



MINISTRY OF EDUCATION

English Language

TEACHER MANUAL

YEAR 1 - BOOK 1



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

English Language

Teacher Manual

Year One - Book One



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

ENGLISH LANGUAGE TEACHER MANUAL

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CONTENTS

INTRODUCTION	1
Learner-Centred Curriculum	1
Promoting Ghanaian Values	1
Integrating 21st Century Skills and Competencies	1
Balanced Approach to Assessment - not just Final External Examinations	1
An Inclusive and Responsive Curriculum	2
Social and Emotional Learning	2
Philosophy and vision for each subject	2
ACKNOWLEDGEMENTS	3
SCOPE AND SEQUENCE	10
INTRODUCTION	11
WEEK 1	12
Strands	12
1. Oral Language	12
2. Reading	12
3. Grammar	12
Sub-Strands	12
1. English Speech Sounds	12
2. Reading Comprehension	12
3. Grammar Usage	12
<i>Theme/Focal Area: (Lesson 1): Pure Vowels (Short Vowels)</i>	14
<i>Theme/Focal Area (Lesson 2): Reading Techniques</i>	16
<i>Theme/Focal Area: (Lesson 3): Nouns</i>	18
WEEK 2	20
Strands	20
1. Grammar	20
2. Writing	20
3. Literature	20
Sub-Strands:	20
1. Grammar Usage	20
2. Writing	20
3. Literature	20
<i>Theme/Focal Area: (Lesson 1): Nouns</i>	22
<i>Theme/ Focal Area 2: (Lesson 2): Discuss the Use of Cohesive Devices in Paragraph Development</i>	24
<i>Theme/ Focal Area: (Lesson 3): Use the Definition of Literature to Identify its Genres</i>	26

WEEK 3	29
Strands	29
1. Oral Language	29
2. Reading	29
3. Grammar	29
Sub-Strands	29
1. Listening Comprehension	29
2. Reading Comprehension	29
3. Grammar Usage	29
<i>Theme/Focal Area 1: (Lesson 1)</i>	31
<i>Theme/Focal Area 2: (Lesson 2)</i>	33
<i>Theme/Focal Area 3: (Lesson 3) Pronouns</i>	34
WEEK 4	37
Strands	37
1. Grammar	37
2. Writing	37
3. Literature	37
Sub-Strands	37
1. Grammar Usage	37
2. Text Types and Purposes	37
3. Narrative, Drama, Poetry	37
<i>Theme/Focal Area(S) 1: (Lesson 1)</i>	39
<i>Theme/Focal Area(S) 2: The Short Story</i>	40
<i>Theme/Focal Area 3: (Lesson 3): Character/Characterisation</i>	41
WEEK 5	43
Strand	43
1. Oral language	43
2. Reading	43
3. Grammar	43
Sub-Strand	43
1. Conversation/Communication in context	43
2. Summarising	43
3. Grammar Usage	43
<i>Theme/Focal Area 1: (Lesson 1) : Discourse and Conversations</i>	45
<i>Theme/Focal Area 2: (Lesson 2): Parts/Elements of a Story</i>	46
<i>Theme/Focal Area 3: (Lesson 3): Adjectives</i>	48

WEEK 6	52
Strands	52
1. Grammar	52
2. Writing	52
3. Literature	52
Sub-Strands	52
1. Grammar Usage	52
2. Production and Distribution of text	52
3. Narrative, Drama, Poetry	52
<i>Theme/Focal Area 1: (Lesson 1): Language Use in Different Contexts</i>	54
<i>Theme/Focal Area 2: (Lesson 2): Descriptive Writing</i>	56
<i>Theme/Focal Area 3: (Lesson 3): Monologues and Dialogues</i>	57
WEEK 7	59
Strands	59
1. Oral Language	59
2. Reading	59
3. Grammar	59
Sub-Strands	59
1. English Speech Sounds	59
2. Reading Comprehension	59
3. Grammar Usage	59
<i>Theme/Focal Area(S) 1: (Lesson 1): Consonant Sounds</i>	60
<i>Theme/Focal Area(s) 2: (Lesson 2): Retrieving Information and Interpreting Texts</i>	61
<i>Theme/Focal Area(s): (Lesson 3): Language Use in Different Contexts</i>	62
WEEK 8	65
Strands	65
1. Grammar	65
2. Writing	65
3. Literature	65
Sub-Strands	65
1. Grammar Usage	65
2. Production and Distribution of text	65
3. Narrative, Drama, Poetry	65
<i>Theme/Focal Area(S) 1: Introduction to Verbs (Verb Forms)</i>	67
<i>Theme/Focal Area(s) 2: Paragraph Development</i>	68
<i>Theme/Focal Area 3: Monologues and Dialogues (Refer to Focal Area 3 of Week 6)</i>	70

WEEK 9	72
Strands	72
1. Oral Language	72
2. Reading	72
3. Grammar	72
Sub-Strands:	72
1. English Speech Sounds	72
2. Reading Comprehension	72
3. Grammar Usage	72
WEEK 10	82
Strands:	82
1. Grammar	82
2. Writing	82
3. Literature	82
Sub-Strands:	82
1. Grammar Usage	82
2. Text Types and Purposes	82
3. Narrative, Drama, Poetry	82
<i>Theme/Focal Area(s) 1: The Present Perfect</i>	84
<i>Theme/Focal Area(s) 2: Persuasive Writing</i>	86
WEEK 11	90
Strands:	90
1. Oral Language	90
2. Reading	90
3. Grammar	90
Sub-Strands:	90
1. English Speech sounds	90
2. Reading Comprehension	90
3. Grammar Usage	90
WEEK 12	98
Strands:	98
1. Grammar	98
2. Writing	98
3. Literature	98
1. Grammar Usage	98
2. Text Types and Purposes	98
3. Narrative, Drama, Poetry	98

WEEK 13	104
Strands:	104
1. Oral Language	104
2. Reading	104
3. Grammar	104
Sub-Strands:	104
1. Listening Comprehension	104
2. Summarising	104
3. Grammar Usage	104
WEEK 14	111
Strands: Grammar	111
Sub-Strands: Grammar Usage	111
WEEK 15	115
Strand: Writing	115
Sub-Strands: Text types and purposes	115

INTRODUCTION

The National Council for Curriculum and Assessment (NaCCA) has developed a new Senior High School (SHS), Senior High Technical School (SHTS) and Science, Technology, Engineering and Mathematics (STEM) Curriculum. It aims to ensure that all learners achieve their potential by equipping them with 21st Century skills, competencies, character qualities and shared Ghanaian values. This will prepare learners to live a responsible adult life, further their education and enter the world of work.

This is the first time that Ghana has developed an SHS Curriculum which focuses on national values, attempting to educate a generation of Ghanaian youth who are proud of our country and can contribute effectively to its development.

This Teacher Manual for English Language covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively teach Year One of the new curriculum. It contains this information for the first 15 weeks of Year One, with the remaining 9 weeks contained within Book Two. Teachers are therefore to use this Teacher Manual to develop their weekly Learning Plans as required by Ghana Education Service.

Some of the key features of the new curriculum are set out below.

Learner-Centred Curriculum

The SHS, SHTS, and STEM curriculum places the learner at the center of teaching and learning by building on their existing life experiences, knowledge and understanding. Learners are actively involved in the knowledge-creation process, with the teacher acting as a facilitator. This involves using interactive and practical teaching and learning methods, as well as the learner's environment to make learning exciting and relatable. As an example, the new curriculum focuses on Ghanaian culture, Ghanaian history, and Ghanaian geography so that learners first understand their home and surroundings before extending their knowledge globally.

Promoting Ghanaian Values

Shared Ghanaian values have been integrated into the curriculum to ensure that all young people understand what it means to be a responsible Ghanaian citizen. These values include truth, integrity, diversity, equity, self-directed learning, self-confidence, adaptability and resourcefulness, leadership and responsible citizenship.

Integrating 21st Century Skills and Competencies

The SHS, SHTS, and STEM curriculum integrates 21st Century skills and competencies. These are:

- **Foundational Knowledge:** Literacy, Numeracy, Scientific Literacy, Information Communication and Digital Literacy, Financial Literacy and Entrepreneurship, Cultural Identity, Civic Literacy and Global Citizenship
- **Competencies:** Critical Thinking and Problem Solving, Innovation and Creativity, Collaboration and Communication
- **Character Qualities:** Discipline and Integrity, Self-Directed Learning, Self-Confidence, Adaptability and Resourcefulness, Leadership and Responsible Citizenship

Balanced Approach to Assessment - not just Final External Examinations

The SHS, SHTS, and STEM curriculum promotes a balanced approach to assessment. It encourages varied and differentiated assessments such as project work, practical demonstration, performance assessment, skills-based assessment, class exercises, portfolios as well as end-of-term examinations and final external assessment examinations. Two levels of assessment are used. These are:

- o Internal Assessment (30%) – Comprises formative (portfolios, performance and project work) and summative (end-of-term examinations) which will be recorded in a school-based transcript.
- o External Assessment (70%) – Comprehensive summative assessment will be conducted by the West African Examinations Council (WAEC) through the WASSCE. The questions posed by WAEC will test critical thinking, communication and problem solving as well as knowledge, understanding and factual recall.

The split of external and internal assessment will remain at 70/30 as is currently the case. However, there will be far greater transparency and quality assurance of the 30% of marks which are school-based. This will be achieved through the introduction of a school-based transcript, setting out all marks which learners achieve from SHS 1 to SHS 3. This transcript will be presented to universities alongside the WASSCE certificate for tertiary admissions.

An Inclusive and Responsive Curriculum

The SHS, SHTS, and STEM curriculum ensures no learner is left behind, and this is achieved through the following:

- Addressing the needs of all learners, including those requiring additional support or with special needs. The SHS, SHTS, and STEM curriculum includes learners with disabilities by adapting teaching and learning materials into accessible formats through technology and other measures to meet the needs of learners with disabilities.
- Incorporating strategies and measures, such as differentiation and adaptative pedagogies ensuring equitable access to resources and opportunities for all learners.
- Challenging traditional gender, cultural, or social stereotypes and encouraging all learners to achieve their true potential.
- Making provision for the needs of gifted and talented learners in schools.

Social and Emotional Learning

Social and emotional learning skills have also been integrated into the curriculum to help learners to develop and acquire skills, attitudes, and knowledge essential for understanding and managing their emotions, building healthy relationships and making responsible decisions.

Philosophy and vision for each subject

Each subject now has its own philosophy and vision, which sets out why the subject is being taught and how it will contribute to national development. The Philosophy and Vision for English Language is:

Philosophy: All learners can communicate clearly, confidently and fluently in English through an interactive environment, use information and ideas in language in practical ways across disciplines, in the world of work and/or further study.

Vision: Learners capable of communicating effectively and critically analysing texts in the world of work and further study.

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SCOPE AND SEQUENCE

English Language Summary

S/N	STRAND	SUB-STRAND									
			YEAR 1			YEAR 2			YEAR 3		
			CS	LO	LI	CS	LO	LI	CS	LO	LI
	Oral Language	English Speech Sounds	1	1	3	1	2	6	1	1	2
		Listening Comprehension	1	1	2	1	1	2	1	1	2
		Conversation/Communication in Context	1	1	2	1	1	2	1	1	2
	Reading	Reading Comprehension	1	2	3	1	1	5	1	2	3
		Summarising	1	1	2	1	1	1	1	1	3
	Grammar	Grammar Usage	2	5	11	3	3	6	4	4	5
		Vocabulary	1	1	2	1	1	1	1	1	2
		Punctuation and Capitalisation	1	1	2	-	-	-	-	-	-
	Writing	Production and Distribution of Text	2	2	3	2	2	3	1	1	1
		Texts Types and Purposes	2	2	6	2	2	5	2	2	3
		Building and Presenting Knowledge	1	1	1	1	1	1	1	1	1
	Literature	Narrative, Drama, Poetry	1	5	6	2	3	3	1	1	2
Total			15	23	43	16	19	34	15	16	25

Overall Totals (SHS 1 – 3)

Content Standards	46
Learning Outcomes	58
Learning Indicators	102

INTRODUCTION

There are many books produced on the teaching of English Language. This one aims to be different. It provides a robust procedure for assisting learners of a wide range of abilities to understand the main elements of the English language, while at the same time, it encourages teachers to be more purposeful and creative in their teaching. Language enrichment here takes many shapes, and the aim is to provide greater confidence in everyone, facilitators and learners, who uses the material. There must be time found to become familiar with the material here prior to teaching in this less didactic style. Greater engagement and learners' enjoyment are founded on coherent preparation by the teacher.

The year one English Manual has been developed in alignment with the SHS/SHTS/STEM curriculum to provide teachers with practical approaches and resources for delivering effective English language lessons. The manual contains guidelines for supporting lesson planning including lesson plans. A teacher might teach the lesson as written in the manual or follow it as a guide. Lessons as well as activities have been mapped in sequence for each strand so that the learning journey for both teachers' and learners' progress across the year is well understood. The manual is organised in 24 weeks. Each week provides a minimum of one lesson from the expected strand and a maximum of three strands. Each lesson should ideally incorporate a variety of teaching strategies.

Time allocation for lessons per week is three hours per week - a minimum of an hour per lesson where applicable depending on the school's setting.

The SHS/SHTS/STEM Curriculum was built as a sequel to the standard based/common core of the Basic Schools' Curriculum. The teacher is expected to build on the learners' previous knowledge as foundation to the SHS/SHTS/STEM Curriculum.

And finally...

The Manual is designed to provide comprehensive coverage of the main elements in developing understanding and excellent usage in English. To that end, there are reminders and repetitions throughout, aimed at supporting the teacher in keeping an eye on what has been taught while preparing to launch the next subject.

