’ book and mark them. 9. i. Let students write the Essay on the Market in their Exercise books at home as Homework			

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
10. The Essay	Students will know what the Narrative Essay is.	The Narrative Essay what it is: Its main feature	<ol style="list-style-type: none"> 1. Put the title Narrative Essay on the chalkboard, and tell students what it is. <ul style="list-style-type: none"> • The Narrative Essay is a kind of essay that tells a story • Its facts are subjective because they based on the writer's observation only. 2. Ask students to suggest some topics that will lend themselves to the Narrative Essay treatment. Put some of the students' topics on the chalk board.
11. The Essay	Students will gain more insight into the Writing of the Narrative Essay	The Narrative Essay: Other features	<ol style="list-style-type: none"> 1. Quickly revise what was learnt on the Narrative Essay. 2. Then go on to other features: <ul style="list-style-type: none"> • Its tense is generally the Simple Past • It generally uses the 1st and 3rd Person Singular and Plural number (I, he, she, it and we, they) It uses fairly long sentences Often it dwells on the imagination It can relax as it can Marshall funny events
<p>Evaluation12: The two main skills taught and learnt this Term are Paragraph and Essay Writing. The teacher should plan two separate two separate But closely related exercise to assess or evaluate the students' level of acquisition in each. In each set of exercises students should be given a number of topics to choose from. Scoring should be done and recorded.</p>			

GRAMMAR – YEAR 1 (TERM 2)

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1.0 Verbs	1.1.1 Define verbs 1.1.2 Give examples of verbs	1.2 Definition and identification of verbs	1.3.1 Let students know that a verb is a word that indicates an action or a state of being 1.3.2 Give examples: <ul style="list-style-type: none"> • She sings well • She is a good singer 1.3.3 Let them know a verb may form a whole sentence e.g Smile! Stop! Etc. 1.3.4 Let students give examples of verbs e.g sit, eat etc.
2.0 Verbs	2.1.1 State types of verbs 2.1.2 Use verbs in constructing sentences	2.2.1 There are three types of verbs 2.2.2 Construction of sentences	2.3.1 Students learn about the three types of verbs namely: i. Action verbs e.g: sing, dance etc. ii. Linking verbs eg: appear, seem etc. iii. Helping verbs eg: is, was etc. 2.3.2 Students construct meaningful sentences making use of verbs
3.0 Adjectives	3.1 Define and identify Adjectives	3.2 Defining Adjectives	3.3.1 Let students understand an adjective, describes a noun or pronoun e.g a <u>new</u> pen 3.3.2 Articles such as a, an, the are also adjectives 3.3.3 let students give examples of adjectives 3.3.4 Give phrases such as a tall tree, a handsome prince, a clever student etc. Make students identify adjectives in phrases given. <ul style="list-style-type: none"> • Let children know the types of adjectives including descriptive adjectives, adjectives of quantity, adjectives of distinction, adjective of interrogation, distribute adjective, possessive adjective, compound adjective. • Give examples of each type e.g descriptive adjective: good, soft, fall compound adjective: first-class, up-to-date

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES									
5.0 Comparison of Adjectives	5.1 Helping students learn adjectives in positive, comparative, superlative degrees	5.2 Comparison of Adjectives: Positive, Comparative and Superlative	5.3.1 Let students know that adjectives can be compared in three degrees: <table style="margin-left: 20px; border: none;"> <tr> <td>Positive</td> <td>Comparative</td> <td>Superlative</td> </tr> <tr> <td>Tall</td> <td>Taller</td> <td>Tallest</td> </tr> <tr> <td>Careful</td> <td>More careful</td> <td>most careful</td> </tr> </table>	Positive	Comparative	Superlative	Tall	Taller	Tallest	Careful	More careful	most careful
Positive	Comparative	Superlative										
Tall	Taller	Tallest										
Careful	More careful	most careful										
6.0 Adverbs	6.1 Define adverbs. Give examples of adverbs	6.2 Definition and identification of adverbs	6.3.1 Let students know that adverbs are words that describe verbs, adjectives and other adverbs. Adverbs also answer the questions “when?, ‘where?’ ‘how?’ to what extent’ 6.3.2 Give examples: Very quickly etc.									
7.0 Adverbs	7.1 State types of adverbs and give examples	7.2 Learning about 5 types of adverbs	7.3.1 Let students know that there are several types of adverbs, the following are included: i. Adverb of manner e.g: slowly, fast, peacefully etc. ii. Adverb of place e.g here, below etc. iii. Adverb of time e.g: now, tomorrow, last year etc iv. Adverb of degree e.g: too, very, fairly etc. v. Adverb of frequency: always sometimes, rarely etc.									
8.0 Adverbs	8.1 Discuss characteristics of Adverbs		8.3.1 Let students know adverbs have certain characteristics that make them different from the other word classes. a. Adverbs of degree describe adjectives and other adverbs e.g: quiet – (adjective) <u>very</u> quiet (degree) slowly – (adjective <u>quite</u> slowly (degree) Let students know that some adverbs are mobile and can occupy the initial, medial or final positions in sentences. E.g: i. Initial – Occasionally, Perry and Sharon eat with the President ii. Medial – Perry and Sharon occasionally eat with the President iii. Final – Perry and Sharon eat with the President occasionally									

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
			Teach students some adverbs are however, fixed and occupy permanent positions in sentences especially when they describe other adverbs and adjectives. E.g i. Abena runs <u>very</u> fast ii. The boy is <u>too</u> young to work
9.0 Articles	9.1 Students to know what articles are	9.2 Learning about article	9.3.1 Let students know about articles e.g a, an and <u>the</u> . a and an talks about anyone. <u>the</u> refers to a particular one e.g I met the man. (means the listener knows the particular man that the speaker is talking about). Let them know articles may be said to be determines
10.0 Articles	10.1 Students to use articles appropriately	Using articles	Students to be taught the use of <u>a</u> and <u>an</u> <u>E.g.</u> “A” is always used before a count noun which starts with a consonant. “An” is always used before a count noun which starts with a vowel sound Note: ‘A’ or ‘An’ can be used with only singular countable nouns E.g: a basket a man an hour an apple i. Teach the use of ‘the’ i.e. it is a definite article e.g. the boy ii. Some and any. Let students know they are most of the time used as the plural of ‘a’ and ‘an’ iii. Let students know the article is the first word in a noun phrase e.g. the fifth floor of the building a beautiful woman etc.

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
11.0 Articles	11.1 Students to know about articles in word order.	11.2 Article in word order	11.3.1 Let students know articles can have both a general meaning and a particular meaning E.g. The man keeps <u>dogs for breeding</u> . (Particular meaning) <u>Dogs</u> are man's best pets (General meaning)

GRAMMAR – YEAR 1 – TERM 3

1. Determining Direct Speech Forms	The student will be able to determine direct speech forms	Direct speech forms use of punctuation E.g. quotation marks. She said, “I am blessed!”	Engage students in conversion drills Students give examples of direct speech forms
2. Determining Indirect Speech Forms	The student will be able to determine indirect speech forms	Form of indirect speech. Use of the reporting clause: She said..... He asked.....etc.	Students dialogue converting direct speech into indirect speech and vice versa. e.g. Perry: I am blessed Sharon: Perry says he is blessed
3. Using Direct Speech Forms in Appropriate Context	The student will be able to use the forms in their appropriate context	Form of Direct Speech continued. More examples of the Direct Speech form.	Students pair and dialogue
4. Using Indirect Speech Forms in Appropriate Context	The student will be able to use the indirect speech forms in their appropriate context	Form of Indirect speech contd. Give more examples of the reporting clause	Students dialogue in groups and in pairs
5. Reporting Direct Speech Appropriately	Students will be able to report direct speech appropriately using the correct tense forms	Shift in pre-nominal forms e.g. 1 st , 2 nd , 3 rd persons etc. Backshift of tense forms e.g. She said, ‘I adore you’. She said she adore you. Backshift of adverbs e.g. now – then today – that day yesterday – the day before tomorrow – the next day	Use materials journalism and literature among others for analysis
6. Using Active Voice in Sentence Construction	Student will be able to use the active voice in sentence construction	Type of relationship that exists between the verb and its subjects. Subject in the statement as the one performing the action	Teach the active voice in sentences. Allow students to construct their own sentences using the active voice.

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
7. Using Passive Voice in Sentence Construction	Students will be able to use the passive voice in sentence construction	Predicate tells what is done to the subject. E.g. an antelope was killed by the hunter	Use sentences to teach the active voice. Students to construct their own sentences using the passive voice
8. Changing from Active to Passive Voice	Students will be able to change sentences in the active to passive	Change statements made in the active to the passive using the verb “to be”, e.g. I <u>shall buy</u> a bag (active)	Teacher guides students to change statements made in the active to the passive
9. Changing from Passive to Active Voice	Students will be able to change sentence in the passive to the active	Change statements made in the passive to the active	Teacher assists students to change statements made in the passive to the active
10. Using Correct Register	The student will be able to identify and use correctly register associated with specific fields	Define register: Vocabulary associated with specific fields. E.g. family, kinship etc.	Teacher to provide suitable passages/texts to help. Students study register of various fields
11. Using Appropriate Register to Compose Texts	The student will be able to use correct register to compose specific texts in particular fields	Vocations – Catering, Plumbing, Carpentry and Joinery etc. Register for advertising, journalism, Commerce, medical etc.	Provide texts for class analysis. Organize field trips/excursions to various places of specific professions and workshops. Encourage students to practice different registers learn

ORAL ENGLISH – YEAR 1 TERM 3

	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1.0 Vowels and Consonants	1.1 Students to articulate vowels and consonants correctly.”	1.2 .1 Vowels and consonants 1.2.2 Vowels and consonants that pose problems	1.3.1 Describe vowels and consonants. Help students to produce some vowel and consonant sounds. E.g. /i/ /e/ /b/ /t/ Let students know some vowel and consonant letters produce sounds which may sound different. E.g. ‘C’ may be /s/ ‘e’ may sound as /i:/ ‘C’ may be /k/ ‘e’ may sound as /œ/
2.0 Vowels and Consonants	2.1 Students to pronounce vowels and consonants that pose problems correctly	2.2 <u>Vowels</u> Vowel length e.g / / and / :/ as in pot and port /i/ and /i:/ as infill and feel etc	Guide students to come up with differences in vowel quantity and practice the correct sounds
3.0 Vowels and Consonants	3.1 Students to identify words that contain problem vowels and consonants	Vowels before and after /m,n/	Assist students to pronounce vowels that come before after the nasals /m,n,ŋ/ and avoid nasaling them Separate peculiar/difficult words and drills students to pronounce consonant segments and clusters
Evaluation	1. Exercises should be done on pronunciation of vowels and consonants 2. Students pronounce difficult vowels, consonants and consonant clusters 3. Put students in groups/pairs to identify words that contain problem vowels and consonants		

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
4. Vowels and Constants	Students to identify words that contain silent letters at initial medial and final positions	Silent letters i) Initial letters not pronounced: Psychology, knee. Hour etc. ii) Medial letters not pronounced: nestle, cou <u>l</u> d, shou <u>l</u> d etc. iii) Final letters not pronounced; e.g. lamb, thumb etc.	Put students in pairs/groups to identify words that contain silent letters at initial, medial and final positions. Help students to pronounce such words correctly
5. Intonation	Students to identify the two basic tunes and make out meaning produced by each of the two	The two basic tones: <ul style="list-style-type: none"> • Falling intonation • Rising intonation 	Guide students to know the two basic tunes 1&2. E.g for example tune one is used in statements eg(i): He came. Command e.g: Stand up. Stop doing that. Get out etc. Tune two could be used in questions. E.g Are you the new English teacher? etc.
4-Evaluation: Students pronounce such words correctly and give more examples of their own Students give examples (oral) using the appropriate intonation			