Teachers should be aware that the same level of intensity does not require to be devoted to each learning experience each week.

References to literature and wider texts are made throughout. We share the belief that the development of Language skills is symbiotic with the developing awareness of ideas and culture through Literature. Young students in Ghana, preparing for 21st century citizenship should, through this approach, come to value the national ideals.

WEEK 1

Strands

1. Oral Language
2. Reading
3. Grammar

Sub-Strands

1. English Speech Sounds
2. Reading Comprehension
3. Grammar Usage

Content Standards

1. Demonstrate knowledge and understanding of speech sounds in oral communication
2. Demonstrate understanding of different types of reading and text comprehension strategies and use them to interpret level-appropriate texts
3. Demonstrate knowledge, understanding and use of grammatical forms in speech and writing

Learning Outcomes

1. *Articulate the pure vowel and consonant sounds of the English Language effectively in Oral Communication*
2. *Employ knowledge of reading and text comprehension strategies to retrieve and interpret different kinds of texts strategies to retrieve and interpret different kinds of texts*
3. *Apply knowledge of word classes and their functions in communication*

INTRODUCTION AND SUMMARY FOR THE WEEK

Welcome to week one of the English Language Teacher Manual. There are three lessons this week. The first lesson on Speech Sound aims to review learners' knowledge on Pure Vowel Sounds in English Language and how to articulate them properly in speech and communication. It is important to note that the slightest change in articulation would give a different meaning which will, in turn, lead to confusion and miscommunication. For instance, the words "live" and "leave" have different meanings, so do the words "hit" and "heat". This lesson seeks to address such issues by exposing learners to the vowel chart, along with place and manner of articulation with copious examples and assessment strategies that guide the teacher to teach this lesson successfully. The second lesson on Reading and Comprehension brings the different reading techniques to light. It is important to stress the applicability of these techniques to real life, as they will be useful to learners in the world of work and further studies by their active participation in the lessons. The third lesson focuses on one of the most important in the study of English Language - Nouns. It is important to stress the need to study nouns while creating the opportunity for learners to add to their noun vocabulary

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars comprise interactive approaches to the teaching and learning of English Language. Pedagogical strategies such as experiential learning, enquiry-based learning, talk-for-

learning, building on what others say, think-pair-share, brainstorming and gamification, to mention but a few, should be employed in the teaching and learning process, at the same time, grouping learners into mixed-ability/gender groups. These would enhance collaboration, communication, innovation, critical thinking, leadership and personal development by engaging the active participation of all. Resources such as videos/audios and other related materials should be made relevant for the support of learners. Additional tasks may be given to the gifted and talented/advanced learners as group leaders and peer supporters of their fellow learners as well as support to the teacher during the lessons.

ASSESSMENT SUMMARY

The assessment strategies for the weeks' lessons ensure a balanced evaluation of recall and reproduction, skills building and strategic reasoning. The proposed assessment strategies for the lessons include - but are not limited to - oral/aural responses, question and answer sessions, group tasks or activities and gamification.

Teachers are encouraged to employ a variety of formative and summative assessment strategies to gather information about individual learners' performance, including scores, feedback, and progress over time. Teachers should be mindful of the linguistic complexities and cultural backgrounds that are associated with certain cultures in order not to turn learners who are victims of such into subjects of ridicule. The focus has to be positive from the outset.

LESSON 1-3

Learning indicators

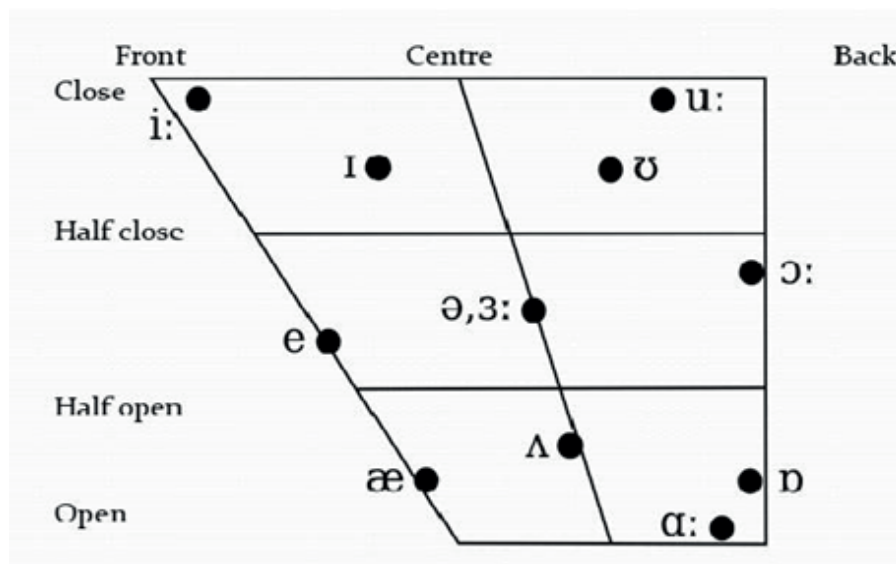
1. Use pure vowel sounds (short vowels) in connected speech.
2. Retrieve specific information and interpret a variety of simple texts.
3. Use nouns accurately in speech and writing.

Theme/Focal Area: (Lesson 1): Pure Vowels (Short Vowels)

There are forty-four (44) or more English Language Speech Sounds. These are grouped into vowels and consonants.

A vowel sound is a sound that is produced with no obstruction of the pulmonary air from the lungs. They are also known as Oral sounds. This is because they are produced orally on the tongue.

The shape of the tongue shows itself in the production of pure vowel sounds in the Vowel Chart. The pure vowel sounds are used in speech, while the general vowels (a, e, i, o, u) are seen in written speech.



The Vowel Chart

The pure vowels are:

1. /i:/ – see, sea, peel
2. /ɪ/ – pit, sit, fill
3. /e/ – set, bet, let
4. /æ/ – man, that, can
5. /a:/ – art, park, part
6. /ɒ/ – pot, lot, dross
7. /ɔ:/ – port, tall, sort
8. /ʊ/ – put, bush, pull
9. /u:/ – pool, cool, stool
10. /ʌ/ – bus, hut, cup

11. /ɜ:/ – bird, earth, birth

12. /ə/ – around, about, teachere

(They are also known as monophthongs.)

Vowels are commonly described according to the following characteristics:

1. The parts of the tongue that are involved in the articulation: front, central or back.
2. The tongue's position relative to the palate: high, mid or low.
3. The shape of the lips: rounded or unrounded (spread).
4. The length or duration of vocalisation: long or short.

Note: This information is to serve as background notes for the teacher and support the review on vowels and consonant sounds from Junior High School

Short Vowels

What you need to know about short vowels:

1. There are seven (7) of them in the English language.
2. The short vowels are /ɪ/, /e/, /æ/, /ə/, /ʌ/, /ɒ/, /ʊ/
3. They are noticeably shorter than long vowels.
4. They are made with only one mouth position.

Learning Tasks

1. Learners articulate short vowel sounds /ɪ/, /e/, /æ/, /ə/, /ʌ/, /ɒ/, /ʊ/ accurately in connected speech.
2. In mixed-ability groups, learners identify short vowel sounds in sample texts and use them in connected speech.
3. Using building on what others say, learners use words with specific sounds to form sentences.
4. Learners play the 'Confinement Game' to identify short vowel sounds in different environments of given words such as: simplicity, seminar, accurate, again, absurd, aggregate, hullabaloo, cucumber and pedagogical.

Pedagogical Exemplars

1. Collaborative learning:

- a. in pairs/groups, learners listen to and identify the short vowels of the English language (eg, /ɪ/, /e/, /æ/, /ə/, /ʌ/, /ɒ/, /ʊ/) in sample spoken texts (eg, tape recordings, podcasts, radio, read aloud exercises, tongue twisters, YouTube videos on vowel sounds). Learners pay attention to the unique qualities of each sound.
 - b. working in mixed-ability groups, learners identify short vowel sounds in sample texts and use them in connected speech.
 - c. in mixed-ability/gender groups, learners form at least five sentences with each sound represented in each of the words used to form the sentences (/ɪ/ - His lip is pink. /i:/ - He eats meat).
2. **Talk for learning:** in groups, learners listen to a pair of words and identify the words with short vowels. eg, ship/sheep, cat/cart, cot/court, pull/pool.

3. **Building on what others say:** learners articulate short vowel sounds (eg, /ɪ/, /e/, /æ/, /ə/, /ʌ/, /ɒ/, /ʊ/) accurately in connected speech. In small groups, the articulation of the following phrases can be practised, and other examples generated by the group.

For example:

- a. Can you can, as a canner cans a can?
 - b. Near an ear, a nearer ear, a nearly eerie ear.
4. **Think - pair - share:** in pairs and groups, learners use short vowel sounds in words and connected speech through conversations and tongue twisters as in the examples below:
- a. You know New York, you need New York, you know you need New York.
 - b. Nine nice night nurses nursing nicely.
 - c. I saw a kitten eating chicken in the kitchen.

Key Assessment

1. **Assessment Level 1: Reproduction and Recall**
 - a. Identify the short vowels in the following words: *can, put, look, trust, lend*.
 - b. Write two (2) examples, each corresponding to the following sounds: /ɪ/, /e/, /æ/, /ə/, /ʌ/, /ɒ/, /ʊ/.
2. **Assessment level 2 - Skills Building (formative):** group the following words under the short vowels: *family, pot, pick, about, dog, difficult, socks, pat, flat, system, cut, result, neck, hut, complete*.
3. **Assessment Level 3: Strategic Thinking (Formative)**
Use the following words in sentences:
 - A. result
 - B. neck
 - C. hut
 - D. complete
 - E. socks

Theme/Focal Area (Lesson 2): Reading Techniques

Reading Techniques

1. **Scanning:** This refers to looking for ideas very quickly in a text to find specific details such as searching for a telephone number in a directory. Ask why we can do this?
2. **Skimming:** This refers to the process of reading the main ideas within a passage to get an overall impression of the content.

NOTE: The difference between skimming and scanning is that skimming elicits whatever *general* information is contained in the document, while scanning is for *specific* information in a text.

3. **Close Reading:** This refers to the method of reading that focuses on the specific details of a passage or text in order to discern meaning.

The steps to close reading are

1. Read and annotate the text with a focus on the main elements and important details.
2. Reflect on the organisation and patterns in the text.

3. Read the text again with a focus on organisational patterns.

Learning Tasks

1. Learners use scanning and skimming to retrieve key information from given texts.
2. Learners close-read given passages, examine and interpret short texts.
3. Learners apply close reading techniques in retrieving key information from given passages and/or newspapers.

Pedagogical Exemplars

1. **Collaborative learning:** guide learners to work collaboratively in pairs and mixed-ability groups to glance through short stories with simple texts (including texts from social media) for specific information (date of birth, place of birth, keywords), while remembering to tolerate and respect other views from their own.
2. **Brainstorming:** in convenient mixed gender/ability groups, learners collaborate to survey texts for the general idea.
3. **Partner talk:** learners through partner talk, use features such as the title of a story, illustrations (such as pictures), boldface words, headings and subheadings, topic sentences and concluding sentences of paragraphs, first and last paragraphs to examine critically a variety of texts (eg, social media, biographies) by examining them for the gist of the story.
4. **Think-pair-share:** teacher guides learners to use questions at the end of texts to derive the key topics of the text.
5. **Talking circles:** learners read and interpret texts from familiar backgrounds and connect the messages of the texts to their personal lives with minimal teacher's support. Again, the views of others have to be respected.
6. **Group Work**
 - a. Guide learners in groups to download (or search newspapers for) positive stories from social media about familiar and popular personalities in the country, such as musicians, political leaders, and use the texts to practise scanning and skimming techniques in class.
 - b. In groups, learners work collaboratively to close-read, examine and interpret level-appropriate short texts with support from the teacher.
 - c. Learners work collaboratively in pairs to interpret a variety of texts using a combination of the three reading strategies - they scan, skim and close-read texts.

NOTE: Some suggested pedagogical strategies include Brainstorming, Talking Circles, Partner Talk, Think-Pair-Share to enable learners to talk more and be part of the lesson.

Teachers can find sample level appropriate short stories/passages from other subjects such as Social Studies, Agriculture and Geography, and guide learners in applying the reading techniques to retrieve information and interpret a variety of texts.

Key Assessment

1. **Assessment Level 1 Reproduction/Recall (Formative):** Read the passage carefully, scanning for specific information such as names, phone numbers, places, features and so on.
2. **Assessment Level 2 Skills Building (Formative):** Read the given passage carefully, skimming to retrieve important or specific information to answer given questions.

3. **Assessment Level 3 Extended Thinking (Formative):** Apply the steps in close reading to retrieve specific information and discern meaning of given words/ expressions.

Note: Depending on the choice of text, learners may answer comprehension questions such as:

1. Suggest a suitable title for the passage.
2. What is the writer's mood?

Theme/Focal Area: (Lesson 3): Nouns

Nouns

Nouns are words that represent people, places, or things (objects, animals and ideas).

Everything we can see or talk about is represented by a word. That word is called a “noun.” You might find it useful to think of a noun as a “naming word.”



Forms/Types of Nouns

1. **Common Nouns** - For example: chair, book, plate, phone, bottle, man, church, school, girl, pot, truck, pastor, ghost.
2. **Proper Nouns** - For example: Adwoa, Musa, Dzifa, Kukua, Ghana, Lake Volta, Canada, Kakum National Park, The Speaker of Parliament.
3. **Concrete Nouns** - For example: window, projector, computer, bottle, phone.
4. **Abstract Nouns** - For example: love, kindness, honesty, integrity, sincerity, peace, joy, happiness, hatred.