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UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
6.0 Intonation	Student's to use tunes appropriately in speech	Use questions that begin with who, what, how, why etc. E.g. Who came here? Use exclamation	Assist students to give sentences, commands, questions and exclamations. Let them show differences between the two tunes. Help them by giving them words to break into syllabus with correct stress.
7.0 The Syllable and Word Stress	Students to identify syllables and pronounce words with correct stress	Identifying syllable(s) in words.	Teach students to break polysyllabic words into syllables. Let them know that the vowel usually determines the syllable break e.g /um/bre/lla /tea/cher/ etc.
8.0 The Syllable and Word Stress	Students to identify change in stress as identical words change their grammatical functions	Change in stress of identical words that change their grammatical functions. E.g produce – pro'duce comment – co'mment import – im'port etc.	Help students identify and practice pronouncing identical words that change their grammatical functions correctly. Drill students in correct pronunciation of one to five syllabic words in which the function changes correctly.
9.0 Conversation	Student to talk about objects and describe people	Conversation about people and objects	Guide students in describing important personalities in city/town/village. E.g Municipal Chief Executive, other political heads, GES heads etc. They should also talk about missing people, missing objects and articles.
10.0 Conversation	Students to describe occasions and festivals	Memorable events like independence Day Anniversary, Local festivals etc.	Lead students to talk about memorable occasions in their localities. Stress and intonation should be checked among other errors.
11.0 Conversation	Students to give accurate directions	Giving directions by using distance and draw directions by using street names and numbers (where applicable), house numbers, landmarks etc.	Students to give directions using the following examples: From the house to school; from school to the market; etc. Also, guide students to use expressions like; twenty-minute walk; after the first junction; the 4 th Street, Patrice Lumumba Street
<p>10. Evaluation: 9. Let them observe good stress and intonation</p> <p>10. Encourage students to ask questions as lesson goes on</p> <p>11. Students draw direction from their school to the hospital using landmark and directional arrows; street numbers; house numbers etc.</p>			

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READING: YEAR 1 (TERM 3)

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1.0 Reading Passages and Discussing the Context	1.1 Student's skills at fluency and discussing context	1.2 A suitable passage adapted for the purpose	1.3.1 List unfamiliar words and expressions on chalkboard 1.3.2 Let students read aloud the unfamiliar terms listed 1.3.3 Help students understand the meaning of terms 1.3.4 Ask students based on the understanding of passage read 1.3.5 Invite students to ask questions and offer answers
2.0 Reading Passages and Discussing Context	2.1 Students' fluency and discussions being enhanced	2.2 A suitable chosen for the exercise	2.3.1 Invite students to read passage one at a time 2.3.2 Ask questions to determine students understanding of passage 2.3.3 Invite students to comment on context 2.3.4 Help students get full meaning of unfamiliar terms used
3.0 Reading Passages and Discussing Context	3.1 Students get more involved in discussions pertaining to passage	3.2 A suitable passage adapted for the purpose	3.3.1 List unfamiliar words/expressions on chalkboard. 3.3.2 Let students read aloud the terms on chalkboard 3.3.3 Help students understand the meaning and usage of terms listed 3.3.4 Involve students in question – answer activity
4.0 Reading and Finding Meaning of Words/expressions	4.1 Students will acquire skills of reading fluently and finding meanings of words	4.2 A passage to be read as a training material	4.3.1 Ask students to read chosen passage silently 4.3.2 List unfamiliar words and expression on chalkboard 4.3.3 Take students through pronunciation of words on the chalkboard 4.3.4 Ask students to make available dictionaries 4.3.5 Call individual students to lookup a word at a time from dictionary.

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
5.0 Reading and Finding Meaning of Words	5.1 Students will acquire skills of reading and finding meanings of expressions in context	5.2 A suitable passage with expression on it selected as training material	5.3.1 Write unfamiliar expressions on chalkboard 5.3.2 Let students read aloud the unfamiliar expression on chalkboard 5.3.3 Teach students the meaning of the expressions in relation to their usage in passage 5.3.4 Let students copy expression and meanings into their notebooks. 5.3.5 Encourage students to use some of these expressions in sentences of their own.
6.0 Reading and Finding Meaning of Words	6.1 Students' skill at reading and finding meanings of words/expressions will be strengthened	6.2 A suitable passage selected as a training material	6.3.1 Drill students on unfamiliar words from previous reading 6.3.2 Ask students to read passage aloud one at a time 6.3.3 Invite students to point out expressions or words unfamiliar to them 6.3.4 Help students work the meanings of such words
7.0 Reading to Derive Information	7.1 Students will learn to read fluently while looking for information	7.2 A suitable passage selected as a training material	7.3.1 Select suitable texts e.g passages from course books, stories, newspapers. 7.3.2 Students read texts silently noting down difficult words and expression 7.3.3 Ask students question on passage to determine their understanding 7.3.4 Students answer various type of question to determine information derived from passage
8.0 Reading to Understand and Answer Derivative Question	8.1 Students will be able to answer inferential and derivative question	8.2 Making inferences and predictions from texts read.	8.3.1 Through teacher prepared questions, students, to provide answers to show understanding of texts read. 8.3.2 Guide students to derive answers from text 8.3.3 Guide students to make further inferences from text
9.0 Reading Compression	9.1 The student will be able to read about facts and ideas in passages	9.2 A suitable passage selected as a training material	9.3.1 Select suitable texts from magazines, literature texts

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
			9.3.2 Assist students to discuss the meaning of unfamiliar expressions 9.3.3 Guide students to make use of the dictionary 9.3.4 Students answer questions on text (orally)
10.0 Reading Comprehension	10.1 The students will be able to read silently with understanding	10.2 Reading for meaning	10.3.1 Ask questions to obtain information on students' background knowledge of text. 10.3.2 Discuss title and/or picture accompanying passage 10.3.3 Write question on text hand read on chalkboard for students to understand one at a time
11.0 Reading Compression	11.1 The student will be able to read with full understanding of text	11.2 Reading for meaning	11.3.1 Copy a list of difficult words or expressions on chalkboard 11.3.2 Assist students to understand the meaning of such expressions/words 11.3.3 Give predictive exercises through speculative questions 11.3.4 Invite students to offer similar speculative questions and follow up with answers
12. Evaluation	The teacher could create a passage of the same level of difficulty as those used for training the Term The Questions on the passage should cut across the spectrum. The marks allocated to each question should be consistent with those used throughout the exercise. Students' scorings should be recorded.		

LANGUAGE SKILLS (YEAR 1 – TERM 3)

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1. The Essay	The student will be able to learn to Write a Narrative Essay	Writing a short narrative on “The Story my grandmother told me”	<ol style="list-style-type: none"> 1. The Teacher goes over the features of Narrative Essay with students 2. Guide students to give an account of a short story 3. Let students understand such a story could be an imaginative one 4. Ask students to write the essay in their exercise books paying attention to tense forms and sequence of the story
2. The Essay	The student will be able to learn further to write a narrative essay	Writing a short narrative on a visit to a place of interest e.g. the Zoo, the Airport	<ol style="list-style-type: none"> 1. Put the topic on the cb 2. Guide students to understand and mention places of interest or tourists attraction 3. Let students know the appropriate tense for such a narrative 4. Ask students to write the essay in their exercise books
3. The Essay	The student will have the opportunity of writing a narrative in detail	Writing a short story that illustrates a saying or a quote “I wish I did not spend the holidays with my aunt”	<ol style="list-style-type: none"> 1. Let students understand the meaning or interpretation of the saying or quote 2. Let students understand the feeling of spending time with a relative who turns out to be unfriendly or unsupportive 3. Let students visualize the unfair treatment; the injustice etc. 4. Let students write the essay in their exercise books
4. Letter-Writing	Students will learn to correspond through letter-writing	The essentials of good letter	<ol style="list-style-type: none"> 1. Let students know the essentials of a good letter <ol style="list-style-type: none"> a) Using the proper form of letter b) Making the letter clear c) Making the letter attractive d) Correct use of grammar, punctuation, spelling e) Being oneself or natural
5. Letter-Writing	Students will learn more about corresponding through letter-writing	Kinds of letters	<ol style="list-style-type: none"> 1. Letters are of various kinds, but classified under Informal & Formal 2. Each kind has its style and form of general arrangement 3. Requisites of good letters <ol style="list-style-type: none"> a) Clearness of expression b) Accuracy c) Correct Spelling & Punctuation d) Neatness of Execution

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
6. Informal Letters	<ul style="list-style-type: none"> Identify the features of a friendly letter Write down the features of a friendly letter. 	Informal letters are letters exchanged by friends and relations	1. Teach features of Informal letters i.e. <ul style="list-style-type: none"> Sender's address Date Salutation Body (Introduction, development) Subscription Sender's name (first name)
7. Informal Letters	Students will write appropriate address for a friendly letters. Write appropriate date for a friendly letter and identify the various forms of salutation used	The different kinds of addresses, dates and salutation	1. Address could be slanted for written in a straight form E.g:
8. Informal Letters (Format)		Punctuation Date Salutation	E.g . Bibini Vocational School P.O. Box 23 Accra 6 th March 2009 Bibini Vocational School P.O. Box 23 Accra 6 th March 2009 Let them know an address can be punctuated or left without punctuation marks. NB: Due to human error and forgetfulness part of the address may be punctuated whereas part may not, making it wrong. It is therefore advisable to punctuate everything and be free. The date always falls in line with the first letter of the address The salutation of a friendly letter could be: Dear Joe, Hi Pat, Hello Frank, My dear Perry among others.
9. Informal Letters	Identify what is contained in	Write friendly letter based on the	1. Some conventions of the friendly letter are: asking about

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	the body of a friendly letter. Write a friendly letter appropriate in style and contact	demand of the question while observing the conventions	your Friend's health <ul style="list-style-type: none"> • An apology for not writing earlier • The use of contractions and jargons Teach them how to write the subscription. E.g. Your friend, Your ever, Yours sincerely
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UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
10. Formal Letters	Students will list the features of a formal letter	Formal letters are official letters or business letters. They include letters to newspapers, application letters, business firms, public officials	<ul style="list-style-type: none"> • Let them know a formal letter should have the sender's and the recipient's address E.g Kwasarb Vocational School P.O. box 18 Tema 15 th July, 2009 The Personnel Manager Obah Consult Limited P.O. Box 44 Kumasi
11. Formal Letters	Students will appropriate formal letters	Observe the essential of formal letters	Teach the features Tell them how to write the salutation e.g Dear Sir/Madam etc. The letter should have a heading or title <ol style="list-style-type: none"> 1. Observe courtesy 2. Conciseness 3. Brevity 4. Relevance 5. Grammatical Accuracy and Good style
Evaluation	The topics that have been covered above are the Narrative Essay, Informal and Formal Letter – Writing The Evaluation could consist of items on the various aspects of the major topics only. However, proper scoring should be done for the items in question.		

YEAR TWO**LANGUAGE SKILLS - YEAR 2 – TERM 1**

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1.0 The Sentence	1.1 Student will be able to define the sentence	1.2 Definition of the sentence	1.3.1 Assist students to understand and define the sentence in the study of grammar 1.3.2 A sentence is a group of related words that has a subject and predicate and makes a complete thought 1.3.3 Assist students to analyze the definition given 1.3.4 Let students give e.gs of their own based on the module
2.0 Elements of the Sentence	2.1 Students will be able to learn about the elements of the sentence	2.2 The elements of the sentence consists of its units	2.3.1 List the five units of a typical sentence e.g. subject, verb, object, adverbial, complement. 2.3.2 Assist students to understand the named units of a sentence
3.0 Paragraph Writing	3.1 Students will be able to learn about paragraphs and the kinds	3.2 Paragraphs: Kinds	3.3.1 Let students understand paragraph is group of related sentences pertaining closely to one central idea 3.3.2 The central idea of a paragraph is the topic sentence 3.3.3 List the four different types of paragraph. i. Descriptive Paragraph ii. Narrative “ iii. Explanatory “ iv. Persuasive “ Help students understand each of these by giving examples
4.0 Paragraph Writing	4.1 Students will be able to write paragraphs	4.2 Guidelines to paragraph writing	4.3.1 Let students understand that a good paragraph demands proper arrangement of the sentences. 4.2.2 There should always be a topic sentence preferably at the beginning of the paragraph 4.2.3 The purpose of the writer should be indicated 4.2.4 The paragraph should contain reasons relevant and logical.