Pedagogical Exemplars

1. **Collaborative learning and brainstorming**
 - a. In mixed-ability/gender groups, through brainstorming, guide learners to discuss the concept of nouns.
 - b. Learners in mixed-ability groups collaboratively classify nouns from selected passages into noun types/forms.
2. **Talk-for-Learning:** Using talk for learning, guide learners to use nouns in connected speech.
3. **Brainstorming:** Through brainstorming, guide learners to use nouns appropriately in communication.

Learning Tasks

1. Learners identify and classify nouns from given texts.
2. Learners identify, classify and use nouns in connected speech.
3. Learners identify, classify and use nouns appropriately in communication.

Key Assessment

1. **Assessment Level 1 Recall:** Explain the meaning of nouns/explain nouns in your own words and give three examples. of nouns.
2. **Assessment Level 2 Skills of Conceptual Understanding:** Identify and classify different types of nouns into the respective forms from given texts and selected passages.
3. **Assessment Level 3 Strategic Reasoning:** Use both singular and plural forms of nouns in sentences.

Session Review

This session which exposed learners to articulation of speech sounds, techniques of information retrieval and interpretation, and the discussion of a specific usage of grammar – nouns - have improved learners' perspective in the study and use of English Language. It will also have boosted the confidence in their use of language in everyday discourse in speech and writing. The interactive use of 21st century skills and inculcation of moral values has enhanced the participation of learners. The use of games and other interactive pedagogical strategies also made lessons more collaborative and thus exciting.

The assessment strategies ranging from DoK Levels 1 to 4 have improved learners' problem-solving skills and powers of reasoning.

References:

1. New Gateway English for Senior High School Book 1
2. English for Senior Secondary Schools Book 1
3. Black Star Series Book 1
4. Old newspapers
5. Selected passages from subjects across the curriculum such as Social Studies, Agriculture, Geography
6. Sample texts & pictures from social media
7. Phonetic numbers (online phonetic memory games)

WEEK 2

Strands

1. Grammar
2. Writing
3. Literature

Sub-Strands:

1. Grammar Usage
2. Writing
3. Literature

Learning Outcomes

1. *Apply knowledge of word classes and their functions in communication.*
2. *Write clearly, arrange and present ideas in a logical and coherent manner through written communication.*
3. *Explore briefly the particular function of literature.*

Content Standard

1. Demonstrate knowledge, understanding and use of grammatical forms in speech and writing.
2. Develop, organise and express ideas coherently and cohesively in writing.
3. Demonstrate knowledge and understanding of how the language of literary genres facilitates understanding of a text.

INTRODUCTION AND SUMMARY FOR THE WEEK

Welcome to week 2. The strands for this week are Grammar, Writing and Literature. The focal point of the grammar lesson is Functions of Nouns, something learners usually do not generally discuss. However, with your skilful teaching and incorporation of 21st century teaching skills and ICT, the lesson promises to be exciting, understandable and relatable to learners.

The Writing lesson's focal point is Cohesive Devices which serve as road signs on the writing path, and Paragraph Development which will, apart from teaching learners about the parts of a paragraph, give them the opportunity to practise the usage of the cohesive devices in actual paragraphs. The core Literature lesson also focuses on the concept, types and importance of Literature. It is expected that this lesson will be related to real life and learner's experience and the world of work.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars help to unearth the cognitive potential of learners as they are compelled to think or brainstorm, exemplify and provide appropriate responses which is contrary to what used to be the status quo in the objective-based curriculum. Learners collaboratively share ideas on the various tasks and group activities which not only gives room to the shy learners to contribute to the lesson but also help them break out of their shyness. With all these strategies amongst others, the teacher aims to guide learners to put into practice the cultural values of our nation Ghana which include respect, tolerance and honesty.

ASSESSMENT SUMMARY

The assessment strategies aim for a level-appropriate approach which ensures that each learner is involved and made to recall, build skills, reason strategically and provide evidence of extended critical thinking. The higher learners go, the more challenging the tasks get and the more demanding the responses become. Where necessary, learners should be given ample time in order to provide satisfactory responses under the guidance of the teacher.

LESSONS 1-3

Learning Indicators:

1. *Use nouns accurately in speech and in writing.*
2. *Use an extended range of cohesive devices (connectors or linking expressions) to improve paragraph coherence.*
3. *Use the definition of literature to identify its genres.*

Theme/Focal Area: (Lesson 1): Nouns

A noun is a word that names something, such as a person, place, thing or idea.

Functions of nouns: In a sentence, nouns can play the crucial role of subject, direct object, indirect object, subject complement or object complement.

Some examples of nouns include cat, bicycle, Accra, Tamale, Amina, Kofi.

Learners use previous examples given in the brainstorming session to identify the noun forms as they think in pairs and share ideas, supporting the involvement of all.

Forms/Types of nouns

1. Count Nouns: For example, pen/pens, book/books,
2. Non-Count Nouns: For example, water, oil, sugar.
3. Collective Nouns: For example, children, family, leaders.

Note: Teachers are to guide learners to identify regular and irregular nouns.

4. Regular/Irregular Nouns

Regular

boy/boys

chair/chairs

Irregular

man/men

sheep/sheep

For example, I have one ox, but he has two oxen.

5. Possessive (Genitive) Forms of Nouns-Games:

The possessive (or genitive) forms of nouns show ownership or possession. This often takes the form apostrophe “s” (’s), apostrophe alone (’) and “s” apostrophe (s’) in regular plurals.

Examples:

- a. Adding ‘s’ to regular nouns to show possession. For example:
 - i. Akwasi’s bag
 - ii. Fuseina’s car
 - iii. Dzifanu’s house
- b. Adding ‘s’ to the possessive case in regular plural nouns.
 - i. The boys’ dormitory.
 - ii. The girls’ house.
 - iii. Mfantipim Boys’ School

- c. Adding 's' to the apostrophe/Adding the apostrophe to nouns ending in 's'. For example:
 - i. Abass' book
 - ii. Rawlings' speech
 - iii. James' bag
 - iv. Akos' bicycle
 - v. St. Roses' School
- d. Adding 'of' to the noun phrase.
For example:
 - i. The title of the poem
 - ii. Kudus was the man of the match.
 - iii. The wife of Hamza was here.

Pedagogical Exemplars (With Cross-Cutting Themes Integrated)

1. **Brainstorming:** Learners in mixed - ability groups to brainstorm the concepts, encouraging one another to define and give examples, taking into consideration their cultural backgrounds. Learners explain the meaning of nouns based on knowledge from the previous lesson on nouns.
2. **Group work:** learners work in mixed-ability groups, ensuring collaboration and respecting one another's view to identify nouns in context and use them in speech and writing with support from the teacher.
3. **Conversation drills:** learners engage in conversation using different types of nouns.
4. **Task-based learning:** teacher guides learners through varied activities in which learners focus on the appropriate use of language - noun forms, to complete given tasks in the teaching and learning of language.
5. **Building on what others say:** this is mostly a chain game that places emphasis on drills. A learner says one thing and the other learner builds on it. It continues until all learners have their turn. It's also time-bound.

For example:

Have the learners form a circle. Address the other learners standing next to you and shake their hands while you enthusiastically introduce yourself: Hello, my name is ... (use your own name). Nice to meet you!

One by one, every learner introduces him/herself to his/her neighbour.

6. **Brainstorming:** teacher guides Learners in mixed-ability groups to brainstorm the concept of nouns by encouraging one another to define and give examples, while taking into consideration their cultural/ linguistic backgrounds.
7. **Group work:** in mixed-ability/gender groups, learners identify specific functions of nouns as used in newspapers, short stories and other texts.
8. **Building on what others say:** in mixed ability/ gender groups, task learners to identify nouns in sample texts, brainstorm and/share their knowledge on the functions of the identified nouns and present their response to the whole class.
9. **Brainstorming:** teacher guides learners in mixed ability groups to brainstorm the functions of nouns in sample sentences.
10. **Gamification:** guide Learners in gender groupings to use games to form possessives of nouns appropriately in speech and in writing.

Key Assessment

1. **Assessment Level 1: Reproduction/Recall (Formative):** Give an example of a sentence that makes use of at least one of the functions of nouns.
2. **Assessment Level 2: Skills Building (Formative):** Give three sentences that have a function of nouns in each of them.
3. **Assessment Level 3: Extended Thinking (Formative)**
 - a. Identify at least three examples of each of the functions of nouns in sample stories, newspapers or books.
 - b. Present a PowerPoint or another kind of presentation of at least three examples of each of the functions of nouns used in a sample text.

Theme/ Focal Area 2: (Lesson 2): Discuss the Use of Cohesive Devices in Paragraph Development

Cohesive Devices

Cohesive devices are the expressions used to ensure coherence or free flow of thought from the beginning to the end of the paragraph.

Examples of cohesive devices include First and Foremost, in the first place (for developing first points), also, further, furthermore (to add a point) and in a nutshell, in conclusion, conclusively among others (for last points). Other devices can be used within the paragraph for emphasis, such as for instance/ for example (when citing examples), consequently (to show result), in contrast, however (when speaking about the opposite).

Paragraph Development

A paragraph is a group of sentences that focus on a particular idea. A paragraph is not just a mere assemblage of sentences. A good paragraph should have unity, coherence and clarity of development.

The paragraph is made up of a topic sentence and support sentences (major and minor support sentences).

The topic sentence is the main idea on which the whole paragraph is developed. The topic sentence is generally at the beginning of a paragraph, but it can be placed in the middle or end of the paragraph. The topic sentence is developed/explained by the support sentences.

The support sentences are made up of explanations, examples, scenarios, and illustrations, which build up the paragraph. The paragraphs come together to make up an essay.

The paragraph is made up of three parts: introduction, body and conclusion. These three parts are referred to as the structure of the paragraph.

1. **Introduction of the paragraph:** This contains the subject matter/thesis statement of the whole paragraph. It indicates the reason/purpose of the paragraph.

Example:

- a. Road accidents have caused a lot of havoc in Ghana. These mostly resulted from illegal overtaking and drunk driving. Excessive speeding has played a major role.
- b. Novels have been part of Ghana's education since the 1960s and their appeal has survived to the present day. The stories are told both through text and images. In recent times, there has been much debate regarding whether our novels have a place within the library's collection. To some, novels are silly, violent and chauvinistic; for others, novels deal with current issues – with serious subjects and opportunities for personal learning.

In the examples above, the underlined part is the topic sentence and the rest are support sentences.

Note

Thesis statement may depend on the type of paragraph or essay written.

2. **Body of the paragraph:** this usually comprises supporting sentences which serve as support to the thesis statements in the paragraph.
3. **Concluding Sentence:** This gives the indication that the paragraph has come to an end without it being specifically stipulated. The cohesive device that follows in the subsequent paragraph indicates that another idea is beginning.

Pedagogical Exemplars

1. **Brainstorming:** in mixed ability groups, guide learners to brainstorm and propose the meaning of a paragraph and the identification of its parts.
2. **Collaborative Learning:**
 - a. Guide learners in mixed-ability groups to examine sample materials (sample essays, passages from books, journals, texts from social media) and to discuss the structure of the paragraphs.
 - b. Learners write the main ideas or what the paragraph is about, some supporting sentences and concluding sentences.
3. **Brainstorming/ Collaborative Learning:** Guide learners to apply various useful strategies to compose paragraphs on given topics.
4. **Role Play:** Guide learners to use appropriate expressions to link ideas or sentences in the paragraphs for coherence -for example, besides, in addition, moreover, again, furthermore among others.
5. **Think-Pair-Share:** Learners individually and in groups compose paragraphs containing the following: a central idea (suitable for an essay): supporting sentences linked with appropriate cohesive devices (and, before, since while as, until), suitable background information and a conclusion.
6. **Initiating Talk for Learning:** guide learners to design story maps and use them to compose introductory, body and concluding paragraphs in their mixed ability/gender groups. Learners are encouraged to appreciate the value of respect for one another in their groups.

STORY MAP

Title _____

Setting _____

Characters _____

Problem _____

Solution _____

STORY MAP

Name _____ Date _____

Book Title _____

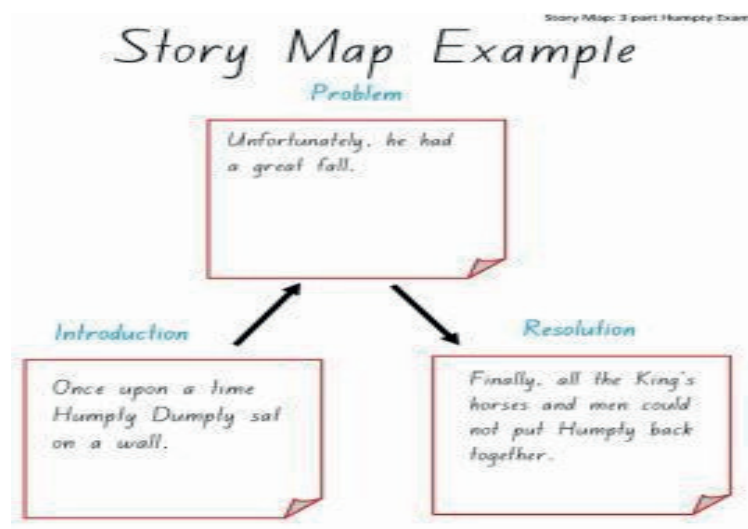
Setting _____

Characters _____

Theme _____

Problem _____

Solution _____



Learning Tasks

1. Learners explain what a paragraph is and identify paragraphs in sample essays or passages.
2. Learners write sample paragraphs and indicate the parts.
3. Learners write at least a two-paragraph essay with the parts clearly indicated and appropriate cohesive devices used on given topics.

Key Assessment

Assessment Level 1 Recall (formative)

- a. What is a paragraph?
- b. Recall the parts of a paragraph.