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UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
5.0 Kinds of Paragraph	5.1 Students will be able to distinguish and use different kinds of paragraphs	5.2 Narrative and descriptive paragraphs	5.3.1 Narrative paragraphs gives an account of event or incident 5.2.2 The topic sentence should tell what the story is about 5.2.3 The paragraph should guide the reader through series of events without confusing 5.2.4 Adding dialogue can make story more interesting 5.2.5 List the details observed 5.2.6 Arrange details in order and easy to follow
6.0 Kinds of Paragraphs	6.1 Students will be able to distinguish and use different kinds of paragraphs	6.2 Explanatory and persuasive paragraphs	6.3.1 Provide general information that the reader must know 6.3.2 Make mention of items, tools, ingredients or other materials needed 6.3.3 Explanation should be organized in step by step order 6.3.4 Let the reader know the end result of explanation 6.3.5 For persuasiveness, convince the reader that your opinion and reasons are correct 6.3.6 The topic sentence states on issues and offers an opinion 6.3.7 The detailed sentences presents reasons for the opinion
7.0 Narrative Essay	7.1 Students will be able to compose Narrative essays	7.2 Composition of narratives and short stories using appropriate narrative techniques	7.3.1 Let students learn that a narrative essay is an account of an event or incident that has taken place 7.3.2 The report must be in past, past continuous and past perfect tenses E.g i. I went ii. I was going iii. I had eaten

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UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
8.0 Narrative Essay	8.1 Students will be able to learn the essential points pertaining to composing Narrative Essays	8.2 Composition of narrative and short stories using appropriate narrative techniques	8.3.1 Let students understand a narrative essay has: i. Introduction – when and where the event took place, the cause of the event or the purpose of the event. ii. Body – the vent itself (written in paragraphs) iii. Chronology – relate the events in the report or account according to how they happened iv. Tense – Mostly past, past continuous and past perfect tenses v. Conclusion - Expression of the student’s feeling vi. Let students write Narrative essay on a topic composed by the teacher.
9.0 Short stories and Narratives	9.1 Students will be able to orally compose interesting and lively short stories	9.2 Composition of Narratives and short stories using appropriate narrative techniques	9.3.1 Narrating events or activities of the day, week etc. 9.3.2 Group work on writing short stories 9.3.3 Critique some stories
10.0 Short Stories and Narratives	10.1 Students will be able to compose short stories reflecting moral values	10.2 Composition of short stories based on a story about: tolerance cooperation, obedience etc.	10.3.1 Help students narrate events or activities of a week or month 10.3.2 Pair work on writing short stories 10.3.3 Analyze some stories 10.3.4 Let students write a short story on any moral value
11.0 Narratives	11.1 Students will be able to write episodes and events in vivid language	11.2 Chronological coherence – Narrating events in time sequence	11.3.1 Let students draft individual stories and narratives. 11.3.2 See content for aspect of grammar 11.3.3 Let students arrange jumbled work into logical narrative 11.3.4 Focus on concord and appropriate register e.g. linking devices.

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YEAR TWO – ORAL ENGLISH (TERM ONE)

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1. Pure Vowels	The student will be able to identify pure vowels	Identification of Pure Vowels	1. Teacher provides model pronunciation i) as in see, field, eel a:) as in psalm, harm i) “ “ hit, lift, kick 2) “ “ got, rot e) “ “ let, we, pet (“ “ call, door œ) “ “ mat, ran, bad () “ “ could, look () “ “ food, wood
2. Pure Vowels	The student will be able to identify pure diphthongs	Identification of diphthongs	i) Teacher provides mode pronunciation ii) Teacher makes use of list above
3. Oral Drills	The student will be able to practice oral drills	Drilling orally vowels and diphthongs	1. Organise students in groups 2. Let students read aloud vowels for practice 3. Let students practice diphthongs
4. Practicals	The student will be able to partake in practical exercise	Practical drills	1. Let students listen to tapes and internet software programmes on linguistics 2. Let students repeat after the model pronunciation drill
5. Practicals	The student will be able to listen as part of practical exercise	Drills in listening (Practicals)	1. Let students listen to series of English Language programmes on radio or TV news 2. Encourage students to observe the vowels and diphthongs as pronounced by new readers
6. Producing Diphthongs	The student will be able to identify diphthongs and produce them correctly	Producing Diphthongs correctly	1. Look out for non-standards sounds resulting from first language interference 2. (ei) – wait (weit) (əu) – gold (gəuld) (ai) – why (wai) (au) – town – (taun) (i) - boy – (b i) () - year (jiə) () – hair () () – sure ()

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
7. Vowel Segment	The student will be able to contrast sounds	Contrasts in qualities of vowels and diphthongs	1. Use charts to draw attention to vowel contrast 2. Pair students for practice in pronunciation 2. seat; sit (I; ;)) Bell; bail (e) (ei) Cut; cart (^) h :t)
8. Details and contrast	The student will be able to notice differences in changes from vowel quality	Determining meaning difference resulting from changes in vowel quality	1. Students identify meaning of pair words in context 2. i. Here's the pot; There is the pot ii. I can't pull the door open. The ball fell in a pool iii. They have ran very fast. The boy came here
9. Details and contrasts	The student will be able to identify and produce consonants	Contrasts in qualities of vowels and diphthongs	1. Use charts in context to draw attention vowel contrasts in words 2. Pair students for practice in pronunciation
10. Consonant Segments	The student will be able to distinguish between voiced and voiceless consonants	Distinguishing voiced and voiceless consonants	1. Make use of charts in context to draw attention to voiceless and voiced consonants 2. <u>Voiceless</u> <u>Voiced</u> (p) (b) (t) (d) (k) (g) (ts) (dz) (f) (v) (s) (z) (ʃ) (ʒ)
11. Consonant Segments	The student will be able to pronounce consonants in words and in sentences	Using consonants discriminately in words and in sentences	1. Make use of charts in content to draw attention to consonants in words. 2. i. bit, pit ii. seal, zeal iii. The goat fell into the iv. Joe ate a <u>bit</u>

YEAR TWO – GRAMMAR – TERM 1

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1.0 Part of Speech: Preposition	1.1. The student will be able to know the different function preposition and give examples in sentence	1.2. Prepositions: Words used to indicate place, position and direction	1.3.1 Assist students to know the different function of preposition 1.3.2 Prepositions indicating position: e.g above, at, below, beside etc. 1.3.3 Prepositions indicating place: e.g along, from, in, etc. 1.3.4 Prepositions indicating direction e.g towards, to, out of etc 1.3.5 Preposition indicating time: e.g, when between, during, from etc. 1.3.6 Preposition indicating reasons/causes: e.g because, for, as a result of, of account of etc.
2.0 Pronouns	2.1. The student will be able to know what pronouns as well as their kinds	2.2 Pronouns: Words used to replace Nouns	2.3.1. Assist students to know that pronouns are words used to replace Nouns, especially to avoid repeating the nouns 2.3.2. i. Personal Pronouns: Refer to Nouns they replace e.g I, you, He, She, It etc. ii. Personal Pronouns have a different form when they are in Subjective, Objective and Possessive cases iii. Pronoun as the subject of sentence e.g <u>She</u> is a nurse iv. Pronoun as the object of the verb. The nation honoured <u>him</u> . v. Pronouns as possessive case. The pen is <u>yours</u> . vi. Pronoun as in the reflexive case. I did the work <u>myself</u> .

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UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
3.0. Conjunction	3.1. The student will be able to state the different types of conjunctions and their usage	3.2. Conjunction are basically used to separate words and to join sentences	3.3.1 Teach students conjunction are to join two independent ideas that are related. 3.3.2 They are used to separate words in a list 3.3.3 There are different kinds e.g co-ordinating conjunctions, subordinating conjunctions and correlative conjunction
4.0 Articles	4.1 The student will be able to use articles correctly in spoken and written language	4.2. Articles are also known as determiners	4.3.1 Article makes a noun specific or general: <u>The</u> man is a thief. <u>A</u> pen is on the table 4.3.2 An article indicates quantity: <u>Many</u> students are waiting outside 4.3.3 Article indicates possessive. This is <u>my</u> box.
5.0 Subject-Verb Agreement	5.1 The student will be able to match the correct verb form with its subject in person and number	5.2 Subject-Verb Agreement involves matching the correct verb form with its subject.	5.3.1 Teach students the meaning of concord 5.3.2 Let students know number in grammar may apply to nouns, pronouns and verbs 5.3.3 Students to learn that when the subject in a sentence in singular the verb should also be singular e.g He <u>plays</u> football. 5.3.4 When the subject is plural the verb should also be plural e.g <u>They</u> play football.
6.0 Subject-Verb Agreement	6.1 The student will be able to match the correct verb form with its subject.	6.2 Singular subjects joined by or/nor take singular verb	6.3.1 Let students know that when a singular subject and a plural subject are joined by or/nor the verb agrees with the second subject close to it. 6.3.2 Either Kofi or the teachers <u>are right</u> 6.3.3 A singular and a plural subject joined by “with”, or “no less than” takes a singular verb. E.g The girl with her parents is here.
7.0 Subject-Verb Agreement	7.1 The student will be able to match the correct verb form with its subject	7.2 Matching the Verb Form with the Subject	7.3.1 Teach students that a collective noun can take either the singular or plural verb. E.g The team <u>is</u> on the field. The team <u>are</u> having their bath 7.3.2 Let students know expressions such each of one of, neither of, everyone of, not one of, should all be followed by verb in the singular form.

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
			7.3.3 Also words like each, every, none, anybody, nobody should be followed by verbs in singular form. 7.3.4 Put students/pairs and let them identify and analyze subject-verb agreement in given passages.
8.0 Auxiliary Verbs (Modals)	8.1 The student will be able to identify modals	8.2 Auxiliary help to express ability, necessity Modals: can, may. Need to, ought to	8.3.1 Teacher provides sentences which have modals 8.3.2 Teachers guides students to identify the modals of ability and necessity e.g Ability: She <u>can</u> dance Necessity: We <u>must</u> finish the work today 8.3.3 Teacher to produce the list of auxiliaries 8.3.4 Discuss given examples
9.0 Auxiliary Verbs	9.1 The students will be able to identify modals and their various uses in context	9.2 Modals verbs help to express probability and obligation. Modals: Will, need, would	9.3.1 Teacher provides a list of examples of modals that express probability and obligation e.g Probability: We <u>may</u> win the match Obligation: We <u>ought</u> to finish the work 9.3.2 Students give examples of sentences with auxiliaries and show the type used i.e ability, necessity, probability or obligation
10.0 Modals	10.1 The student will be able to use auxiliary verbs correctly in speech and written form	10.2 Uses of auxiliary verbs: They may also be used to express polite requests and permission	10.3.1 Assist students or practice using modals in speech to express ability, probability, necessity and obligation 10.3.2 Draw attention to the tense forms and their uses. Can – could May – might Will – would e.g Polite requests: Can I borrow your pen? May I see you now? Permission: You may sit down You may use my phone
11.0 Modals		11.2 Uses of auxiliary verbs: Modals may also be used to express absence of obligation	11.3.1 Teacher introduces and illustrates absence of obligation and impossibility. E.g Absence of obligation. You <u>needn't</u> eat so fast

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		and impossibility	Impossibility: We <u>can't</u> leave here today 11.3.2 Assist students individually to use auxiliaries for absence of obligation and volition 11.3.3 Guide students in pairs to write short dialogues using modals. 11.3.4 Explain "need to" as a modal 11.3.5 Guide students on the use of contracted form in modals
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YEAR TWO

YEAR 2 – TERM 2 - LANGUAGE SKILLS

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1. Descriptive Essay	Students will be able to compose a descriptive essay orally	Composition of the descriptive essay	<ol style="list-style-type: none"> 1. The descriptive essay is about describing a person, a thing or a place. 2. Use objects or pictures 3. Let students compose short descriptive sentences orally 4. Help students use descriptive and colourful expressions 5. Let students give brief descriptions about a journey to a town life in the school or village
2. Descriptive Writing	The student will be able to compose Descriptive essay considering essential points to note	Use descriptive and colourful expressions	<ol style="list-style-type: none"> 1. Let students know there should be a fitting introduction 2. The body is written in paragraphs 3. The approach include describing from general points and proceeding to details 4. It is advisable to use a good number of adjectives to make the description vivid and interesting 5. There should be a vivid composition
3. Descriptive Writing	The student will be able to write descriptive essay	Use locative or spatial expressions e.g beyond the river, on the roof etc.	<ol style="list-style-type: none"> 1. Organize field trips and get students to describe the things they saw. 2. Consider concord and idiomatic expressions 3. Use appropriate tense forms and adjectives

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
4. Expository Essay	Students will be able to understand the expository or explanatory process in essay writing	Composition of the explanatory essay	<ol style="list-style-type: none"> 1. Let students know the expository essay is to show how something is made/done, how it is started and finished 2. Break – topic into sub-headings using interrogatives. E.g: On basket making, let students, know: <ol style="list-style-type: none"> a. What is a basket b. What material is used to make it c) How is the material prepared for making it? d) How is the basket woven? e) What are its uses?
5. Expository Essay	Student will be able to compose an explanatory essay	Composition of the explanatory essay	<ol style="list-style-type: none"> 1. Let students know explanatory essays provide general information. 2. The teacher should know what the explanation is about 3. The explanation should be organised in a step by step order.
6. Expository Essay	The student will be able to describe processes clearly using appropriate vocabulary and structures	Describing processes	<ol style="list-style-type: none"> 1. Select a process and discuss with students 2. In groups, students choose and discuss specific processes 3. Students write descriptions and read to class 4. Discuss group presentations with whole class
7. Expository Essay	The student will be able to give clear directions to specific places	Giving oral or written directions for the guidance of strangers to locate specific places in towns, cities, school compounds etc.	<ol style="list-style-type: none"> 1. Give class a set of written directions to follow 2. Discuss the directions and point out the specific features 3. Help students with language use E.g Passive/Active forms, simple present, judicious use of adverbs and short sentences
8. Argumentative Essay	The student will be able to compose on argumentative essay	Setting forth the opinions of the students on some subjects and supporting them by arguments	<ol style="list-style-type: none"> 1. Assist students develop the thinking power and learn to acquire familiarity with the facts of a case 2. Let students decide how they will end their essay even before they begin it 3. Let students know to be consistent in their argument 4. Help them understand they need equally to be fair and sincere 5. Involve students in group discussions before assigning them a task

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UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
9. Writing Simple Argument	The student will be able to write arguments for or against motions	Writing Arguments for or against motions	<ol style="list-style-type: none"> 1. Put students in groups and let them write a dialogue involving 3 persons 2. Discuss involvement of argumentative issues or topics 3. Guide students to work individually or arguments for or against a preposition agreed on by the class
10. Writing Simple Argumentative Essays	Students will be able to write arguments for or against motions	Characteristics of arguments stating positions	<ol style="list-style-type: none"> 1. Guide students to choose positions 2. Let them advance reasons in support of their positions 3. Divide class into two 4. Assist them to choose a topic for discussions
11. Writing Simple Argumentative	Students will be able to write arguments for or against motions	Characteristics of arguments: Developing logical arguments and concluding the argument	<ol style="list-style-type: none"> 1. Let student take a stand 2. Ask student groups to write out is argument for presentation in class 3. Discuss some of the arguments with class 4. Point out mistakes if any

ORAL ENGLISH - YEAR TWO – TERM TWO

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1. Consonant Clusters	The student will be able to determine syllable initial structure	Syllable initial clusters	1. Make lists of words with syllable initial clusters 2. CV → top CCV → stop CCCV → strive 3. Let students give more examples
2. Consonant Clusters	The student will be able to determine syllable final structure	Syllable final clusters	1. Make lists of words with syllable final clusters 2.C → topCC → postCCC → bumps ...CCCC → attempts 3. Let students give more examples
3. Consonant Clusters	The student will be able to pronounce initial correctly	Pronouncing syllable initial	1. Provide list of words with syllable initial in consonant clusters 2. Guide students to pronounce easy clearly and correctly
4. Consonant Clusters	The student will be able to pronounce syllable final correctly	Pronouncing syllable final	1. Make list of words with syllable final on cb 2. Guide students to pronounce each distinctly 3. Drill students on further pronunciation
5. Consonant Clusters	The student will be able to compare and contrast with a clusters in a Ghanaian Language	Comparing and contrasting with clusters	1. Identify problem areas in initial and final clusters 2. Dropping some consonants in the cluster “pos” instead of “post” “firs” instead of first”
6. Consonant Clusters	The student will be able to understand the practice dropping some consonants	Dropping consonants	1. Give more examples of the dropping of some consonants as illustrated above 2. “hol” instead of “hold” “sit” instead of “sit”

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
7. Consonant Clusters	The student will learn how the position of consonants is interchanged	Interchanging position of consonants	<ol style="list-style-type: none"> 1. Guide students to practice dropping consonants 2. Let students understand that there is interchanging of position of consonants 3. “desk” instead of “desk” “milk” “ “ “milk”
8. Consonant Clusters	The students will be able to learn about inserting vowels in consonants	Inserting vowels in consonants	<ol style="list-style-type: none"> 1. Guide students to understand that sometimes vowels are inserted into the cluster 2. “Milik” instead of “milk” “filim” instead of “film”
9. Mono Syllabic Words	The student will be able to stress the mono syllabic words to distinguish nouns and verbs	Stressing the mono syllabic words	<ol style="list-style-type: none"> 1. Lead students to identify mono-syllabic words 2. Drill students on pronunciation of mono- syllabic words 3. Student look for more examples of mono- syllabic words from dictionaries
10. Mono Syllabic Words	The student will be able to stress di-syllabic words	Stressing disyllabic words	<ol style="list-style-type: none"> 1. Lead students to identify disyllabic words 2. Let students know disyllabic words change stress to indicate noun or verb 3. 1st syllable in nouns 2nd syllable in Verbs ‘mandate man’d ate ‘convert con’ve rt ‘import im’port
11. Mono Syllabic Words	The student will be able to determine stress of foreign or borrowed words	Some foreign words retain foreign stress	<ol style="list-style-type: none"> 1. Draw attention to the fact that some words borrowed into English retain their foreign stress pattern 2. Example – coup d’état 3. Let students work in groups and practice pronouncing words correctly

GRAMMAR YEAR – TERM 2

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1. Phrases	The student will be able to identify phrases used in context	Identify and explain phrase	<ol style="list-style-type: none"> 1. Teacher provides sentences/passage 2. Show to students and explain the phrases in them 3. Allow students to give examples of phrases. E.g the mad man 4. Let them know a phrase is a group of words that can be represented by one word. E.g in the church. Can be represented by <u>church</u>.
2. Phrases	The student will be able to identify types of phrases in content	Types of phrases	<ol style="list-style-type: none"> 1. Guide students to identify types of phrases in given sentences. E.g A noun phrase – can be represented by a noun/pronoun. E.g <u>the short man</u> is my friend. man is noun. <u>the short man</u> is a noun phrase which can be represented by <u>man</u>. 2. A verb phrase can be represented by a verb e.g is going 3. An adjective phrase (adjectival) can be represented by an adjective E.g very beautiful etc. 4. Help students to learn that the word class of the word that can replace the phrase determines the type of phrase
3. Phrases	The student will be able to identify more types of phrases in context	Adverb phrase and prepositional phrase	<ol style="list-style-type: none"> 1. Teach the adverb phrase 2. The adverb phrase can be represented by an adverb. E.g Pat eats very fast. <u>fast</u> – is an adverb; <u>very fast</u> – is an adverb phrase. 3. Prepositional phrase should be taught by the teacher 4. The prepositional phrase can be represented by a prepositions. E.g Frank is <u>in the room</u> <u>in the room</u> – is a prepositional phrase

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
4. Phrases	The student will be able to use phrase appropriately in speech and in writing	Appropriate phrases to be used	<ol style="list-style-type: none"> 1. Assist students to give examples of sentences and underline and determine the types of phrases in them 2. Help students to write and underline the phrase in them
5. Clauses	The student will be able to identify clauses in context	Definition and identification of clause(s)	<ol style="list-style-type: none"> 1. Let students learn that a clause is a group of words containing a verb. The group of words may be completed on its own or may be a part of a sentence e.g. She is my mother 2. Let them read a passage 3. Help students identify simple sentences 4. Use the passages to help students learn that some clauses are simple sentences while others are parts of sentences
6. Clauses	The student will be able to differentiate between main clauses and subordinate clauses	Differentiate between main clauses and subordinate clauses	<ol style="list-style-type: none"> 1. Guide students to give examples of clauses that are complete in themselves and some that are parts of a sentence 2. Help them make related sentences and combine them. E.g This is the man He gave me money <u>This is the man, who gave me money</u> main clause subordinate clause <p>Use the above example to show that the sentence can be broken into two: main clause and subordinate clause</p>
7. Clauses	The student will be able to use clauses correctly in speech and in writing	Main clauses are complete/simple sentences, the subordinate clauses are not.	<ol style="list-style-type: none"> 1. Teacher provides sentences for students to indicate the main clauses and subordinate clauses in the sentences 2. Teacher to let students give examples of sentences and indicate the main and subordinate clauses 3. Students make sentences containing main and subordinate clauses 4. Students identify main and subordinate clause by underlining them in the sentences they have formed

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
			3. Discuss students' sentences and point out errors and help correct them. 4. Teacher to give a lot of example

LANGUAGE SKILLS – YEAR TWO – TERM 3

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1. Articles for Publication	Student will be able to write articles for publication in class/school magazine	Writing articles on issues for publication	1. Read sample articles from magazines to students 2. Discuss features of the article 3. Invite students to give examples of articles they know 4. Select topic of interest and involve students in discussing it
2. Article for Publication	Students will be able to write articles for local newspapers and magazines	Features of articles: Heading, name of writer etc.	1. Select a topic of interest 2. Discuss the topic with students 3. Guide students to plan and write an article on the topic in small groups 4. Go over work with students, pointing out and correcting mistakes
3. Articles for Publication	The student will be able to write rejoinders	Writing rejoinders for publication	1. Read samples of rejoinders from newspapers to students 2. Discuss the features of these rejoinders 3. Select an article and involve students in discussing it 4. Guide students to plain rejoinders they may make to the article discussed 5. Give students a sample article and let them compose rejoinders to it

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
4. Report Writing	Students will be able to write reports on specific events or activities	Writing reports on events e.g sports, excursions, a fight, theft etc.	<ol style="list-style-type: none"> 1. Discuss various activities on which reports are written. Let students know the type of recipients of such reports e.g: headmaster, police, etc 2. Involve students in planning to write such reports. 3. Give a topic and let students write a report
5. Report Writing	Students will be able to write report on specific events activities	Features: Heading, introduction, day and date, time, writer's full name and signature etc.	<ol style="list-style-type: none"> 1. Read a sample report (if available) 2. Discuss its content and features 3. Let students know the peculiar features of reports e.g Reports/statements to the police do not normally have paragraphs
6. Letter Writing: Informal	Students will be able to write informal letters using the appropriate features	Discussion of letter formats	<ol style="list-style-type: none"> 1. Discuss the informal letter format with students. E.g Address, Date, Salutation, Introduction, Body of the letter, Conclusion, Subscription, First name. 2. Individual work in given topics for letter writing 3. Critique of sample letters
7. Letter Writing: Informal	Students will be able to write informal letters using the appropriate features	Composing friendly letters to siblings, parents, close friends and relations	<ol style="list-style-type: none"> 1. Encourage students to use contractions e.g can't, didn't, isn't and vocatives in friendly letters 2. Let students address the person as if he or she is right before the writer of the letter 3. For aspects of grammar, consider concord, idiomatic expression and appropriate tense forms
8. Formal letters	Students will be able to use the correct features in writing formal letters	Discuss format and structure of formal letters	<ol style="list-style-type: none"> 1. Let students study format of formal letters. E.g Applications, letter to head of an institution, letter to a

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			<p>government official letter to an editor of newspaper</p> <p>2. Let students note: Writer's address, date, recipient's address, salutation title of letter, subscription, signature, full name in brackets</p>
9. Formal Letters	Students will be able to write formal letters using appropriate tone	Language of Formal Letters.	<p>1. Let students know the language has to be polite and formal, no use of slangs and contractions, no pleasantries</p> <p>2. Let students write formal letters on selected topics.</p> <p>3. For aspects of Grammar, consider concord, idiomatic expression and appropriate tense forms.</p>
10. Formal Letters	Students will be able to use the correct features in writing formal letters	Discuss format and structure of formal letters	<p>1. Let students study format of formal letters. Eg Applications, letter to head of an Institution, letter to a government official, letter to an editor of newspaper.</p> <p>2. Let students note: Writer's address, date, recipient's address, salutation, title of letter, subscription, signature, full name in bracket.</p>
11. Formal Letters	Students will be able to write formal letters using appropriate tone.	Language of Formal Letters	<p>1. Let students know the language has to be polite and formal, no use of slangs and contractions, no pleasantries.</p> <p>2. Let students write formal letters on selected topics.</p>

YEAR 2 (TERM 3) - GRAMMAR

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1. Direct Object	The student will be able to understand identify and construct sentences containing direct objects	Understanding and Identifying Direct Objects in Sentences	<ol style="list-style-type: none"> 1. Teacher helps students understand the object in a sentence is the noun/pronoun that receives action from a verb. 2. Direct objects answer questions “what”? or e.g Ama is helping <u>him</u> (him’ is direct obj.) Joe is filling the cards (“cards” “ “ “ “) 3. Teacher writes more examples on cb 4. Invite students to construct similar sentences on the model ones given.
2. Indirect Object	The student will be able to identify and construct sentences containing indirect objects	Constructing sentences that contain indirect objects	<ol style="list-style-type: none"> 1. Teacher explain that an indirect object is one that receives the indirect action of the verb and answers “to whom?”, “to what?”, “for whom?” “for what?” 2. Write examples for cb for students to analyze e.g i Peter sent me a cheque for GH¢500 ii. Have you told <u>Esi</u> the good news? 3. Teacher invites students to give similar examples based on the model sentences.
3. Compound Sentences	The student will be able to identify the compound sentence	Compound sentences are formed by joining two or more simple sentences using coordinators	<ol style="list-style-type: none"> 1. Teacher provides a short passage 2. Teacher assists students to find simple sentences 3. Let students observe carefully how they are joined 4. Students provide pairs of simple sentences 5. Teacher to provide appropriate coordinating conjunctions