Assessment Level 2 Skills of conceptual understanding (formative): Using appropriate cohesive devices, write out a two-paragraph essay on a topic of your choice.

Assessment Level 3 Strategic Reasoning: Develop at least two complete paragraphs on the importance of education.

Assessment Level 4 Extended Critical Thinking: Rearrange a number of mixed-up sentences in a paragraph so that it is more meaningful and coherent.

(A sample TikTok video that does not make sense could be shown for learners creatively to develop coherent paragraphs out of the different ideas presented in the video)

Theme/ Focal Area: (Lesson 3): Use the Definition of Literature to Identify its Genres

Literature is a form of human expression. Literature refers to works of imaginative, artistic or intellectual value, typically characterised by the use of language to convey ideas, emotions and experiences.

It encompasses various forms of expression such as novels, poems, plays, essays, short stories and other literary works.

Types of Literature

1. Oral Literature - Works of art that are transmitted by word of mouth (including festivals, customary practices, music and dance, folktales, folklore, dirges (ceremonial praising of the dead person, often termed 'eulogy'), myth and legends)
2. Written Literature-Works of art that are transmitted in written form. They include The Beautiful Ones Are Not Yet Born by Ayi Kwei Armah, The Dilemma of a Ghost by Ama Ata Aidoo, "Raider of Treasure Trove" by Lade Worsonoo.

Importance of Literature

1. A source of entertainment
2. Preserves culture
3. A source of income
4. Teaches values and moral lessons
5. A form of education

Genres of Literature

1. **Narration / prose** - A type of written language that typically contains dialogue and narration. In literature, prose is the most common form of writing. The two main types of prose are fiction and non-fiction. Prose is found in novels, short stories, plays and essays such as The Kaya Girl by Mamle Wolo and Things Fall Apart by Chinua Achebe.
2. **Poetry** - Poetry is a form of literature that uses language to convey emotions or ideas in a concise and often rhythmic manner. It is written in lines and verses. While some people may view poetry as difficult to understand, there is often great beauty in its simplicity. For example, "Makola" by Theresah Ennin and "Skirt" by Niyi Osundare.
3. **Drama** - Drama is a genre of literature that tells a story through the use of dialogue and movement. It often has a clear plot and characters who undergo change or development over the course of the story. Drama can be divided into several sub- genres, such as tragedy, comedy and farce. For example, *The Son Umbele* by Bill Marshall, *The Blinkards* by Kobina Sekyi, *The Marriage of Anansewa* by Efua T. Sutherland and *A Tribe called Judah* by Funke Akindele are all works of drama.

Pedagogical Exemplars

1. **Task-Based Learning:** In mixed-ability grouping, learners use concept maps to define Literature in simple terms by using different sources, including the internet/or watching films and then relating it to real life.
2. **Experiential Learning:** In mixed-ability grouping, learners use concept maps to identify Literature genres based on the definition using different sources, including the internet or watching a film.
3. **Collaborative Learning:** In mixed-ability/gender groups, learners explain the distinctive types of Literature with at least two examples of each.
4. **Building on what others say:** Learners in mixed ability/gender grouping outline and explain the importance of literature in everyday life activities with real life examples or instances.
5. **Talk for Learning:** Guide learners to identify the genres that make up literature- (Prose, Drama, Poetry) and identify their characteristics.

Learning Tasks

1. Learners define Literature in simple terms using different sources, including the internet/or watching a film.
2. Learners use concept maps to identify genres of Literature based on the definitions using different sources, including the internet or watching a film.
3. Learners brainstorm on the importance of Literature.

Key Assessment (Formative)

1. **Assessment Level 1 Recall**
 - a. Explain Literature in your own words
 - b. Mention possible types of literature
2. **Assessment Level 2 Skills of Conceptual Understanding:** Explain the types of Literature with real life examples
3. **Assessment Level 3 Strategic Reasoning**
 - a. Relate 4 importance of literature to real life and cite literature texts to prove each of them.
 - b. Present a PowerPoint (or any other form of) presentation on at least four importance of literature with explanations, real life scenarios or experiences and sample literature texts.

Session Review

This session's lessons have further improved learners' use of language with the discussions on the appropriate use of nouns and the forms, cohesive devices in paragraph development, and the concept of Literature, its genres and importance. These have changed learners' perspective to the study and use of English Language as well as having boosted the confidence in their use of language in everyday communication. The pedagogical strategies used in the discussions should have ensured the full participation of learners as they freely shared their opinions during the lessons. The interactive use of 21st century skills and the integration of ICT tools made the lessons exciting. Learners' moral values such as respect for one another, honesty and tolerance have been enhanced by the use of group work. The assessment strategies ranging from DoK Levels 1 to 4 have improved learners' problem-solving skills and powers of reasoning as it made room for learners to work within their abilities.

WEEK 3

Strands

1. Oral Language
2. Reading
3. Grammar

Sub-Strands

1. Listening Comprehension
2. Reading Comprehension
3. Grammar Usage

Learning Outcomes

1. *Extract key ideas from oral text/communication using relevant listening skills and learner strategies.*
2. *Employ knowledge of text comprehension strategies to read for enjoyment and information.*
3. *Apply knowledge of word classes and their functions in communication.*

Content Standards

1. Demonstrate the ability to listen critically in order to extract and construct varied levels of meaning from any oral communication.
2. Understand different types of reading and text comprehension strategies and use them to interpret a variety of level appropriate texts.
3. Demonstrate knowledge, understanding and use of grammatical forms both in speech and in writing.

INTRODUCTION AND SUMMARY FOR THE WEEK

The lessons this week focus on Oral Language, Reading and Grammar. As one of the most practical strands in the English Language, the first lesson focuses on extracting key ideas from oral presentations. This is to help build learners' listening skills during the lesson for lifelong learning and adult life.

The second lesson reveals text comprehension strategies, knowledge of which makes reading pleasurable and informative.

The final lesson on grammar helps learners to use Pronoun types accurately in speech and writing.

All these lessons have a direct impact on learners' speech and writing. With the best pedagogical approaches and needed resources learners will improve upon their listening, speaking, reading and writing skills. The aim here is to avoid dryness and rote-learning by assisting learners to interact positively with each other.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars help to unearth the full cognitive potential of learners as they are compelled to think or brainstorm, exemplify and provide appropriate responses which are contrary to what used

to be the status-quo in the objective-based curriculum. Learners collaboratively share ideas on the various tasks and group activities which not only give room to the shy learners to contribute to the lessons but also help them break out of their shyness.

With these and even more, learners practise the cultural values of our nation Ghana which include respect, tolerance and honesty.

ASSESSMENT SUMMARY

The assessment strategies ensure a level-appropriate approach which ensures that each learner is involved and helped to build skills, to reason strategically, to recall and to provide evidence of extended critical thinking. The higher learners go, the more challenging the tasks become and the more demanding the responses there are. Where needed, learners should be given ample time in order to provide satisfactory responses. A sensitively varied approach in assessment is required; the aim after all is to encourage success and then to develop an even more enthusiastic, confident approach to employing language skills.

LESSONS 1-3

Learning Indicators

1. Recognise the main ideas in level-appropriate oral texts.
2. Retrieve specific information and interpret a variety of simple texts.
3. Use pronoun types accurately in speech and writing.

Theme/Focal Area 1: (Lesson 1)

Study the conversation below. Practise it with your learners.

Hamza: Hello? Am I talking to Kwame Osei?

Kwame: Hello. Yes, I am Kwame Osei. May I ask who is speaking?

Hamza: Kwame, it's me, Jay Roy, from school. Remember?

Kwame: Hey Hamza, how are you? It's been such a long time.

Hamza: I am doing well. Yes, four long years after SHS. I got your contact number from Amina. You remember her, right?

Kwame: Yes, yes, I do remember her. Wasn't she the one who topped our engineering batch last year?

Hamza: Yes, that's her! She's in Takoradi working for a big company now.

Kwame: Wow! Good for her.

Hamza: The main reason I called you up is that I am planning to organise a reunion of our batch and wanted to know if you could make it.

Kwame: Really? Yes, I would love to attend the reunion. Just let me know the time and venue.

Hamza: Do you remember the auditorium of our school where we had our orientation programme?

Kwame: How can I forget that auditorium? We all have spent so much time in that place over the years.

Hamza: That's the place for our reunion. I called up the College regarding this, and they permitted us to have the reunion there. In fact, some of our facilitators might also be there. I've sent out invitations to them too.

Kwame: Splendid! I am eagerly looking forward to this reunion. I can't wait to see old friends like Amina and the others.

Hamza: I have to contact a few others too. I will let you know the details within two days. Meet you soon. Bye

Kwame: Sure. Bye.

Tone (voice of a text/passage): This refers to the general character/attitude of a piece of writing. It adds to the interpretation of a text.

Mood: This refers to how the writer wants the reader to feel as a result of reading/watching the text/passage. It may be sad, funny, creepy, nostalgic, cheerful.

Attitude: This refers to the feeling of the writer about the subject. It is mostly deduced from the choice of words, sentence structure, use of figurative language, reasons, evidence.

Pedagogical Exemplars

1. **Talk for learning:** In mixed ability groups learners share their thoughts on information from a random conversation between two learners and explain the relevance of listening comprehension in conversation.

2. **Brainstorm:** Discuss the conversation with your learners guiding learners to identify the main ideas in the conversation and stating which aspects of the conversation are less important to their understanding.
3. **Role play:**
 - a. Have learners role-play similar situations, bringing out the tone, mood and perspective of the text. Show how the word-choice and sentence lengths here show the personalities of the speakers.
 - b. Learners engage in a conversation and bring out the tone, mood and attitude in the extract in the teacher manual. They listen to an audio/video to come out with the relevant ideas.
4. **Building on what others say:** Learners talk about their experiences relating to the information presented in the role play (an oral text), reflect on the ideas, and distinguish between the more and less important ideas in a text. This will empower learners to develop an inquiry-based approach to continuous learning.
5. **Group work/ Collaborative learning:** In mixed ability/gender groups, learners sort important and less important information written on sheets of paper. Guide learners to discuss why some ideas are considered as main ideas and others as less important information.

Note:

Pay attention to the beginning and end of a conversation.

Pay attention to paralinguistic features (tone of voice, stressed/unstressed words) and non-verbal cues (gestures, facial expressions, and so on.)

Pay attention to speakers' use of descriptive terms and examples (For example: explanation, illustrations, statistical information, endless adjectives and adverbs), which normally introduce subsidiary ideas in communication.

Pay attention to speaking cues (For instance: Today we will focus on..., The story is about..., Let's move on to..., In other words..., The result of this is...)

Learning Tasks

1. Learners talk about their experiences relating to the information presented in an oral text, reflect on the ideas and distinguish between the more and less important ideas in the text.
2. Learners sort important and less important information written on sheets of paper.
3. Learners discuss why some ideas are considered as main ideas and others as less important information.

Key Assessment

1. **Assessment Level 1:** Write at least two important pieces of information from the given passage.
2. **Assessment Level 2**
 - a. Identify the main ideas and where they can be found in the passage.
 - b. Write the main ideas in the conversation you just listened to.
3. **Assessment Level 3**
 - a. State the mood, tone and attitude of the writer of the passage.
 - b. From the pre-recorded audio, state the mood, tone and attitude of the writer.
 - c. Suggest a suitable title for the passage.

THEME/FOCAL AREA 2: (LESSON 2)

The teacher should select level-appropriate passages from related subjects (History, Economics, Integrated Science, Literature-in-English, RME, Social Studies, amongst others) for learners to read and interpret accordingly, applying the varied techniques in reading. Other reading texts/passages include old newspapers, passages from social media, and set books on topics such as Natural Disaster, Environmental Degradation, Health Issues, Social Injustices, Floods, Road Accidents, Educational, Religious and Social Issues.

Note: (Refer to Focal Area note 2 for techniques in reading).

Pedagogical Exemplars

1. **Role play:** Guide learners to role-play moral lessons behind the stories/passages to bring out information retrieval and differing interpretations.
2. **Collaborative Learning:** Learners work collaboratively in pairs and mixed-ability groups to glance through short stories and sample texts (including texts from social media) for specific information (such as date of birth, place of birth, keywords), while tolerating and respecting each other's views. Guide learners to collaborate and survey texts for the general ideas.
3. **Talk for learning:** Learners use features such as the title of a story, illustrations / pictures, boldface words, headings and subheadings, topic sentences and concluding sentences of paragraphs, first and last paragraphs critically to examine a variety of texts (such as social media or biographies) by examining them for the gist of the story.
4. **Brainstorming:** Learners in mixed-ability groups brainstorm the ideas in the text they read, encouraging one another to define and give examples, taking into consideration their cultural backgrounds. Learners use questions at the end of texts to derive the gist of the text.
5. **Experiential Learning:**
 - a. Guide learners to read and interpret texts from familiar backgrounds and connect the messages of the texts to their personal lives.
 - b. In groups, learners download (or search newspapers for) positive stories from social media about familiar and popular personalities in the country such as musicians, political leaders and use the text to practise scanning and skimming in class.
6. **Gamifications:** Learners play the Word chain games (i.e. repetition of similar words or sequences), sorting word cards in groups to differentiate the main ideas from the subsidiary ones.
7. **Talk-for-Learning approaches (TfL):** Learners collaboratively discuss ideas retrieved from texts giving room for all to share their thoughts.
8. **Talking Circles**
 - a. Learners in mixed ability/ gender groups read given texts and retrieve information encouraging full participation of one another (Skimming).
 - b. In groups, learners work collaboratively to close-read, examine and interpret level-appropriate short texts.
 - c. Learners work collaboratively in pairs to interpret a variety of texts using a combination of the three reading strategies; they scan, skim and close-read texts.