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
4. Compound Sentences	The student will be able to identify the compound sentence	Compound sentences are formed by joining two or more simple sentences using co-ordinators	<ol style="list-style-type: none"> 1. Guide students to join the pairs of simple sentences with appropriate co-ordinating conjunction to form compound sentences. 2. <ol style="list-style-type: none"> i. Simple sentences: George studied very hard. He passed the examination ii. Compound Sentence George studied very hard and (he) passed the examination
5. Compound Sentences	The student will be able to use compound sentences in oral written expression	Compound Sentences in oral/written expressions	<ol style="list-style-type: none"> 1. Guide students to write compound sentences 2. Assist students analyze compound Sentences written noting the coordinating conjunctions in use <ol style="list-style-type: none"> ii. Compound sentence George studied very hard and (he) passed the examination
6. Complex Sentences	The student will be able to identify complex sentences	Complex sentences are formed by joining two or more simple sentences with a subordinating conjunction	<ol style="list-style-type: none"> 1. Provide a passage for students to identify simple sentences 2. Students provide pairs of simple sentences 3. Teacher provides subordinating conjunction
7. Complex Sentences	The student will be able to construct complex sentences	Complex Sentence Construction	<ol style="list-style-type: none"> 1. Guide students to join the pairs of simple sentences with appropriate conjunction (because, so, after etc) to form complex sentences 2. Guide students to note that the part of the complex sentence introduced by the subordinating conjunction is the subordinate clause.
8. Complex Sentences	The student will be able to use complex sentences in oral/written expressions	Complex sentences in oral/written expressions	<ol style="list-style-type: none"> 1. Guide students to note the subordinate clause 2. Le students understand that the other part of the sentence is the main clause 3. <u>She at the food</u> <u>because she was hungry</u> Main clause Subordinate clause
9. Conditional Sentences	The student will be able to use conditional sentences appropriately	Conditional Sentences are made up of two parts: The subordinate (if clause) and the main clause	<ol style="list-style-type: none"> 1. Revise complex sentences, drawing attention to clauses 2. Introduce conditional sentences in context 3. Explain the structure of the conditional sentences 4. Students give examples of conditional sentences 5. Draw attention to the changes in meaning in the three types

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UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
10. Condition Sentences	The student will be able to distinguish between two types of conditional sentences	The Present Conditional (Open Condition) and the past conditional (hypothetical condition) sentences	1. Read a passage containing conditional Type 1 sentences 2 Change the sentences into Types 2 and 3 3. Students to come out with the meaning of the sentences i. Present Conditional = If + Present + Future if he <u>comes</u> , I <u>shall tell</u> her (It's possible he'll come) ii. Past Conditional = If + Past + Conditional If he <u>came</u> , I <u>would tell</u> her. (It's uncertain he will come)
11. Conditional Sentences	The student will be able to use conditional sentences appropriately in speech and in writing	Using conditional sentences in speech and writing	1. Students give examples each for present conditional sentences, past conditional sentences 2. Teacher takes time to teach conditional sentences 3. Teacher makes such that each concept is fully understood by students.

YEAR TWO – ORAL ENGLISH (TERM 3)

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1. Consonant Segment	The student will be able to identify and produce the consonants	Production of consonants	1. Assist students recall the vowel segments 2. Drill articulation on the basis of place, manner and voicing 3. Use charts to locate positions of the consonants in the vocal tract 4. i. Plosives – (p), (b) (t) (d) (k) (g) ii. Affricates – (ts) (dz) iii. Fricatives – (f) (v) (s) (z) (h) (ʃ) (ʒ) (ə) (Ø) v. Nasals – (m) (n) (ŋ) vi. Lateral – (l) vii. Semi-vowels – (w) (j) viii. Trill – (r)
2. Syllabic Words	The student will be able to determine stress of some words	Pronouncing words with stress	1. Put students in pairs or groups 2. Assist students practice pronouncing words with correct stress 3. Draw attention to some words that retain stress patterns in English though such words are foreign.
3. Intonation	The student will be able to use falling intonation to express statements	Falling intonation in statements	1. Use falling intonation in dialogue, conversation i. John is here ii. He visits us daily iii. The weather in warm iv. Assist students practice more examples
4. Intonation	The student will be able to use falling intonation to express commands	Falling intonation in commands	1. Use falling intonation in dialogues 2. i. Sit down ii. Wake up iii. Stay back 3. Dialogue between students using the intonation pattern

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
5. Intonation	The student will be able to use falling intonation to express exclamation	Falling intonation in exclamation	<ol style="list-style-type: none"> 1. Use the falling intonation in dialogue, conversation 2. <ol style="list-style-type: none"> i. How funny ii. How unfortunate iii. How strange 3. guide students practice more examples
6. Intonation	The student will be able to use falling intonation to express 'Wh'- questions	Falling intonation in the Wh-questions	<ol style="list-style-type: none"> 1. Use falling intonation in conversation 2. <ol style="list-style-type: none"> i. Who is there? ii. What do you want iii. Where are they? 3. Assist students to practice more drills 4. Let students give examples of sentences with the Wh-questions
7. Intonation	The student will be able to use using intonation in statements (implication)	Using rising intonation in statements.	<ol style="list-style-type: none"> 1. Use rising intonation in dialogue 2. <ol style="list-style-type: none"> i. Statement of doubt- ii. Sarcasm, surprise- John left school? (Are you sure) 3. Guide students to give more examples
8. Intonation	The student will be able to use rising intonation in polite requests	Using rising intonation in polite requests	<ol style="list-style-type: none"> 1. Use rising intonation in conversation 2. <ol style="list-style-type: none"> i. Can I ask you a question? ii. May I come with you?" 3. Let students given examples one at a time
9. Intonation	The student will be able to use rising intonation in polar questions	Using rising intonation in polar questions	<ol style="list-style-type: none"> 1. Use rising intonation in dialogue 2. <ol style="list-style-type: none"> i. Are you happy? ii. Will you send them back? 3. Let students practice drills on intonations

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
10. Intonation	The student will be able to identify Tune/and Tune 2 in intonation	Identifying tunes in intonations	<ol style="list-style-type: none"> 1. Let students take turns in practicing sentences with rising and falling intonations 2. Guide students to identify Tune 1 and then Tune 2 3. Encourage students to give more examples
11. Intonation	The student will be able to use both rising and falling intonations correctly	Using both rising and falling intonations	<ol style="list-style-type: none"> 1. Teacher helps students practice more on both rising and falling intonations 2. Teacher divides students in groups for more practice 3. Let students take turns at the drills

GRAMMAR - YEAR 3 TERM 1

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1. The Phrase	Students will be able to consolidate their knowledge absent the phrase	A phrase is any structure that can function as: <ul style="list-style-type: none"> • Subject • Verb • Object • Complement • Adjunct 	Teacher goes over the definition of the phrase with students Assist students to say it in their own words Give examples of phrases
2. Identifying the different types of phrases	Students will be able to identify the different types of phrases	Types of phrases: <ul style="list-style-type: none"> • Noun phrase • Verb phrase • Prepositional phrase • Adjective phrase • Adverbial phrase 	Teacher helps students to learn the types of phrases. Let them know phrase types are found for all the word classes
3. Functions of Phrases	Students will be able to state the functions of the identified phrases	Functions of the phrase: e.g. A noun phrase functioning as a subject, object, complement	Discuss the functions of the phrases using appropriate texts taken from various sources including selected literary texts and comprehension passages
4. Using phrases correctly	Students will be able to use phrases correctly in sentences	The uses of the phrase in a sentence vary.	Teacher gives sample sentences or passages for students to identify phrases and state their functions
5. Pre-modifiers and pre-determiners of the noun	Students will be able to the pre-modifiers of the noun	Pre-modifiers/pre-determiners: Indefinite: all, both The article: a/am/the Quantifiers: Ordinals and cardinals	Teacher pairs or groups students. From a given list, they identify the different types of pre-modifiers and pre-determiners

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
6. Order of pre-modifiers/Pre-determiners	Students will be able to establish the order in which Pre-modifiers/Pre-determiners occur and use them correctly	<u>Pre-modifiers</u> Adjectives e.g. shape, size, colour etc.	Teacher assists students to do re-ordering of the modifiers
7. Pre-modifiers in context	Students will be able to use pre-modifiers appropriately in context	Nouns/Nominals e.g. He is using a new, beautiful red sports car. My daughter is a tall, slender, young, stunning model	Teacher helps students to use the different modifiers in continuous writing
8. pre-determiners in context	Students will be able to use pre-determiners appropriately in context	Several variations in ordering adjectives are possible but a fairly usual order is: i. Adjectives of size (except little) ii. Adjective of age (and the adjective little) iii. Adjectives that describe generally iv. Adjective of colour, material, origin and purpose	Teacher Assists students to identify pre-modifiers and pre-determiner in sentences
9. Post-modifiers of the noun	The student will be able to learn about post-modifiers	The Post-modifier usually comes after the word/noun it describes and tells more about the noun/word	Teacher assists students to form sentences having post-modifiers

GRAMMAR – YEAR 3 – TERM 1

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
10. Identifying different Post-modifiers of the noun	The student will be able to identify the different Post-Modifiers	The Post-modifier may be an adverb, phrase, prepositional, clause, adverbial	Teacher organizes a substitution drill on the use of modifiers Students replace one type of post modifier with another to determine effects
11. Order of Post-Modifiers	The student will be to establish the order in which they occur and use them correctly	The post-modifier normally comes after the word/noun it describes	Teacher with the help of students list the different post modifiers. Students to use different types of post-modifiers in given sentences

YEAR 3 – READING (TERM 1)

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1. Reading Comprehension	The student will be able to use skimming and scanning techniques	Skimming and scanning – different texts for different purposes	<ol style="list-style-type: none">1. Guide students to understand the skimming and scanning concept.2. Use given passages and texts for oral practice3. Guide students to scan for essential points4. Guide students to scan for supportive ideas
2. Reading Comprehension	The student will be able to skim and scan passages	Skimming and Scanning passages of 250-300 words	<ol style="list-style-type: none">1. Let students read short passages (250-300 words)2. Test faster reading using skimming and scanning techniques3. Guide students to pay attention to essential points
3. Reading Comprehension	The student will be able to skim and scan passages	Skimming and Scanning passages of 300 – 350 words	<ol style="list-style-type: none">1. Review reading short passages2. Let students read passages of 300 – 350 words3. Test faster reading process using the appropriate techniques
4. Reading Comprehension	The student will be able to skim and scan passages thoroughly	Skimming and Scanning passages of 350 – 400 words	<ol style="list-style-type: none">1. Let students review passage of 300 – 350 words.2. Guide students to pay attention to essential points in passage
5. Reading Comprehension	The student will be able to apply skimming and scanning techniques on any given text	Applying Skimming and Scanning techniques	<ol style="list-style-type: none">1. Let students review skimming and scanning techniques2. Let students read passages chosen3. Guide students to read fast using the techniques4. Groups/pairs in reading using skimming and scanning techniques

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
6. Reading Comprehension	The student will be able to answer appreciative questions	Answering appreciative questions derived from the passage	<ol style="list-style-type: none"> 1. Group discussions 2. Let students answer questions from passages of 400 – 450 words 3. Answers to questions could be discussed orally
7. Reading Comprehension	The student will be able to answer recall and derivative questions	Answering recall and derivative questions	<ol style="list-style-type: none"> 1. Review answering appreciative questions 2. Group discussions 3. Let students know what recall and derivative questions are. 4. Guide students to answer questions from chosen passages
8. Reading Comprehension	The student will be able to answer questions on the writer's diction (choice of words)	Questions on writer's choice of words	<ol style="list-style-type: none"> 1. Review answering recall and derivation questions 2. Let students read passages 3. guide students to derive meanings/interpretation of unfamiliar words from context. 4. Let students understand choice of words portrayed
9. Reading Comprehension	The student will be able to answer questions on the writer's mood/attitude	Questions on writer's mood/attitude	<ol style="list-style-type: none"> 1. Guide students to read more passages 2. Help students understand writer's mood/attitude used in a text 3. Give sample questions that test mood/attitude
10. Reading Comprehension	The student will be able to answer questions on figurative expressions	Questions on figurative expressions	<ol style="list-style-type: none"> 1. Review questions on mood/attitude 2. Help students understand figurative expressions 3. find examples of such expressions in passages
11. Reading Comprehension	The student will be able to answer questions on idiomatic expression	Questions on idiomatic expressions	<ol style="list-style-type: none"> 1. Review question on figurative expression 2. Introduce idiomatic expression 3. Give adequate examples of idiomatic expressions 4. Let students know the difference figurative and idiomatic expressions 5. Test students on idiomatic expression