Learning Tasks

1. Learners identify at least one main idea from the given passages.
2. Learners identify specific and main ideas of the given passages.
3. Learners provide appropriate titles to the given passages.

Key Assessment

1. **Assessment Level 1:** Write out at least two specific pieces of information from a selected passage.
2. **Assessment Level 2:** Identify at least two specific information and two supporting information from a selected text.
3. **Assessment Level 3**
 - a. Suggest at least two moral lessons from a selected text.
 - b. Suggest a suitable title for the selected passages.
 - c. Answer comprehension questions on a given passage.

Theme/Focal Area 3: (Lesson 3) Pronouns

A pronoun is a word that stands in for a noun, often to avoid the need to repeat the same noun. Like nouns, pronouns can refer to people, things, concepts, and places. Most sentences contain at least one noun or pronoun.

Types of Pronouns

1. Personal Pronouns are simple pronouns that are used to substitute proper names. Some examples of personal pronouns are *I, you, he, she, we, they, him, her, he, she, us, it* and *them*.
2. Possessive pronouns are pronouns that are used to show possession. They are: *mine, your, yours, his, hers, their, theirs* and *its*.
3. Relative pronouns are pronouns that are used to relate one part of the sentence to another. They are: *that, which, where, when, why, what, whom, whose, and who*.

Subject Pronouns: - I went to the store. - We arrived late.	Object Pronouns: - She gave <i>me</i> the book. - They offered help to <i>us</i> .	Reflexive Pronouns: - I saw <i>myself</i> in the mirror. - She did the job by <i>herself</i> .
Possessive Pronouns: - That car is <i>mine</i> . - he book is <i>hers</i> .	Demonstrative Pronouns: - <i>These</i> are my kids. - <i>This</i> is incredible.	Relative Pronouns: - The person <i>who</i> helped me was kind. - The book <i>which</i> is on the table is mine.
Interrogative Pronouns: - <i>Who</i> is coming to the party? - What are you doing?	Indefinite Pronouns: - <i>Nobody</i> knows the answer. - <i>Somebody</i> called the police.	Dummy Subject Pronouns: - <i>It</i> is raining outside. - <i>There</i> is plenty of coffee left.

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Pedagogical Exemplars

1. **Partner Talk/Conversation Drills:**
 - a. Learners engage in conversations using different types of pronouns.
 - b. In mixed-ability groups, learners explain what a pronoun is and give examples.
2. **Talk for learning:**
 - a. Learners brainstorm the types of Pronouns - personal, possessive and relative pronouns and give examples.

- b. In mixed-ability/gender Groupings Communicate verbally and non-verbally to identify pronoun types.
3. **Role Play:** Using role-play to ensure tolerance for one another; learners work in mixed-ability groups, collaborating and communicating verbally and non-verbally to identify pronoun types.
4. **Group Work:** Learners work in mixed-ability groups, ensuring collaboration and respecting one another's views to identify pronouns in context and use them in speech and writing.

Learning Task

1. Learners explain what a pronoun is with five examples.
2. Learners brainstorm the types of pronouns - personal, possessive and relative pronouns and give examples.
3. Learners write short stories/passages using different types of pronouns.
4. Learners answer oral and written questions on types of pronouns to ensure their level of understanding. Learners communicate in pairs using appropriate types of pronouns.

Key Assessment

1. **Assessment Level 1**
 - a. What are Pronouns?
 - b. Give five examples of pronouns.
 - c. Put the pronouns into their respective types.
2. **Assessment Level 2**
 - a. Fill in with the appropriate pronoun.
 - i. is my father.
 - A Him
 - B He
 - C His
 - ii. The cat is an interesting character, that is why ... keep ... as my pet
 - A I and him
 - B it and I
 - C I and it
 - c. Write at least three types of pronouns and give examples.
 - d. Give at least two examples of the types of pronouns and use them in sentences.
3. **Assessment Level 3**
 - a. Write out a brief conversation between your friends and you using the appropriate types of pronouns.
 - b. Prepare a PowerPoint presentation (or any other form) on the usefulness of pronouns in everyday discourse.

Session Review

Three major strands have been explored in this session: Listening Comprehension, Reading Comprehension and Grammar Usage. The Listening Comprehension has exposed learners to the art of listening to sift important information out of less important just as the Reading Comprehension has excited learners through the techniques of reading to retrieve information for a purpose. The grammar usage highlights the usefulness of the pronoun in everyday discourse. The pedagogical strategies make the lessons inclusive and involving and ensure a full participation of all learners. The use of ICT tools such as projectors, computers, mobile phones to search for information from the internet as well as listening to recorded audios, watching of films and documentaries make the lessons stimulating and collaborative.

The assessment strategies, ranging from hands-on tasks, projects and take-home assignments helped to bring out the abilities and / capabilities of learners while building the national core values such as tolerance, integrity, honesty, support for one another among others.

WEEK 4

Strands

1. Grammar
2. Writing
3. Literature

Sub-Strands

1. Grammar Usage
2. Text Types and Purposes
3. Narrative, Drama, Poetry

Learning Outcomes

1. *Apply knowledge of word classes and their functions in communication.*
2. *Use a process-oriented approach to craft descriptive, creative, informative and persuasive written compositions.*
3. *Employ language to analyse a text for its meaning.*

Content Standards

1. Demonstrate knowledge, understanding and use of grammatical forms in speech and writing
2. Use a process approach to compose descriptive, narrative/imaginative, informational, persuasive and argumentative texts
3. Demonstrate knowledge and understanding of how the language of literary genres facilitates understanding of a text.

INTRODUCTION AND SUMMARY FOR THE WEEK

Welcome to week four (4). This week is a continuation of the previous weeks' Grammar, Writing and Literature. Appropriate starters should be used to arouse the interest of learners to continue from where the previous discussions ended. This should be done by reviewing the learners' relevant previous knowledge on each of the sub-strands to start the lesson. The lesson in Grammar Usage this week covers the accurate use of pronoun types in speech and in writing. The lesson on Writing covers the writing of short stories. Literature covers character and characterization.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars consist of interactive approaches to teaching and learning of the English Language. This is to make teaching and learning more learner-centred in the quest to equip learners with problem-solving skills, critical thinking and reasoning. Pedagogical strategies such as talk for learning, task-based learning, brainstorming and experiential learning, to mention but a few, should be utilised in the teaching and learning process. It is vital that learners are put in mixed-ability/gender groups as much as possible. These would further improve the quality of collaboration, communication, critical thinking, leadership and personal development thereby making learners participate actively throughout the lesson. Resources such as audio-visuals and other related materials will be useful for learner support. Attention should be given to learners with individual variations of language, background and ability-level.

ASSESSMENT SUMMARY

The assessment strategies for the week's lesson ensure a balanced evaluation of recall and production, skill-developing and strategic reasoning. The proposed assessment strategies for the lessons include but are not limited to oral/aural responses, question and answer sessions and group activities or tasks. Teachers are encouraged to use a variety of formative and summative assessment strategies to gather information about individual learners' performance, including scores, feedback and progress over time. *Teachers should be mindful of linguistic and cultural barriers that are associated with some cultures in order to avoid learner distress.* The assessment covers DoK levels 1, 2 and 3 to ensure equity and equality with respects to learners' needs.

Learning Indicators

1. Use pronoun types accurately in speech and writing.
2. Write short stories using precise words and phrases to convey a vivid picture of experiences.
3. Use language to describe characters in movies, narratives and play scripts to make meaning.

Theme/Focal Area(S) 1: (Lesson 1)

At the beginning of the lesson, clarify why pronouns are used in writing and speech. Mainly, personal pronouns are used to avoid unnecessary repetition of a noun. Nevertheless, overuse of pronouns can be confusing and the teacher might give as an example a text which includes a sequence such as: 'When I asked her what she'd said, she said that she'd not spoken to her but that she'd never had the chance to ask anything else because she'd been called away.' Such speech is a recipe for misunderstanding. Who is speaking to whom?

Pronouns

Interrogative pronouns are pronouns that are used to ask questions. Examples include *who*, *what*, *when*, *whom*, *why*, *where*, *which*, *whose*, and so on.

Reflexive pronouns are pronouns that are used to refer back to the subject in the sentence. Examples include: *myself*, *yourself*, *herself*, *himself*, *oneself*, *itself*, *ourselves*, *themselves* and *yourselves*.

Demonstrative pronouns are pronouns that are used to point to specific objects. The demonstrative pronouns are *this*, *that*, *these* and *those*.

Learning Tasks

1. Learners identify the pronouns types in given sentences
2. Learners use given pronouns appropriately in sentences
3. Learners in their mixed-ability groups creatively explore the use of pronouns from a variety of texts, while respecting varieties of views.
4. Learners use specific pronoun types dominantly in a short story

Pedagogical Exemplars - Talk for Learning

Using talk for learning, learners in mixed-ability/gender groups give some examples of pronouns. In pairs, learners use any of the pronouns listed in sentences.

Brainstorming

In mixed ability groups, learners brainstorm the types of pronouns from varied short passages. Material must be available for this.

Through leading questions, learners brainstorm the types of pronouns from the examples and sentences given and find more types with examples and from the internet where applicable and other sources.

Task-Based Learning

In mixed ability groups, learners are given newspapers and extracts from novels and short stories to explore the use of pronouns. This exercise gives learners the ideal opportunity to be inclusive in outlook by respecting the views of other learners in the group.

Key Assessment

Assessment Level 1: Recall and Reproduction

1. Give five examples of pronouns and use them in sentences
2. Underline the pronouns in the following text:

As I was coming back from school on Friday with Rafia, she told me her mother was sick, and a certain man who is their neighbour sent her to the hospital for treatment. He came back to inform them that her mother was suffering from a disease known as hepatitis B. It is a very dangerous disease that can be cured only with early detection.

Assessment Level 2: Skills of Conceptual Building

3. Tabulate the types of pronouns with their corresponding examples
4. In pairs, learners compete by giving sentences based on random types of pronouns.

(Guide learners on how to do this)

Two learners are called from two different or more groups to participate

Teacher then mentions a pronoun type

Learners have a limited time to use an example of the particular type in a sentence

Each learner has the same number of turns to each pronoun

Teacher then switches between pronouns and when one is unable to give a sentence within time and correctly, the other person wins.

This exercise is ideal for integration and mixed-ability learners.

Assessment Level 3: Strategic Reasoning

5. Write a brief short story with pronouns dominant in it.

Theme/Focal Area(S) 2: The Short Story

A short story is a brief narrative that is shorter than a novel and that usually deals with only a few characters.

The short story is usually concerned with a single idea conveyed in only one or a few significant episodes or scenes.

The form encourages economy of setting, concise narrative and generally the omission of a complex plot.

Characters are disclosed in action and dramatic encounters but are seldom fully developed.

Precise words/phrases:

These refer to the use of exact parts of speech to help produce vivid mental pictures without resorting to the use of many words to convey thoughts.

The use of precise words/phrases in writing creates strong, compelling images in the minds of the readers.

Examples: *put in* (installed, deposited), *got there* (arrived), *got to see* (realised, found out), etc.

Learning Tasks

1. Learners outline the structure of a short story (Refer to Week 6 and 16)
2. Learners draw and label the concept map of a given story.
3. Learners explain the meaning of a short story and use the structure to write a story. (HP)

Pedagogical Exemplars

Experiential Learning

Using experiential learning, learners use the process approach to identify and use the story structure to write out a short story on topics such as My first day at school, My favourite family pastime, The best thing that ever happened to me, My favourite short story.

Key Assessment

Level 3: Strategic Reasoning

1. Write a short story using the structure of a short story.

Theme/Focal Area 3: (Lesson 3): Character/Characterisation

A character is someone who appears in a book, film or other fictional work. The term refers to the attributes or features that make up and distinguish an individual.

Characterisation is a representation of an individual personality in a fictional or dramatic work.

A character in a play/ novel may be:

- a main/lead/central character
- a minor/supporting character
- fictional characters
- a cartoon character

Types of Characters

Dynamic character – One who changes over the course of the story. They often evolve to become better/wiser (villain/protagonist).

Static character – One who does not change. They might also be referred to as FLAT or ONE-DIMENSIONAL characters.

Stock character - One who appears time after time as a familiar figure. They may be jokers, mentors, or bad-tempered shop-keepers.

Round character – They behave like the dynamic character. This character has a full backstory revealed through emotions, language and realistic motivations for whatever they do.

Foil character – One whose personality and values clash with that of the protagonist.

Antagonist – An anti-villain who has noble characteristics. He/she opposes the protagonist. They are mostly evil.

Protagonist – This is the main character—most of the action centres around them. Without them, there is no plot. For example, Okonkwo in Chinua Achebe's *Things Fall Apart*, Sidi in *The Lion and the Jewel* by Wole Soyinka, Faiza in *The Kaya Girl* by Mamle Wolo.

Learning Tasks

1. Learners identify characters from a watched film or text.
2. Learners, in their convened groups, use extracts from texts to analyse how language is deliberately used to portray characters in a play.
3. Learners distinguish between character and characterization.
4. Learners identify and explain the types of characters in literature.

Pedagogical Exemplars

Talk-For-Learning: Using a projector and/or laptop, teacher guides learners to use ICT tools to identify, explain and distinguish between character and characterisation

Key Assessment

Level 1: Recall

Identify types of characters in a text or film

Level 2: Skills of Conceptual Understanding

Distinguish between a character and characterisation

Level 3: Strategic Reasoning

1. Discuss how the roles of characters help to create deeper meaning in a given film or story.
2. Explain the types of characters giving an example of each in a movie or novel seen or read.