ORAL – YEAR THREE – TERM 1

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1. Consonants Nasal	The student will be able to use the consonants correctly in different word positions	Nasals e.g /m /n/ /ŋ/	Assist students to learn about nasals and give examples of words which have nasals sound e.g <u>m</u> at, thi <u>ng</u> etc
2. Lateral		- lateral /l/ Eg lorry, lead, etc. /r/ e.g roll, trill etc	Students form sentences orally with words containing the target sounds
3. Semi-Vowels		-Semi-vowels /w/j/ e.g <u>w</u> ine <u>y</u> am etc	Students give a lot of examples of words with semi-vowel sound and use them to form sentences
4. Consonant Clusters Syllable Initial	Students will be able to determine and pronounce initial syllable words well	Syllable initial clusters Eg: <u>s</u> tand, <u>s</u> t <u>o</u> p, <u>s</u> l <u>e</u> e <u>p</u>	Guide students to make a list of words with consonant clusters, syllable initial clusters. Let them practice their pronunciation
5. Consonant Clusters Syllable Final	Students will be able to determine and pronounce syllable final clusters in words correctly	Syllable final clusters: Eg lam <u>p</u> , lan <u>d</u> , tem <u>p</u> t etc.	Students make a list of words with consonant clusters – syllable final clusters Allow them to practice their pronunciation
6. Syllabic Consonants Identification and Articulation	Students will be able to identify and pronounce words with syllable initial and final clusters correctly	Syllable initial clusters and syllable final clusters. Identification of problem areas in initial and final clusters for some Ghanaian speakers of English	In groups, students compile a list of words with consonant clusters and practice their pronunciation. Identification of problem areas in initial and final clusters for some Ghanaian speakers of English
7. Phonological endings: Past and Present Tense of Verbs	Students will be able to identify endings of past tense and present tense of verbs and pronounce them correctly	e.g-ed is pronounced /d/ /c/ /vd/ in verbs ending in voiceless consonants. Eg pick – picked/pik <u>t</u> / Ed is pronounced /d/ in verbs ending in vowels and voiced consonants Eg loved, tried etc Ed pronounced /id/ in Verbs ending in t or d Eg planted, guarded etc	Teacher prepares lists of words for students to provide their pronunciation Give short passages for students to use for identification

ORAL – YEAR THREE – TERM 1

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
8. Phonological:3 rd Person Singular Forms	The student will be able to identify and pronounce correctly the 3 rd person singular forms of verbs and plurals of nouns	sles – s, z, iz Ies/s is pronounced /s/ in verbs and nouns ending in voiceless consonants e.g boys, goes etc. es is pronounced /iz/ in verbs and nouns ending in /s/ /z/ /ʃ/ /dʒ/ /tʃ/ e.g: wishes, judges, houses etc.	Students pair and use short passages for the identification of the endings
9. Listening to Sounds in Recorded texts	The student will be able to listen to sounds in recorded texts	Play recorded texts	Students listen to recorded texts containing sounds Assist them to identify sounds in the recorded texts
10. Identifying sounds in recorded texts	The student will be able to make out sounds in recorded texts	Play recorded texts containing sounds	Students listen and identify sounds in the recorded texts
11. Identifying Sounds in Recorded texts	Students will be able to make out sounds in recorded texts and pronounce the accordingly	Promote sounds played on recorded texts	Students pronounce sounds played. Teacher assists students to use the dictionary as a guide to pronunciation

ORAL YEAR 3 – TERM 2

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1. Identification of Polysyllabic Words	The student will be able to identify polysyllabic words	Polysyllabic words: Words ending in – ate- - two-syllable words with stress on 2 nd syllable e.g dic'tate, va'cate etc. -three-syllable words with stress on 1 st syllable: 1. indicate, 'educate etc. -four syllable words with 2 nd syllable stressed: a'ssimilate, a'malgamate. Words ending in -ion' Two-syllable words with stress on 1 st syllable: 'caution, 'motion, 'action	Students listen to pronunciation of words with three and four syllables. Assist them to list words especially verbs ending in – ate – and nouns ending in –ion.
2. Producing Polysyllabic Words with Correct Stress	The student will be able to produce polysyllabic words with correct stress	Polysyllabic words: Three-syllable words Place stress on 2 nd syllable e.g o'ccasion, con'version etc. Four syllable words place stress on 3 rd syllable in'tonation, de'viation etc.	In pairs and groups students practice pronunciation of words with correct stress. Students read selected passages using the correct stress
3. Intonation Rising Intonation	The student will be able to read sentences with the correct intonation	Falling intonation: Tune 1 e.g Mansah left before the train arrived 	Students listen to a lot of sample sentences from the Teacher and other audio exercises
4. Intonation Rising Intonation	The student will be able to read more sentences with the correct intonation	Rising intonation: Tune 2 – Eg I saw her when she danced at the gathering	Practise intonation of all kinds of sentences noting meaning resulting in change in Tune. Form sentences and identify Tune 1 and Tune 2

ORAL YEAR 3 – TERM 2

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
5. Reading Compound Sentence with Correct Intonation	The student will be able to read compound sentences with the right intonation	Compound sentences e.g She bought a story book but she did not use it. It rained heavily so we stopped the discussion	Assist students to identify tune 1 and tune 2 in compound sentences Give lots of examples
6. Reading Complex Sentences with Correct Intonation	Students will be able to read complex sentences with the proper intonation	Complex sentences e.g When he came to the station the bus had left. If I pass the examination I will be promoted	Students to identify tune 1 and tune 2 in samples of complex sentences
7. Monosyllable words:	Students will be able to stress monosyllabic words to distinguish nouns and verbs correctly	Syllabic stress in mono-syllabic words. Eg 'man 'inn etc.	Lead students to identify monosyllabic words Students search for more examples from dictionaries
8. Disyllabic Words. Distinguishing Nouns and Verbs	Students will be able to stress disyllabic words and distinguish nouns and verbs correctly	Variable stress in disyllabic words e.g stress 1 st syllable in nouns, stress 2 nd syllable in verbs e.g 'import im'port 'export ex'port 'mandate man'date	Lead students to identify disyllabic words which change stress to indicate nouns or verbs. Students look for more examples from dictionaries of words that change stress to change form/class
9. Determining Stress of Foreign Words	Students will be able to determine stress of foreign or borrowed words	Some Foreign words still having foreign stress. E.g coup d'etat etc.	Let students learn that some foreign words used in English retain their foreign stress patterns in English In groups/pairs students practice pronouncing words with the correct stress.
10. Intonation Using falling Intonation to Express Statement	Student will be able to use falling intonation to express statements, comments which questions and exclamation	She is sleeping Command – Stand up which question – who is she? Exclamation – what a day!	Guide students to use the falling intonation in dialogue and conversation

ORAL YEAR 3 – TERM 2

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
11. Using Rising Intonation to Express Polite Request	Students will be able to use the rising intonation in statements with implications, polite requests and polar questions	-Statements of doubt – Ama is here (I thought he had left) - Sarcasm, surprise Kofi left home? (are you sure?) - Polite requests Can I eat some of your food? Polar question Are you glad?	Students take turns forming sentences and identifying Tune 1 and Tune 2 Students in pairs/groups dialogue using the intonation pattern

GRAMMAR – YEAR 3 TERM 2

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1. Use of Affixes in Formation of New Words	The student will be able to expand their vocabulary through the use of affixes to form new words	Affixes: A word or letter added at the beginning or end of an original word to form a completely new word. There are two types of Affixes: i. Suffixes ii. Prefixes	Teacher assists students to use given affixes to form new words
2. Using Affixes Correctly in Sentences	The student will be able to use 'new' words formed correctly in sentences	Treat the two types: i. Suffixes ii. Prefixes E.g. of suffixes: ness, ment, er, as in <u>goodness</u> <u>government</u> , <u>teacher</u> etc. E.gs. of Prefixes: un, in, il, as in <u>unhappy</u> , <u>inactive</u> , <u>illogical</u>	Teach the two types of Affixes i.e suffixes and prefixes Assist students to form sentences with new words formed with the affixes
3. Nominalization of Adjectives	The student will be able to identify nominalized forms of adjectives	Simple nominalizations Adjective to noun e.g Long – length Wide – width Deep – depth etc Suffixes that convert adjectives into adverbs e.g ly. Suffixes that convert adjectives into nouns e.g <u>ity</u> as in sincerity etc.	Teacher helps students to change given adjectives into nouns and vice versa. Let them give a lot of examples

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
4. Recognition of Words Functioning as Verbs or nouns	Student will be able to recognize words which can function either as verbs or nouns without change in their written forms	Words which function either as verbs or nouns without change in their forms e.g 'convert' – con'vert 'extract – ex'tract The stress is on 1 st syllable when the word is a noun and the stress is on 2 nd syllable when the word is a verbs.	Teacher assists students to change the functions of words in given sentences
5. Acronyms and Abbreviations	The student will be able to differentiate acronyms and abbreviations	<u>Acronyms</u> E.g UNESCO, UNICEF, ECOWAS etc. <u>Abbreviations:</u> J.H.S., S.H.S., G.E.S. etc.	Teacher lets students use dictionary to find out difference between acronyms and abbreviations. Discuss and allow students to give a lot of examples
6. Synonyms and Antonyms	The student will be able to identify words that have nearly the same meaning and words that are nearly opposite in meaning	Synonyms i.e words that have the same or nearly the same meaning. E.g Small – little Bad – evil Correct – right Antonyms – i.e words that are opposite or nearly opposite in meaning. E.g Love – hate Tall – short Lost - found	Teacher puts students in groups and allows them to make a list of examples of synonyms and antonyms
7. Homonyms and Homophones	The student will be able to identify words that have the same forms but have different meanings and or pronunciation	Homonyms – words that sound or look alike but have different meanings e.g Aisle – isle Ant – aunt Bail - bale etc	Teacher helps students form groups and allows them to make a list of examples of Homonyms and Homophones

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
8. Hyponyms	The student will be able to identify words that are related in meaning through a specific aid or more general term	Hyponyms Bird – eagle, crow, hawk Flower – rose, hibiscus, daisy Building – Palace, house, hut Vehicle – Bus, car, wagon	Students make a list of examples of Hyponyms
9. Different Tense Forms	The student will be able to state the different tense forms	Revise the tense forms. Present, past and their perfect forms	Teacher lets students read short texts and identify the tense usage
10. Using Tense Forms in Compound/Complex Sentences	The student will be able to use tense forms consistently in compound/complex sentences	Correct tense form in compound/complex sentences	Guide students to write short stories to practice tense sequencing
11. Tense Forms in Continuous Writing	Students will be able to use forms consistently in sentences and in continuous writing e.g. narratives	Maintain tense forms in complex, coordinate and in continuous writing e.g. Simple Present: The students <u>think</u> the work <u>is</u> difficult You <u>said</u> he <u>would</u> come	In groups/pairs, students write short texts using the appropriate tense sequence for discussion

READING – YEAR THREE – TERM 2

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1. Reading Comprehension (Punctuation)	The student will be able to learn punctuations use	Language use – Focus on Punctuation – comma and apostrophe	<ol style="list-style-type: none"> 1. Review techniques involving answering comprehension questions 2. Let students know the use of the comma e.g <ol style="list-style-type: none"> a) for separating things (items) in a list to avoid confusion b) changing interrupting constructions c) to set off a non-restrictive modifier d) to get off introductory phrases 3. Let students know the use of the apostrophe e.g <ol style="list-style-type: none"> i. for possessive ii. for contractions etc.
2. Reading Comprehension (Punctuation)	The student will be able to learn punctuation use	Focus on punctuation - colon and semi-colon	<ol style="list-style-type: none"> 1. Review uses of comma and apostrophe. 2. Introduce colon of semi-colon 3. Let students know that the colon is used: <ol style="list-style-type: none"> i. to indicate that something is to follow ii. in place of a comma before a direct quotation etc 4. Let students understand that the semi-colon is used: <ol style="list-style-type: none"> i. to separate closely related independent clauses not connected by conjunction ii. before transitional connections between two main clauses etc.
4. Reading Comprehension (Punctuation)	The student will be able to learn punctuation use	Focus on punctuation - full stop and question mark	<ol style="list-style-type: none"> 1. Review uses of colon and semi-colon 2. Let students know the uses of full stop and question mark 3. <ol style="list-style-type: none"> i. for the full stop, it is used ii. to mark the end of a statement or declarative sentence iii. to mark accepted abbreviation

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
			4. For the question mark, it is used: i) to indicate that a sentence is to be understood as a question etc.
4. Reading Comprehension (Punctuation)	The student will be able to learn punctuation use	Focus on Punctuation – Exclamation mark and question mark	1. Review uses of full stop and question mark 2. Let student know the uses of the exclamation mark of the quotation mark 3. For the exclamation mark, it is used: i. at the end of a sentence or remark that expresses high degree of emotion, such as anger or amazement ii. for quotation marks – used in direct speech
5. Reading Comprehension (Punctuation)	The student will be able to learn punctuation use	Focus on Punctuation – hyphen and dash	1. Review uses of exclamation and quotation marks 2. Introduce hyphen and dash 3. For hyphen – used in compound words or phrases For dash – used in the place of colon or semicolon for emphasize
6. reading Comprehension (Punctuation)	The student will be able to learn punctuation use	Focus on Punctuation Brackets and Ellipsis	1. Review uses of hyphen and dash 2. Introduce brackets and Ellipsis 3. For brackets – used to separate extra information, used to enclose references 4. For Ellipsis – used to indicate the omission of an important material within a quotation
7. Tense Sequence	The student will be able to learn to answer question using appropriate tense sequence	Appropriate tense sequence for comprehension questions	1. Review punctuation use 2. Let students know that in answering comprehension questions attention should be paid to the tense used in framing the said questions e.g. i. What does the write mean by” ii. The answer could include: “The writer implies.....”