Session Review

This session looked at pronouns - Grammar Usage, Text Types and Purposes - Writing and Composition and Character and characterisation - Core Literature. The pedagogical strategies were apt as they ensured a total participation of all learners while taking into consideration their individual experiences and cultural backgrounds. The use of group work enhanced the free sharing of ideas in relation to the various lesson discussions building the 21st century skills and national core values in learners. The assessment strategies, ranging from tasks to role play and the different levels aided all learners to work within their capabilities.

References

1. New Gateway English for Senior High School Book 1
2. English for Senior Secondary Schools Book 1
3. Black Star Series Book 1
4. Old newspapers
5. Sample texts & pictures from social media
6. A1 English Language textbook

WEEK 5

Strand

1. Oral language
2. Reading
3. Grammar

Sub-Strand

1. Conversation/Communication in context
2. Summarising
3. Grammar Usage

Learning Outcome

1. *Employ appropriate register to communicate completely in varied speech contexts*
2. *Employ summarising as a technique for text interpretation*
3. *Employ the appropriate use of vocabulary in contexts.*

Content Standard

1. Demonstrate effective use of communicative strategies in a variety of speech situations.
2. Demonstrate coherent understanding of summarising as a technique for text comprehension.
3. Demonstrate and apply the appropriate use of vocabulary in general communication.

INTRODUCTION AND SUMMARY FOR THE WEEK

Hello! Welcome to week 5 of the English Language Teacher Manual. This week consists of three lessons. The first lesson on Oral Language (Discourse and Conversation) seeks to evaluate learners' knowledge on using language appropriately in varied speech contexts. It is therefore essential to note that communication or conversation varies according to context (formal and informal). Hence, conscious efforts need to be made to help learners use the appropriate registers or vocabularies in different speech contexts. As a result, carefully selected pedagogies and assessment strategies have been employed in the lesson to help the teacher to teach this lesson successfully.

The second lesson on Reading focuses on employing summarising as a technique for text comprehension. It is important to stress on the connection between summarising and real-life situations, as it will be useful to learners in analysing situations and/or identifying elements of a story. A third lesson on grammar highlights the use of various forms of adjectives in connected speech and writing. It is therefore very vital to emphasise on the relevance of adjectives understanding nouns and their applications in real-life. The teacher should employ professional knowledge and skills necessary to create impact in the lesson, even if not captured in this document.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars consist of interactive approaches to teaching and learning of the English Language. This is to make teaching and learning more learner-centre in the quest to equipping learners with problem-solving skills, critical thinking and reasoning. Pedagogical strategies such as talk for learning, think-pair share, collaboration/group work/role play, task-based learning, brainstorming

and experiential learning, to mention but a few, should be used in the teaching and learning process. Learners should be placed in mixed-ability/gender groups. These would further improve the quality of collaboration, communication, critical thinking, leadership and personal development by ensuring all learners participate actively throughout the lesson. Resources such as audio-visuals and other related materials are be useful for learner support. Attention should be given to learners with individual needs. Whole class teaching in itself does not develop such differentiation.

ASSESSMENT SUMMARY

The assessment strategies for the week's lesson ensure a balanced evaluation of recall and production, skills developing and strategic reasoning. The proposed assessment strategies for the lessons include but are not limited to oral/aural responses, question and answer sessions, and group activities or tasks. Teachers are encouraged to use a variety of formative and summative assessment strategies to gather information about each individual learner's performance, including scores, feedback and progress over time. Teachers should be mindful of linguistic and cultural barriers that are associated with some cultures in order to avoid learner distress.

Learning Indicators

1. *Use language appropriately in different speech situations (formal and informal).*
2. *Analyse and retell the main parts of stories orally from short videos, drama, and other texts.*
3. *Use various forms of Adjectives correctly in contexts.*

Theme/Focal Area 1: (Lesson 1) : Discourse and Conversations

- Learners in mixed-ability groups engage in practical demonstrations of everyday discourse and group conversations around a particular topic to enable them to identify and use specific registers and expressions collaboratively.
- Group discussions on the impact of COVID-19 on students' academic lives or in asking for direction, requesting a favour, describing a market scene, attending a job interview, asking questions in class. Selected topics should appeal to learners from diverse backgrounds (ethnic, religious, cultural) and involve both males and females.
- Learners watch short videos/read short stories based on a given speech context (formal, semiformal or informal contexts).
- In small groups, exhibiting the values of tolerance through exploratory talk, learners discuss a video/story, give reasons for what participants in the video or story said and compile a list of useful expressions used in the video/story.
- Learners then role-play the video/story, paying attention to the language/communicative strategies employed by the characters.

Learning Tasks

1. Learners will be able to identify words used in an informal situation (for example: communication in the school setting)
2. Learners identify words used in formal and informal situations/context
3. Learners use words to create conversations in varied situations/context.

Pedagogical Exemplars

Experiential Learning: Learners in mixed-ability/gender groups watch short videos/read short stories based on a given informal speech context and identify vocabularies used.

Collaboration/Group Work: Learners in mixed-ability/gender groups engage in practical demonstrations of everyday discourse and group conversations around a particular topic to enable them to identify the use of specific registers and expressions in varied contexts collaboratively.

Role-Play: Learners in mixed-ability groups watch/read stories and role-play the video/story, paying attention to the language/communicative strategies employed by the characters and use them to create conversations on their own.

Talk For Learning: In small groups, exhibiting the values of tolerance through exploratory talk, learners discuss a video/story, give reasons for what participants in the video or story said and compile a list of useful expressions used in the video/story.

Key Assessment

Assessment Level 1: Recall (formative)

Identify a list of words in a short text that depict informal context.

Assessment Level 2 Skills of Conceptual Understanding: (Formative)

1. State the language used in the following:
 - A. Friendly letters
 - B. Formal letters
 - C. Formal speech writing.
 - D. When speaking with your school headteacher.

Assessment Level 3: Strategic Reasoning (Formative/Summative)

Role-play a conversational situation on any topic of your own and offer your own self-assessment.

Theme/Focal Area 2: (Lesson 2): Parts/Elements of a Story

The aim here is to focus on the language used in the writing as a whole, and in specific areas of the text.

The main parts of a story are the **Introduction**, the **Main body** and the **Conclusion**.

The Elements of a story

1. **Plot:** The plot is the events or actions that drive the story - it describes the “what” of the tale. The plot lets the reader know what is happening, describes the problems the characters are trying to solve, and gives details on how they attempt to solve them. To keep your reader engaged and interested, your story should include these plot elements: **exposition**, **rising action**, **climax**, **falling action**, and **resolution**.
2. **Setting:** The setting of your story is both the physical location and the point in time in which your plot takes place.
3. **Characters:** The characters are the people, animals, beings, or personified objects driving your story. A story can have many characters or just one main character as its focus.
4. **Conflict/Climax:** The conflict is the big problem of the story. What is your main character trying to overcome/resolve?
5. **Point of View (POV):** Point of view describes the lens through which the story is being told. There are several different POVs to consider, but the most common are **first-person**, **second-person (rare)**, and **third-person (omniscient narrator)**.

Refer to *Week 2 LI 1.1.2* for more information on parts of the story.

Learners discuss and summarise stories by retelling their main parts. Learners watch a number of short plays/videos or read short stories in class.

Learners think about the stories in the video/play/text critically and work collaboratively in small mixed-ability/gender groups to relate only the main parts of the story to somebody who did not watch the play/video or read the text.

- Groups write the story on a flip chart and post them on the classroom walls for a gallery walk (for example, the class takes a walk round the classroom to read and appreciate the finished assignments that are posted on the walls):
- Learners work together to critique each group’s work, giving positive feedback to help learners develop the skills of appreciating the different competencies in individuals within the groups.

- Award marks in mixed-ability groups to motivate learners and make this exercise competitive and interesting.
- Learners do several activities to help them identify the main idea in texts (paragraphs).
- In small groups, learners discuss what given pictures (pictures of festivals and other celebrations, football matches, and so on) are about.
- Use probing questions to get learners to talk about things that help them to understand what the picture is about.
- Learners work in pairs to examine paragraphs critically to find out how each supporting sentence is connected to the main idea (by giving explanations and examples in support of what is stated in the main idea/topic sentence)

NB: Texts should come from different sources, including social media and Core Literature textbooks

Learning Tasks

1. Learners read to identify the main ideas in a text.
2. Learners read and summarise the main ideas in a paragraph.
3. Learners read and summarise the main ideas in a text.

Pedagogical Exemplars

Task-Based Learning: Learners in mixed ability/gender groups examine a variety of story maps and identify the main ideas in texts. Use probing questions to get learners to talk about things that help them to understand what the illustration is about.

Collaborative Learning: Learners think about the stories in the video/play/text critically and work collaboratively in small mixed-ability/gender groups to relate only the main parts of the story to somebody (who did not watch the play/video or read the text).

Think-Pair Share: Learners in groups work in pairs to examine paragraphs critically to find out how each supporting sentence is connected to the main idea (by giving explanations and examples in support of what is stated in the main idea/topic sentence) and share with the larger group.

Key Assessment

Assessment Level 1: Recall

Identify the main ideas in the story read.

Assessment Level 2: Skills of Conceptual Understanding (Formative)

1. Retell the story you watched on video/ read in a text.
2. Tell your own story.
3. Give a summary of the story you read.

Assessment Level 3: Strategic Reasoning (Formative)

1. What do you think about the story read in class?
2. How has the language used made the impact of the writing significant for you? (Moral lessons)

Assessment Level 4: Extended Critical Thinking and Reasoning (Summative)

Write a story on any plot of your own: give a simple, one noun title as stimulus for example, *The Gate*, *The Last*, *The Cake*, *The Spice*.

Theme/Focal Area 3: (Lesson 3): Adjectives

Adjectives are words that describe **nouns**. Examples include *enormous*, *doglike*, *silly*, *yellow*, *fun*, *fast*. They can also describe the quantity of nouns, such as *many*, *few*, *some*, and so on.

Functions of Adjectives

As you may already know, adjectives are words that make a noun more specific. Adjectives, by qualifying their linked nouns, further define or describe them.

Examples:

1. *Maggie wore a **beautiful hat** to the gari-eating contest.*
2. ***Furry dogs** may overheat in the summertime.*
3. *My cake should have **sixteen candles**.*
4. *The **scariest villain** of all time is Kweku Ananse.*

In the sentences above, the adjectives are easy to spot because they come immediately before the nouns they qualify. The adjectives have been used **attributively**.

Adjectives can qualify nouns even without appearing right before them in a sentence. An adjective used in this manner acts as a **subjective complement** with the help of a **linking verb** and a **predicate**. Such adjectives qualify the subject of the nouns in the sentence.

Note: (A linking verb is a verb like *to be*, *to feel*, *to seem*, or *to taste* that, rather than describing an action, helps to describe a state of being or a sensory experience).

In the sentences below, adjectives have been used **predicatively**.

1. *That cow is **charging**.*
2. *The perfume smells **good**.*
3. *Driving is **faster than walking**.*

Degree of Adjectives

Adjectives come in three forms, known as degrees. These are **absolute**, **comparative**, and **superlative**.

Running is **fast**. - absolute

Driving is **faster** than walking. - comparative

Rockets are **fastest**. -superlative

Absolute adjectives describe something in its own right. Examples: *a cool guy*; *a messy desk*; *a rigid guideline*; *an awful situation*; *a mischievous cat*.

Comparative Adjectives: These make a comparison between two or more things. For most mono-syllabic adjectives, the comparative is formed by adding the suffix *-er* (or just *-r* if the adjective already ends with an *e*). For bi-syllabic adjectives, some use *-er* to form the comparative, while others use the word **more**. In general, two-syllable adjectives ending in *-er*, *-le*, *-ow*, *-ure*, or *-y* can be made comparative by adding *-er* (in the case of *-y* words, replace *y* with *-ier*). For adjectives of three or more **syllables**, add the word **more**.

Examples: *a cooler guy*; *a messier desk*; *a more rigid guideline*; *a more awful situation*; *a more mischievous cat*.

Superlative Adjectives indicate that something has the highest degree of the quality in question. One-syllable adjectives become superlatives by adding the **suffix** *-est* (or just *-st* for adjectives that already end in *e*).

As with the comparative, some two-syllable adjectives use *-est* to form the superlative, while others use the word *most*. In general, two-syllable adjectives ending in *-y* replace *-y* with *-iest*. Adjectives of three or more syllables add the word *most*. When you use an article with a superlative adjective, it will almost always be the definite article (*the*) rather than *a* or *an*. Using a superlative inherently indicates that you are talking about a specific item or items.

Examples: *the coolest guy*; *the messiest desk*; *the most rigid guideline*; *the most awful situation*; *the most mischievous cat*.

Examples of adjectives used in the different contexts described:

- i. Directly before nouns: *Amuzu is an amazing footballer*.
- ii. With the verb “to be” to describe the subject of the sentence: *Fatima is very intelligent*.
- iii. With the senses (sensory) verbs (sight, taste, smell, touch, hearing): *The food tastes awful*.

Or

- iv. Verbs of appearance to qualify the nouns, which come before the verb:

Papa Minka seemed very upset.

NOTE

- Draw learners’ attention to comparative and superlative forms of adjectives
- Order of adjectives in contexts: minor to, superior to, inferior to, etc.
- In the rare circumstances where three different adjectives are used rhetorically together, the order is generally TIME, MANNER, PLACE as in:

The **late-running, overheating, local** train finally arrived.

Give learners the opportunity to generate similar sentences. This is a good opportunity for collaboration. Can anyone create an exception to this ‘rule’? Does ‘The Accra-bound, noon, diesel train’ work? The ‘rule’ becomes natural as you become more proficient in English.

Learning Tasks

1. Learners explain what adjectives are and state examples.
2. Learners identify adjectives in context and state their functions.
3. Learners identify adjectives in context, state their functions and use adjectives to form sentences of their own.
4. Learners identify the degrees of adjectives, use them in sentences and form adjectives from other words.