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UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
8. Comprehension Questions	The student will be able to learn to answer comprehension questions	Avoiding extraneous material	<ol style="list-style-type: none"> 1. Review appropriate tense sequence 2. Let students know that: <ol style="list-style-type: none"> a) In answering question one has to keep to the fact or points raised in the passage No extra marks are gained for introducing facts or material of one's conception, perhaps because one has b) a better knowledge of subject matter
9. Comprehension Question	The students will be able to learn to answer questions appropriately	Avoiding the tendency to deviate	<ol style="list-style-type: none"> 1. Review avoiding extraneous material 2. Guide students, to understand the comprehension exercise is to test one's understanding of text read 3. Answers to questions should be strictly confined to context. 4. The idea of veering off to talk about unrelated issues does not help in the least
10. Written Comprehension	The student will be able to answer comprehension question	Avoiding the tendency of lifting verbatim from passage	<ol style="list-style-type: none"> 1. Review the tendency of deviation 2. Guide students to learn that one's understanding of a passage read does not call for lifting word for word from the passage in answer to questions 3. Students need to know that the answers should be framed in their own words while maintaining the key facts and data in the passage.
11. Written Comprehension	The student will be able to answer comprehension questions	Written Comprehension	<ol style="list-style-type: none"> 1. Review the tendency of lifting verbatim 2. Specific questions from passage on diction and use of language 3. Written comprehension exercises based on a given passage/text.

ORAL YEAR 3 – TERM 3

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1. Sentence Stress: Emphatic and Contrastive Stress	Students will be able to read and speak using the correct stress and intonation	Emphatic and contrastive stress Stress content words are – nouns, verbs, adverbs, adjectives etc (major word classes) Stress function words are – prepositions, articles, auxiliary verbs, pronouns, etc. (minor word classes) for emphasis	Provide materials and guide students to practice the use of emphatic and contrastive stress
2. Reading and Speaking using the Right Sentence Stress	Students will be able to read and speak using proper sentence stress and intonation	Emphatic/contrastive stress is used to bring out different shades of meaning	Discuss differences between reading with stress and reading flat Students listen to recorded material and identify examples of emphatic and contrastive stress
3. Identifying Weak Forms	Students will be able to identify weak forms	Weak forms: Unstressed syllables in utterances Identification of weak forms in - articles - pronouns - conjunctions - prepositions - auxiliary verbs E.g. a/ə/ - /ə/ Has/hə/ - /həz/ etc	Practice weak forms and strong forms of words in content; find more examples for practice in the dictionary
4. Determining when to use Weak or Stressed Forms	Students will be able to determine when to use weak or stressed forms	More examples of weak forms e.g. and /ənd/ - /ænd/	Students read short passages taking note of weak forms
5. Using Weak Forms	Students will be able to use weak forms correctly in utterances	-weak forms are often employed in speech	Students read extracts/texts in which they pronounce weak forms for practice. Note: Strong Forms are often used in citation

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
6. Blending Vowel Linkage	Students will be able to determine the onset of linking r in blending and vowel linkage	Linking r is used when a word ending in r is followed by one beginning with a vowel. E.g ever and over, over and over etc.	Provide extracts for students to practice in linking r, blending and vowel linkage
7. Determining the linking of r and Blending with Vowel Linkage	Student will be able to determine the linking of r and blending with vowel linkage	Blending Word ends with strong consonant and next word begins with a vowel E.g sit up Stand out etc.	Use sentences to practice pronunciation of linking blended and vowel linked phrases
8. Determining the Linking of r in Blending of Vowel Linkage	Students will be able to do more on the linking of r and blending with vowel	Vowel linkage when the article an/the precede nouns that begin with a vowel – E.g an /æ/ orange The [di:) orange	Students to practice by giving a lot of examples
9. Enriching Speech Delivery	Students will be able to enrich speech delivery using the features	Elaborate on features of blending vowel linkage	Students practice on wage of linking r by having dialogues in pairs and in groups.
10. Intonation of Words in Parenthesis	Students will be able to Identify features of tune 1 and tune 2 and use them appropriately	Use of Tune 1 or 2 For words put in parenthesis (inverted commas) depending on main utterance. e.g “Get in,” he shouted	Assist students to engage in dialogues to practice Tune 1 and 2
11. Identifying the Features and Using them	Students will be able to identify features of tune 1 and 2 and practice them effectively	Put more examples of tune 1 and 2 in parenthesis E.g. “Is everything alright?”, The policeman asked etc. ↗	Students practice on extracts in intonation patterns. Students listen models of good speech and practice.

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YEAR 3 – READING (TERM 3)

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1. Summarizing	The student will be able to learn to summarize	Definition of summary	<ol style="list-style-type: none"> 1. Guide students to understand what summarizing entails 2. Let them know a summary is a brief statement of the main points of something 3. Assist students to give accounts of any interesting activity 4. Let students identify the main points of activity discussed
2. Summarizing	The student will be able to learn to summarise	How to summarise	<ol style="list-style-type: none"> 1. Guide students to read loud a passage chosen for the purpose 2. Let students read again slowly taking not of main message 3. Let students tick main aspects and underline helpful parts.
3. Summarizing	The student will be able to use summary techniques in reducing phrases to words	Passages from textbooks and journals for summary work	<ol style="list-style-type: none"> 1. Guide students to read phrases from texts 2. Help students understand phrases picked 3. help students reduce phrases to single words maintaining the closeness in meaning
4. Summarizing	The student will be able to use summary techniques in reducing sentences to phrases	Revision of previous steps and techniques	<ol style="list-style-type: none"> 1. Review summary techniques 2. Use given passages and texts for practice 3. Help students read sentences, understand and reduce them to phrases 4. Group discussion and question from passages
5. Summarizing	The student will be able to use summary techniques in reducing passage to sentence	Reducing passage to sentences	<ol style="list-style-type: none"> 1. Use given passages and texts for practice 2. Group discussion and question 3. Help students read passage, noting main points 4. Discuss constructing sentences using main points from passage

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
6. Summarizing	The student will be able to summarize a passage	Summarising passage of 350 – 400 words	<ol style="list-style-type: none"> 1. Review summary techniques 2. Group reading and discussions 3. Main points from text 4. Reducing text to short sentences maintaining main points
7. Summary	The student will be able to summarise a passage	Summarising passage of 400 – 450 words	<ol style="list-style-type: none"> 1. Review summary techniques 2. Group reading passages of 400 – 450 words 3. Discussions on main points 4. help students reduce passage to short sentences
			<ol style="list-style-type: none"> 5. Go over points identified to ensure the main ideas are considered
8. Summary	The student will be able to identify topic sentences	Listen to news and dictated passages for summary	<ol style="list-style-type: none"> 1. Students summarise notes written on other subjects 2. general class discussion for summarized notes
9. Summary	The student will be able to identify main ideas in paragraphs	Identifying main ideas in paragraphs	<ol style="list-style-type: none"> 1. Review identifying topic sentences 2. Help students summarise notes written on other subjects 3. Guide students to look for main ideas in paragraphs chosen
10. Summary	The student will be able to learn language use	Focus on phrases for summarizing paragraphs	<ol style="list-style-type: none"> 1. Guide students to answer summary questions based on given texts 2. Help students identify phrases from paragraph 3. Such phrases should depict the main ideas of the paragraph 4. Discussions on phrases picked
11. Summary	The student will be able to learn language use	Focus on sentence construction	<ol style="list-style-type: none"> 1. Review phrases for summarising 2. Sentence construction 3. Help students pay attention to needy areas

YEAR 4 – ORAL ENGLISH – TERM 1

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1. Sentence Stress	The student will be able to read using correct sentence stress	Emphatic and contrastive stress Stress content words: Nouns, adjectives, verbs, adverbs etc.	Provide extracts to give practice in the use of sentence stress
2. Sentence Stress	The student will be able to speak using correct sentence stress	Stress function words: Prepositions, articles, auxiliary verbs etc.	Discuss the differences between observing sentences stress in reading and speaking
3. Sentence Stress	The student will be able to use emphatic stress	Emphatic stress is used to bring out different shades of meaning	Create scenes for dialogue and conversation Test students with a recorded materials
4. Sentence Stress	The student will be able to use the contrastive stress	Contrastive stress is used to bring out different shades of meaning	Identify examples of emphatic and contrastive stress
5. Sentence Stress	The student will be able to learn stress content words	Stress content words include: Verbs, adverbs, adjectives etc.	Use a given dialogue to assess students' knowledge of the use of stress
6. Sentence Stress	The student will be able to learn stress function words	Stress Function words include: articles, prepositions, conjunctions	Use given dialogue to assess students' knowledge of stress for emphasis
7. Weak Forms	The student will be able to identify weak forms	Weak forms: Unstressed syllables in utterances	Take note of differences between weak forms and strong forms of words in content
8. Weak Forms	The student will be able to determine when to use weak	Identification of weak form in: articles, pronouns, conjunctions	Let students read extracts in which they pronounce weak forms
9. Weak Forms	The student will be able to use stressed form appropriately	Identification of stressed forms in: presentation auxiliary verbs etc.	Let students read texts in which they pronounce stressed forms for practice.
10. Weak Forms	The student will be able to use weak forms correctly in utterances	Using weak forms e.g a/æ → ə has/haez → həz and/ænd → () n (d)	Let students practice weak forms in texts chosen
11. Weak Forms	The student will be able to learn weak forms for speech and strong forms for emphasis	Strong forms are often used in citation	Let students read short passages taking note of weak forms

YEAR 4 - GRAMMAR - TERM 1

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1. Comparison of Adjectives	The student will be able to learn the changes in the form of adjectives	Changes in the form of adjectives used to compare degree of qualities	1. Let students know adjectives qualify nouns 2. There are three degrees of comparison: positive, comparative, superlative 3. For regular adjectives e.g tall - <u>Positive</u> <u>Comp.</u> <u>Superlative</u> Tall Taller Tallest 4. Help students practice more examples of adjectives that form the comparison in this manner
2. Comparison of Adjectives	The student will be able to learn the changes in the form of adjectives	Changes in the form of adjectives used to compare degree of qualities	1. Discuss comparison of adjectives in the regular form 2. Construct sentences to illustrate the three degrees of comparison 3. Let students understand that some adjectives form the comparative and superlative degrees with the help of “more” and “most” respectively e.g useful, beautiful it is useful it is more useful it is the most useful
3. Comparison of Adverbs	The students will be able to learn the comparison of Adverbs	Comparing Adverbs: 1. We stayed <u>long</u> 2. you stayed <u>longer</u> 3. they stayed <u>longest</u>	1. Review comparison of adjectives 2. Help students distinguish between adjectives and adverbs 3. Adverbs are compared in accordance with the same rules as adjectives
			4.