Pedagogical Exemplars

Brainstorming: Learners in mixed-ability/gender groups work together to explain the meaning of adjectives with examples.

Talk-For Learning: In mixed-ability/gender groups, learners in pairs discuss the varied use of words to describe their favourite food/friend/teacher/ other items around them.

Collaboration: Learners jigsaw with cross groupings collaboratively to explore the accurate use of adjectives in contexts, using selected texts.

Critical Thinking: Through discussions, learners think-pair link and share ideas on comparisons of adjectives with suitable examples. Learners should attempt to form adjectives from other word classes (such as nouns and verbs).

Key Assessment

Assessment Level 1: Recall (Formative)

1. Explain the meaning of the adjective in your own words.
2. Form sentences with adjectives.
3. Construct two sentences for each of the types of adjectives.

Assessment Level 2: Skills of Conceptual Understanding: (Formative/Summative)

Identify and state the functions of adjectives in given sentences.

1. The red car belongs to my father.
2. The scholarship has been awarded to the brilliant boy in the school.

Assessment Level 3: Strategic Reasoning: (Formative)

Use adjectives in the following contexts:

1. Directly before nouns
2. With the verb “to be” to describe the subject of the sentence
3. Use of adjectives with sensory verbs (from taste, smell, hearing)

For each of the following sentences, choose the correct order of adjectives to fill the blank spaces:

4. I was thrilled to receive a...book with my order.
 - a) big, beautiful, leather-bound
 - b) leather-bound, big, beautiful
 - c) beautiful, big, leather-bound
5. I have been shopping for perfect...chopsticks.
 - a) Japanese long sushi
 - b) long Japanese sushi
 - c) long sushi Japanese

Session Review

This session exposed learners to appropriate registers to communicate completely in varied speech contexts, employing summarising as a technique for text comprehension and interpretation and using the appropriate vocabularies for formal and informal situations. The learning tasks varied pedagogical and assessment strategies should have helped boost the confidence in learners' use of language in everyday discourse-speech and writing. The interactive use of 21st century skills and inculcation of moral values should have enhanced the participation of learners and helped

develop their critical thinking and problem-solving skills. The use of interactive pedagogical strategies also made lessons exciting and sustained learners' attention throughout the period.

The assessment strategies ranging from DoK Levels 1 to 4 have improved learners' problem-solving skills, creativity and power of reasoning.

References

1. New Gateway English for Senior High School Book 1
2. English for Senior Secondary Schools Book 1
3. Black Star Series Book 1
4. Old newspapers
5. Selected passages from subjects across the curriculum such as Social Studies, Agriculture, Geography.
6. Sample texts & pictures from social media
7. A1 English Language textbook

WEEK 6

Strands

1. Grammar
2. Writing
3. Literature

Sub-Strands

1. Grammar Usage
2. Production and Distribution of text
3. Narrative, Drama, Poetry

Learning Outcome:

1. *Apply knowledge of word classes and their functions in communication.*
2. *Utilise a process-oriented approach to craft descriptive, creative, informative and persuasive written compositions.*
3. *Employ monologues and dialogues in texts.*

Content Standards:

1. Demonstrate knowledge, understanding and use of grammatical forms in speech and writing.
2. Use a process approach to compose descriptive, narrative/imaginative, informational, persuasive and argumentative texts.
3. Demonstrate knowledge and understanding of how the language of literary genres facilitates understanding

INTRODUCTION AND SUMMARY FOR THE WEEK

Hello! Welcome to Week 6 of the English Language Teacher Manual. This week comprises three lessons. The first lesson on Grammar aims to review learners' knowledge on vocabulary in relation to specific contexts (formal and informal). It is important to note that the use of vocabularies is influenced by context and making learners aware of this will help them employ the appropriate registers in formal and informal situations (in both connected speech and writing) in real life. The teacher should make the lesson as realistic as possible to enable learners to link choice of vocabularies to different contexts. The second lesson on Writing focuses on developing the structure of a linear narrative essay. Through the use of appropriate learning materials or resources, learners should be exposed to writing short stories using precise words and phrases to convey a vivid picture of experiences while emphasising on the parts of a story. The third lesson on Literature deals with creating monologues and dialogues in narratives and plays to make meaning. The facilitator is encouraged to use innovative strategies to make room for learners to employ monologues and dialogues across different texts (emphasise on speech and writing). Again, mixed-ability group-work is a valuable strategy here, encouraging collaboration and personal integration in many ways.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Pedagogical exemplars are the various interactive strategies which are employed to enhance teaching and learning of English Language. For teaching and learning to be successful, teachers of the English

language are expected to select learner-centred pedagogical strategies to make lessons more interactive. The pedagogical strategies such as role-play, talk for learning, collaboration, critical thinking, and group/individual tasks, to mention but a few, should be used in the teaching and learning process. Also, the facilitator or teacher should ensure learners are put into mixed-ability/gender groups to enhance collaboration, communication, innovation, critical thinking, leadership skills and personal development. Learning resources should be relevant to the lesson and conscious efforts should be made to support learners with individual or special needs.

ASSESSMENT SUMMARY

The assessment strategies for the week's lessons ensure a balanced evaluation of skills building, and strategic reasoning. The intended assessment strategies for the lessons include but are not limited to oral/aural responses, question and answer sessions, group tasks and individual work. Teachers are encouraged to employ a variety of formative and summative assessment strategies to gather information about individual learners' performance, including scores, feedback and progress over time. Facilitators should be mindful of linguistic and background issues that are associated with certain cultures in order to avoid learner apathy. Finally, the teacher should align the various assessments to the given tasks and learner activities.

Learning Indicators

1. *Use appropriate vocabulary in specific contexts. (Formal and informal situations.)*
2. *Write short stories using precise words and phrases to convey a vivid picture of experiences.*
3. *Create monologues and dialogues in narratives and plays to make meaning*

Theme/Focal Area 1: (Lesson 1): Language Use in Different Contexts

People do not talk to their superior the same way they talk with their best friends. Everyone in all cultures switch between formal and informal language use in everyday conversations.

The same is true for writing: some situations call for informal language, while others call for more formal vocabulary.

Facilitators are to select level-appropriate text/passages from other cross-cutting subject areas for learners to use the varied vocabulary in specific contexts to depict formal and informal situations.

Formal situations include a visit to the Head's office, Post office, Parliament House, Chief's Palace, Courtroom, job applications, CVs, Workplace communications. The vocabulary used here is polite and formal.

For example, in a **formal letter applying for a job, we might write:**

I believe I will be an asset to your company. I have attached my resume and references as requested. I value your consideration of my application.

I look forward to hearing from you.

Examples of Formal and Informal Vocabulary include:

Informal	Formal
Tell me more	Elaborate
Be done	Finished
Show	Demonstrate
Give	Provide
Make up	Fabricate
Find out	Discover
Plus	Moreover
So	Thus
Also	Additionally
But	However
Meanwhile	in the interim
In a nutshell	Essentially
Huge	Enormous
Tiny	Diminutive
Okay	Acceptable

Informal	Formal
Friendly	Amiable
Rude	Disagreeable
Messed up	Damaged

Learning Tasks

1. Learners identify formal and informal contexts.
2. Learners state the appropriate vocabularies based on contexts, and form sentences with them.
3. Learners create a specific context and use the appropriate vocabularies in a short passage.

Pedagogical Exemplars

Task-Based Learning: In a group, learners consider the word-choice they would make when wishing to visit the ‘rest-room’ when they excuse themselves from class, from a family meal, or from a group of friends. (They will note how everyone uses different ‘registers’ in different contexts).

- Using role-play, learners in mixed-ability groups use appropriate vocabulary in specific contexts while tolerating and accepting divergent views.

Example: Greetings on different occasions such as

- i. At the hospital
- ii. At the shopping mall
- iii. On the bus with parents

An exercise which shows different levels of formality: in a group, learners consider the word-choice they would make when wishing to visit the ‘rest-room’ when they excuse themselves from class, from a family meal, or from a group of friends. Quickly, they will note how everyone uses different ‘registers’ in different contexts.

For example:

I want to visit the ladies or gents or powder room. Provide further expressions here.

I am going to the washroom

May I go out, Madam?

I will be with you in a jiffy

Just give me a minute, I will be right back.

Collaboration: Learners through mixed-ability/gender groups scan through sampled texts to identify formal and informal contexts based on choice of vocabularies.

Talk For Learning: Learners in mixed-ability groups use appropriate vocabulary in role-playing specific contexts while tolerating and accepting divergent views.

Role-Play: Using role-play, learners in mixed-ability groups use appropriate vocabulary in specific contexts while tolerating and accepting divergent views.

Key Assessment

Assessment Level 2: Skills of Conceptual Understanding

1. Identify words often used at funeral grounds or in a religious service and use each of them to form meaningful sentences.
2. Find your own words (at least five) and show situations of their usage.

Assessment Level 3: Strategic Reasoning (Formative/Summative)

Choose the appropriate register to complete a given passage. First words of welcome to a political leader; a visit to a senior member of the school to ask for your exam paper to be remarked; words to your grandmother if her husband has become seriously ill.

Theme/Focal Area 2: (Lesson 2): Descriptive Writing

Learners, collaborating with one another in mixed-ability groups, examine sample materials (sample essay, passages from books, journals, sample texts from social media) and discuss the structure of a linear narrative essay:

- i. Introductory paragraph containing:
 - Central idea (for the whole essay)
 - Supporting sentences (To serve as topic sentences in the body paragraphs).
- ii. Body paragraphs (containing main ideas - topic sentences)
- iii. Concluding paragraph: Learners apply various useful strategies to compose their concluding paragraphs.

Note: Learners use the appropriate linking words that show linearity - first, *then*, *further*, *finally*...

- Learners use devices such as metaphors, similes, personification, imagery, hyperbole, and alliteration to bring out the style of a narrative piece.
- Learners use appropriate expressions to link ideas or sentences in a paragraph for coherence such as besides, in addition, moreover, again, furthermore and so on.

Learning Tasks

1. Learners identify the structure of narrative text.
2. Learners use the appropriate words showing linearity to compose a concluding paragraph of an essay.
3. Learners organise their ideas on a topic and compose a narrative essay with precise words. (Pay attention to the linear structure of the narrative essay)

Pedagogical Exemplars

Collaboration: Learners in mixed-ability/gender groups work together to examine sample materials (sample essays, passages from books, journals, sample texts from social media) and identify the structure of a linear narrative essay.

Group Work: Learners in mixed-ability groups, through brainstorming, use the appropriate words to compose a concluding paragraph of a narrative essay.

Individual Work: Learners through critical thinking apply various useful strategies (organising ideas on a given narrative essay and taking into consideration its structure) to compose a linear narrative essay.

Key Assessment

Assessment Level 3: Strategic Reasoning (Formative and Summative)

Write a story to illustrate the saying, “No pain, no gain”.

Assessment Level 4: Extended Critical Thinking and Reasoning (Summative)

Write a story on a topic of your own.

Theme/Focal Area 3: (Lesson 3): Monologues and Dialogues

Monologues

A monologue is a speech delivered by one person or a long, one-sided conversation.

Types of monologues

1. **A soliloquy** is a type of monologue in which a character delivers a long speech to him/herself rather than to another character or the audience. In this, the character talking to him/herself tries to analyse his/her own thoughts, emotions, or predicament.
2. **Dramatic monologue:** A monologue that is delivered by a character to another character or to the audience. They tend to be lengthy and often unbroken by the speech of other characters.
3. **Interior/Internal monologue:** This is a type of monologue in which a character’s thoughts are expressed but not vocalised in the world of the story by other means such as words being put on a screen to show what’s going on in his or her head while a conversation is taking place on stage.

Dialogues

Dialogue is a spoken conversation that includes at least two characters. Dialogues create characters, advance the plot of a story and make a text realistic.

Group Work/Collaboration

Learners collaboratively identify monologues in narratives and plays and discuss how they help to convey meaning.

Task-Based Learning

In mixed-ability groups, learners collaboratively create monologues in narratives.

Learning Tasks

1. Learners explain and state a type of monologues.
2. Learners state the types of monologues, explain and differentiate between monologues and dialogues.
3. Learners create monologues and dialogues in narratives and plays (emphasise on speech and writing skills).
4. Opportunity for witty sketches to be created by a mixed-ability group to reveal what a character is really thinking.

Pedagogical Exemplars

Group Work/Collaboration: Learners in mixed-ability/gender groups, collaboratively explain the meaning of monologue and identify a type in narratives and plays.

Task-Based Learning: In mixed-ability groups, learners collaboratively identify the types of monologues, explain them and differentiate between monologue and dialogue in narratives and plays.

Critical Thinking: Learners in mixed-ability /gender groups analyse sample monologues and dialogues texts to create one on their own.

Key Assessment

Assessment Level 3: Strategic Reasoning (Formative)

Create a dialogue with your partner in class.

Assessment Level 4: Extended Critical Thinking and Reasoning

Use dialogues and monologues to write a short story of your own.

Session Review

This session exposed learners to use appropriate vocabulary in specific contexts, writing of short stories using precise words and phrases, and creating monologue and dialogues to boost the confidence in their use of language in everyday discourse-speech and writing. The interactive use of 21st century skills and inculcation of moral values has enhanced the participation of learners. The use of games and other interactive pedagogical strategies also made lessons exciting.

The assessment strategies ranging from DoK Levels 1 to 4 have improved learners' problem-solving skills, creativity and power of reasoning.