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UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
5. Adverbial Clauses	The student will be able to understand and identify adverbial clauses	Comparisons of adjectives and adverbs	<ol style="list-style-type: none"> 1. Oral drill on comparison 2. Select exercises testing students skill on comparison of adjectives 3. Select exercise testing students on comparison of adverbs
6. Adverbial Clauses	The student will be able to understand and identify adverbial clauses	<p>Adverbial Clauses: It is a subordinate clause that modifies a verb, an adjective or an adverb</p>	<ol style="list-style-type: none"> 1. Guide students to understand the definition of a clause 2. Let students know the main clause and subordinate clause 3. Let students give examples of main and subordinate clauses 4. Group discussions
7. Adverbial Clauses	The student will be able to learn the different forms the adverbial clauses takes	<p>Different forms the adverbial clause takes;</p> <p>Adverbial clause of time, “ “ “ place “ “ “ condition “ “ “ manner “ “ “ purpose “ “ “ concession “ “ “ result “ “ “ degree</p>	<ol style="list-style-type: none"> 1. Let students know that the adverb clause tells how, when, where, why, how much etc. the Action of the main verb takes place
8. Adverbial Clauses	The student will be able to perform tasks on adverbial clauses	Adverbial Clauses	<ol style="list-style-type: none"> 1. Review discussion on forms of the adverbial clause 2. Select exercises testing students on adverbial clauses

9. Adverbial Clauses	The student will be able to learn about adjectival clauses	Identifying Adverbial Clauses	<ol style="list-style-type: none"> 1. Let students understand that adjectival clause is a subordinate clause. 2. Adjectival Clause to qualify a noun or pronoun 3. It is introduced by a relative pronoun 4. Group discussion
10. Adverbial Clauses	The student will be able to learn more about adjectival clauses	Function of adjectival clauses	<ol style="list-style-type: none"> 1. Adjectival clause qualifies a noun or pronoun 2. Adjectival Clauses are introduced by relative pronoun 3. Adjectival Clauses are introduced by subordinating conjunctions
11. Adverbial Clauses	The student will be able to perform tasks on adjectival clauses	Performing tasks on adjectival clauses	<ol style="list-style-type: none"> 1. Review identifying adjectival clauses 2. Select exercises that test students on adjectival clauses


GRAMMAR YEAR 4 - (TERM 3)

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1. Synonyms	The student will be able to state the meaning of a synonyms	Definition of Synonym 1. Your answer to the question is <u>correct</u> 2. Your answer to the question is <u>right</u> “Correct” and “right” are synonyms	1. Guide students to understand that some words have the same or nearly the same meaning 2. Such words can be used interchangeably
2. Synonyms	The student will be able to identify and use synonyms in contexts	Using synonyms in contexts Word Synonyms Sufficient Enough Wasteful Extravagant Intentional Deliberated	1. Selected exercises to test students’ skill on synonyms 2. Group discussion
3. Antonyms	The student will be able to state the meaning of an antonym	Definition of antonym; An antonym is a word opposite in meaning to another word	1. Review synonyms 2. Discuss opposites 3. Give examples of antonyms
4. Antonyms	The student will be able to identify and use words and their antonyms	Using antonyms: Word Antonyms Assemble Disperse Majority Minority Accept Reject Entrance Exit	Selected exercises on antonyms. Group discussions
5. Verb Tense Present Simple Present Continuous	The student will be able to use Present simple and Present continuous in contexts	The Use of Present Simple and Present Continuous 1. The sun shines (Simple) 2. The sun is shining (cont.)	1. Let students know Present Simple does not describe present action 2. It is for permanent or general statements 3. It describes acts that are habitual or usual 4. Present Continuous for an action in progress now

GRAMMAR YEAR 4 – TERM 3

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES															
6. Verb Tense Present Simple Present Continuous	The student will be able to use. Present simple and Present continuous in contexts	The use of Present Simple and Present Continuous (i) I broke a cup (Past) (ii) I was breaking a cup (Cont).	i) Review Present Simple and Present Continuous ii) Past Simple for actions completed in the past. iii) Past continuous for acts that were completed while other actions were on-going.															
7.0 Future Simple and Future Continuous	The student will be able to use Future Simple and Future Continuous in Contexts.	Using Future Simple and Future Continuous; I shall go (Simple) I shall be going (Cont.)	i) Review Past Simple and Past Continuous Tenses ii) Future Simple for events in future using will/shall iii) Future continuous describe an action in progress at some future moment. iv) Selected exercises															
Verb Tense Present Perfect and Past Perfect Tenses	The student will be able to use the Present Perfect and Past Perfect Tenses in contexts	Present Perfect and Past Perfect i) I have eaten it all ii) I had eaten it all	i) Review Future Tenses ii) Use Present Perfect with “since”. “for”. “last” or “the last” iii) I haven’t seen you since Monday iv) I haven’t seen you for a year.															
9.0 Register	The student will be able to identify register for various vocation	Register for Advert, Commerce etc.	In groups, students use dictionaries to collect registers.															
10.0 Register	The student will be able to use appropriate register for vocation	Register for: Aviation, building etc.	Students discuss/practice different forms of register learnt in exercises.															
11.0 Register	The student will be able to use the appropriate register to complete exercises in specific fields	Register for specific fields	Students write short essays on any field of their choice using appropriate register. Student fill in blanks using appropriate register e.g. A building has two main parts, the (1) (the part below ground) and the (2) (the part above ground) <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;"></td> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> <td style="text-align: center;">C</td> <td style="text-align: center;">D</td> </tr> <tr> <td>1. Gutter</td> <td style="text-align: center;">Subtarrain</td> <td style="text-align: center;">Substructure</td> <td style="text-align: center;">Silos</td> <td></td> </tr> <tr> <td>2. Superstructure</td> <td style="text-align: center;">Dome</td> <td style="text-align: center;">Scaffolding</td> <td style="text-align: center;">Lintel</td> <td></td> </tr> </table>		A	B	C	D	1. Gutter	Subtarrain	Substructure	Silos		2. Superstructure	Dome	Scaffolding	Lintel	
	A	B	C	D														
1. Gutter	Subtarrain	Substructure	Silos															
2. Superstructure	Dome	Scaffolding	Lintel															

YEAR 4 – ORAL ENGLISH – TERM 2

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1. Linking	The student will be able to learn blending vowel linkage	Blending vowel linkage	1. Provide extracts for practice 2. Let students practice linkage in groups
2. Linking	The student will be able to determine linking in blending and vowel linkage	Linking r is used when word ending r is followed by one beginning with a vowel e.g. Forever <u>and</u> ever	Use sentences to practice pronunciation of linking blended and vowel linked phrases
3. Linking	The student will be able to enrich speech delivery	Blending: Words ending with strong consonants and next words begin with a vowel e.g. Stand up Vowel linkage When the article an/the precede nouns that begin with vowels An (æ) orange The (ði) orange	Practice Blending and Vowel linkage from selected texts.
4. Emphatic Intonation	The student will be able to identify features of Tune 1 and Tune 2	Using Tune 1 or 2 for words in parenthesis	Tune 1 – Falling Intonation Tune 2 – Rising Intonation  Provide extracts for practice
5. Emphatic Intonation	The student will be able to use features of Tune 1 and Tune 2 appropriately	1. “Get out” ↓ she shouted 2. “Are you alright?” he asked anxiously ↓ Tune 2, Tune 1	Students listen to good speech for models and practice
6. Emphatic Intonation	The student will be able to learn intonation of words in parenthesis	Intonation of words in parenthesis	Selected texts for practice on Tune 1 and Tune 2
7. Emphatic Intonation	The student will be able to learn both rising and falling intonations appropriately	Use Tune 1 and Tune 2	Students engage in dialogues to practice Tune 1 and Tune 2
8. Vowel Segment	The student will be able to articulate vowels correctly in speech	Vowel sounds (i:) as in see (e) as in hen (æ) as in hat	Students read selected passages Drill students on correct pronunciation of vowels

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UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
9. Vowel Segment	The student will be able to produce consonants in different position	Consonant sounds (p) as in pen (b) as in bat	List words with syllable initials Let students give more examples of their own
10. Vowel Segment	The student will be able to produce consonant clusters in different positions	Clusters ccv (consonant, consonant vowel) = step cccv (consonant, vowel) = splash	In groups, students compile lists of consonant clusters
11. Vowel Segment	The student will be able to speak and read English using appropriate stress	Students with pronunciation and speech problems	Identify problem areas and work at correcting them

YEAR 4 TERM 2 - GRAMMAR

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1. Relative Clauses	The student will be able to identify relative clauses in appropriate contexts	Revise Clauses	1. Use sample texts to illustrate and discuss the types 2. Drill students on clauses: Main and subordinate
2. Relative Clauses	The student will be able to use relative clauses in appropriate contexts	Using Relative Clauses in contexts	1. Identify and analyze types of relative clauses in sentences 2. Students are guided to write texts using relative clauses
3. Relative Clauses	The student will be able to differentiate between defining and non-defining clauses	Relative Clauses: Defining and Non-Defining	1. Let students understand relative clause describe their preceding nouns in different ways 2. The woman who cooked the food was praised. This implies there was one woman among many. 3. John, who had been sleeping, went home late Here the clauses does not define the noun "John" but merely adds information
4. Conditional Clauses	The student will be able to identify conditional clauses in contexts	Identifying Conditional Clauses: If + Present + Future Patter 2: If + Past + Conditional Pattern 3: If + Past Perfect + Conditional Perfect	1. Review adjectival clauses 2. Clauses of condition with "If" and "unless" 3. Guide students to understand the three principal sentences patterns
5. Conditional Clauses	The student will be able to use conditional clauses in sentences	Use of conditional clauses in sentence construction	1. Guide students to review the principal sentences patterns. 2. Help students change sentences in Pattern 1 and Pattern 2 3. Guide students to change sentences in Pattern 2 to pattern 3
6. Conditional Clauses	The student will be able to perform tasks on conditional clauses	Constructing sentences using conditional clauses	Selected exercises for conditional clauses in continuous writing

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UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
7. Complex Phrasal Verbs	The student will be able to identify simple-complex phrasal verbs	Identifying simple/complex phrasal verbs	1. Review phrasal verbs 2. Guide students to give examples of their own 3. Guide students to explain phrasal verbs in contexts
8. Complex Phrasal Verbs	The student will be able to use phrasal verbs in contexts	Using phrasal verbs in contexts e.g. 1. look up to 2. come up with 3. stand up to 4. look up for	1. Group discussion 2. Let students use phrasal verbs to form sentences
9. Complex Phrasal Verbs	The student will be able to perform task on complex phrasal verbs	Tasks on complex phrasal verbs	1. Review phrasal verbs 2. Let students do exercises on selected areas covering complex phrasal verbs
10. Idiomatic Expression	The student will be able to understand idiomatic expression as a special form of speech	Idiomatic expression e.g. an axe to grind, to beg the questions to beat about the bush to develop cold feet	1. Idioms are peculiar to a particular language 2. Idioms help in writing vigorously and naturally 3. Guide students to find commonly used idiomatic expression
11. Idiomatic Expression	The student will be able to use idiomatic expressions in contexts	Using idiomatic expressions	1. Review commonly used idiomatic expression 2. Guide students to research or source from internet/library varied idiomatic expressions.

YEAR 4 – ORAL ENGLISH – TERM 3

UNIT AND TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES
1. Stress and Intonation	The student will be able to identify the features of stress	Identifying the features of stress	Students listen to tapes and practice articulation students note the features of stress from tapes
2. Stress and Intonation	The student will be able to use the features of stress and intonation	Using Tune 1 and Tune 2 for words in parenthesis	Tune 1 = Falling intonation Tune 2 – Rising intonation Provide extracts for practice
3. Stress and Intonation	The student will be able to listen to recorded material for enhancement	Listening to recorded material for enhancement of stress and intonation	Make available materials for listening to recorded texts. Guide students to note stress and intonation on Tune 1 and Tune 2 scores
4. Stress and Intonation	The student will be able to practice articulation with recorded materials	Practicing articulation	Students listen to tapes Practice articulation through repetition and other demonstration
5. Stress and Intonation	The student will be able to engage in dialogues on articulation	Engaging in dialogues	Students listen to tapes and good speech for models. Students engage in dialogues in groups/pairs
6. Stress and Intonation	The student will be able to identify features of intonation	Features of intonation	Use Tune 1 for falling intonation and Tune 2 for rising intonation
7. Stress and Intonation	The student will be able to use features of intonation appropriately	Using features for intonation	Group discussions Drills on stress and intonation Guide students to practice given texts on intonation
8. Stress and Intonation	The student will be able to pronounce various English sounds	Pronouncing various English sounds	Use Tune 1 and Tune 2 Provide examples from texts
9. Stress and Intonation	The student will be able to articulate various English sounds appropriately	Articulating various English sounds	Students listen to tapes Practice intonation patterns Drill on good speech for models Drill on proper articulation
9. Stress and Intonation	The student will be able to learn two normal stress	Two normal stresses: I've written to your father (special stress on your) I've written to your father	1. Demonstrate the stress 2. Let students read the sentences noting where the stresses are marked 3. Repeat the exercise over and over

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		(special stress on I)	
11. Stress and Intonation	The student will be able to respond to questions using the appropriate stress	<p>Questions and Answers: Listen</p> <p>Whose father have you ↘ written to?</p> <p>I've written to ↘ your father</p> <p>Have you ↗ spoken to my father?</p> <p>No, I've ↘ written to your father</p>	<p>Guide students to practice these questions and answers drill</p> <p>Change the order of the questions</p> <p>Let students answer with correct stress and intonation</p>