References

1. New Gateway English for Senior High School Book 1
2. English for Senior Secondary Schools Book 1
3. Black Star Series Book 1
4. Old newspapers
5. Sample texts & pictures from social media
6. A1 English Language textbook

WEEK 7

Strands

1. Oral Language
2. Reading
3. Grammar

Sub-Strands

1. English Speech Sounds
2. Reading Comprehension
3. Grammar Usage

Learning Outcomes

1. *Articulate the pure vowel and consonant sounds of the English language effectively in oral communication.*
2. *Employ knowledge of reading and text comprehension strategies to retrieve and interpret different kinds of texts.*
3. *Apply knowledge of word classes and their functions in communication.*

Content Standard

1. Demonstrate knowledge and understanding of speech sounds in oral communication.
2. Demonstrate understanding of different types of reading and text comprehension strategies and use them to interpret a variety of appropriate-level texts.
3. Demonstrate knowledge, understanding and use of grammatical forms in speech and writing.

INTRODUCTION AND SUMMARY FOR THE WEEK

You are welcome to the week 7 of the English Language Manual. The lessons in this week consist of Oral Language, Reading and Grammar. The oral language focuses on consonant sounds (plosives and fricatives), the lesson on reading deals with retrieving information and interpreting texts, while the last lesson of the week teaches language use in different contexts (formal and informal language). It is expected that, teachers will employ all professional techniques appropriate for each of the lessons to guide learners develop the 21st century skills needed to function effectively in the world of work. The lessons are expected to be interactive, and inclusive of all abilities.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars for the week consist of Group work, Drills, Collaborative Learning, role-play, individual work and Talk for Learning. These pedagogical exemplars will develop learners' leadership skills, collaboration, communication skills, critical thinking and personal development as well as engaging the active participation of all learners. Resources used in the teaching and learning of the lessons are radio, texts, podcasts, and tape recordings. It is worth noting that, other resources that can be used to help learners grasp the content should be used, even if the above resources are not available in your school.

Learning Indicators

1. Use consonant sounds in connected speech (Plosive, Fricatives).
2. Retrieve specific information and interpret a variety of simple texts.
3. Use appropriate vocabulary in specific contexts. (Formal and informal situations.)

Theme/Focal Area(S) 1: (Lesson 1): Consonant Sounds

These are the speech sounds that are produced with obstruction of pulmonary air from the lungs. Consonant sounds are determined by the **place of articulation**, **manner of articulation** and **voicing**.

Place of articulation: This refers to the points of the mouth at which the sound was made. It refers to the speech organs involved in the production of the sound.

Manner of articulation: This refers to how the sound was made.

Voicing: This refers to the heaviness of the sound - voiced(+v) or voiceless(-v).

- **Plosives:** a consonant produced by stopping the flow of air at some point and suddenly releasing it. Plosives are also known as Stops
- Plosives with some examples:
 /p/ pet /pet/ paper /'peɪ.pə/ top /tɒp/
 /b/ bet /bet/ trouble /'trʌ.bəl/ rub /rʌb/
 /t/ team /ti:m/ better /'be.tə/ hot /hɒt/
 /d/ dim /dɪm/ order /'ɔ:.də/ bad /bæd/
 /k/ came /keɪm/ talking /'tɔ:.kɪŋ/ back /bæk/
 /g/ game /geɪm/ bigger /'bɪ.gə/ bag /bæg/
- **Fricatives:** These are sounds, in the production of which the air passes through a narrow constriction that causes the air to flow turbulently and thus create a noisy sound.
- Fricatives with some examples:
 /f/ fine /faɪn/ offer /'ɒf.ə/ off /ɒf/
 /v/ vine /vaɪn/ saving /'seɪ.vɪŋ/ of /ɒv/
 /s/ seal /si:l/ missing /'mɪ.sɪŋ/ face /feɪs/
 /z/ zeal /zi:l/ crazy /'kreɪ.zi/ phase /feɪz/
 /ʃ/ show /ʃəʊ/ pushing /'pʊ.ʃɪŋ/ rush /rʌʃ/
 /ʒ/ measure /'me.ʒə/ vision /'vɪ.ʒən/ asia /'eɪ.ʒə/
 /tʃ/ choke /tʃəʊk/ watching /wɒ.tʃɪŋ/ catch /kætʃ/
 /dʒ/ joke /dʒəʊk/ damage /'dæ.mɪdʒ/ large /lɑ:dʒ/

Working in Teams

In pairs/groups, learners listen to and identify plosives (/p, b, t/) in sample spoken texts (tape recordings, podcast, radio, read-aloud exercises, tongue twisters, YouTube videos on vowel sounds, or another appropriate medium)

Talk for Learning: Learners in groups discuss fricative sounds.

Talk for Learning: Learners use plosives accurately in words and connected speech through conversations and interviews.

Group work: Learners in mixed ability/ gender groups, describe the manner and place of articulation of plosives and the state of the glottis

Learning Tasks

1. Learners listen to and identify plosives and fricatives (/p, b, t/) (s,z,f) respectively in sample spoken texts (tape recordings, podcast, radio, read-aloud exercises, tongue twisters, YouTube videos on vowel sounds)
2. Learners use plosives and fricatives accurately in words and connected speech through conversations, interviews, skits or sketches (short plays)
3. Learners describe the place and manner of articulation and the state of the glottis of plosive and fricative sounds (for example P/- voiceless bilabial plosives)

Pedagogical Exemplars

Working In Teams: In pairs/groups, learners listen to and identify plosives (/p, b, t/) and fricative (f,v,s,z) in sample spoken texts (tape recordings, podcast, radio, read-aloud exercises, tongue twisters, YouTube videos on vowel sounds)

Conversational Drills: In pairs, learners use plosives and fricatives accurately in words and connected speech through conversations, interviews, skits or sketches (short plays).

Key Assessment

Assessment Level 1 Recall (Formative)

1. Identify and produce five plosive and fricative sounds.

Assessment Level 2 Skills of Conceptual Understanding

2. Use words with these plosives sounds in sentences (/p/,/b/,/t/,/d/,/k/,/g/)
Use words with these fricative sounds in sentences (f,s,z)

Assessment Level 3 Strategic Reasoning

3. Describe the manner and place of articulation of the following plosives and the state of the glottis. (/p/,/b/,/t/,/d/,/k/,/g/)
Describe the manner and place of articulation of any three fricatives.

Theme/Focal Area(s) 2: (Lesson 2): Retrieving Information and Interpreting Texts

Facilitators are to select level-appropriate texts/ passages from other cross-cutting subject areas and relevant social media texts for learners to read, applying the various techniques to retrieve specific information and interpret it.

Group Work/Collaborative Learning: Learners work collaboratively in pairs and mixed-ability groups to glance through short stories with simple texts (including texts from social media) for specific information (date of birth, place of birth, keywords), while tolerating and respecting each other's views.

Collaborative Learning: Learners in mixed ability/gender groups, collaboratively read a whole text to fish for specifics.

In ability groupings, learners read, applying the various techniques to retrieve specific information and use it to communicate effectively.

Learning Tasks

1. Learners skim a text for specific information.
2. Learners read a whole text and search for specific information.
3. Learners use information obtained in a reading text to communicate effectively.

Pedagogical Exemplars

Group Work/Collaborative Learning: Learners work collaboratively in pairs and mixed-ability groups to glance through short stories with simple texts (including texts from social media) for specific information (date of birth, place of birth, keywords), while tolerating and respecting each other's views.

Talk For Learning: Learners in mixed-ability/gender groups, discuss specific information extracted from reading whole texts.

Mixed Ability/Gender Grouping: Learners in mixed ability groups use information obtained from a text to communicate effectively. Read any text and write down the meaning obtained, a suitable title to be given to the text, the topic sentence, etc.

Key Assessment

Assessment Levels 1 and 2: Skills of Conceptual Understanding (formative)

Read any part of a text and identify the specific information at that part of the text and the information to form sentences.

Assessment Level 3 Strategic Reasoning

Read the whole text and write down the meaning obtained.

Assessment Level 4 Extended Critical Thinking and Reasoning

Use the information obtained in a read text to communicate effectively.

Theme/Focal Area(s): (Lesson 3): Language Use in Different Contexts

Informal situations include a visit to the zoo, castle, church, an excursion, text messages, social media posts, friends and family. Informal language does not mean slang; slang and colloquial language are different types of informal language.

While formal language usually sounds stiff, informal language is conversational. Here's an example of a social media post:

1. *So excited about this new joint venture with Other Business! Can't wait for you to see what we've been cooking up!*
2. Hey Adam! Hope you doing well. Let's meet at our usual venue - discuss tonight.

Using role-play, learners in mixed-ability groups use appropriate vocabulary in specific contexts while tolerating and accepting divergent views.

Example: Greetings on different occasions such as

- a. At the hospital

- b. At the shopping mall
- c. On the bus with parents

Learning Tasks

- a. Learners construct sentences they use when they want to visit the toilet from class.
- b. Learners distinguish between sentences use in conversation with colleagues from those use with teachers.
- c. Learners construct three sentences each for formal and informal language and highlight the differences between them.

Pedagogical Exemplars for Focal Area 3

Role-Play: In mixed ability/gender groups, learners role-play the registers use when visiting the washroom.

Individual Work: Learners individually construct sentences use when speaking to teacher and those use when speaking with colleagues.

Group Work: Learners in mixed ability/gender groups, construct sentences for both formal and informal language And Highlight The Differences Between Them.

Key Assessment

Assessment Level 1 Recall

Give examples of words use when seeking permission to visit the washroom in class.

Assessment Level 2 Skills of Conceptual Understanding

Construct two sentences each for formal and informal language.

Assessment Level 3 Strategic Reasoning

Construct four sentences each for formal and informal language and highlight their differences.

Session Review

This session helped learners learn how to describe the place and manner of plosive sounds and use them accurately in conversation. It also taught learners information retrieval and interpretation of texts and the use of formal and informal language in context. The use of 21st century skills made the lesson interactive and this helped built learners' confidence, critical thinking skills, collaboration, leadership and many others. Core values like honesty, tolerance, and respect were also inculcated in learners. The role-play used in the lesson also made the lesson interesting. The assessment strategies ranged from recall, skills of conceptual understanding, strategic reasoning and extended critical thinking and reasoning have improved learners' confidence, problem-solving skills and power of reasoning.

References

1. New Gateway English for Senior High School Book 1
2. English for Senior Secondary Schools Book 1
3. Black Star Series Book 1
4. Old newspapers
5. Sample texts & pictures from social media
6. A1 English Language textbook

WEEK 8

Strands

1. Grammar
2. Writing
3. Literature

Sub-Strands

1. Grammar Usage
2. Production and Distribution of text
3. Narrative, Drama, Poetry

Learning Outcomes

1. *Apply knowledge of word classes and their functions in communication.*
2. *Write clearly, arrange and present ideas in a logical and unified manner through written communication.*
3. *Employ monologues and dialogues in texts.*

Content Standard

1. Demonstrate knowledge, understanding and use of grammatical forms in speech and writing.
2. Create different paragraphs within a composition on a given topic.
3. Demonstrate knowledge and understanding of how the language of literary genres facilitates understanding of a text.

INTRODUCTION AND SUMMARY OF THE WEEK

The lessons this week focus on Grammar, writing and literature. As one of the most practical strands in the English Language, the first lesson focuses on forms of verbs. This is to help learners know and use the right forms of verbs during the lesson for lifelong learning and adult life.

The second lesson reveals writing introductory and body paragraph strategies, knowledge of which makes writing enjoyable and informative.

The final lesson on literature helps learners to know and create monologues and dialogues accurately in writing and role play.

All these lessons have a direct impact on learners' speech and writing. With the best pedagogical approaches and resources, learners will improve upon their listening, speaking, reading and writing skills.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars comprise interactive approaches to the teaching and learning of English Language. Pedagogical strategies such as group work, talk-for-learning and brainstorming should be employed in the teaching and learning process, while at the same time grouping learners into mixed-ability/gender groups. These would enhance collaboration, communication, innovation, critical thinking, leadership and personal development as well as engaging the active participation of all.

Additional tasks may be given to the gifted and talented/advanced learners as group leaders and peer supporters of their fellow learners as well as support to the teacher during the lessons.

With all these and even more, the teacher is to guide learners to enter fully into the cultural values of respect, tolerance and honesty of our nation Ghana.

ASSESSMENT SUMMARY

The assessment strategies ensure a level-appropriate approach which ensures that each learner is involved and made to recall, build skills, reason strategically and provide evidence of extended critical thinking. This assessment is in relation to the assessment levels. The higher learners go, the more challenging the tasks get and the more demanding the responses become. Where needed, learners should be given ample time in order to provide satisfactory responses under the guidance of the teacher.

Learning Indicators

1. *Use forms of verbs in everyday activities (Tense and Aspect)*
2. *Compose introductory and body paragraphs on a given topic.*
3. *Create monologues and dialogues in narratives and plays to make meaning.*

Theme/Focal Area(S) 1: **Introduction to Verbs (Verb Forms)**

Examples:

- a. Base(V)infinitive-sit, buy, sit.
- b. Past (-ed₁)-called, drank.
- c. Participle (V+ing)-calling, drinking participle(V+ed₂)-called, drunk
- d. Regular-talk, want, advise, cultivate.
- e. Irregular-come, eat, go, get, say, write.

Facilitator should guide learners to use verbs correctly in appropriate tense forms

PRESENT TENSE

- a. Simple present tense
- b. Present continuous
- c. Present perfect
- d. Present perfect progressive

PAST TENSE

- a. Simple past tense
- b. Past continuous
- c. Past perfect
- d. Past perfect progressive

AUXILIARY VERBS

- a. The primary auxiliaries are: do, have and be.
- b. The modal auxiliaries include can/could, will/would, may/might, must, need, shall/should.

Teaching Point

- a. Use demonstrations/role-play/dialogue to distinguish forms and other uses of **Tense and Aspect**.
- b. Explain the relationship between time, tense and aspect.
- c. Forms of the present tense

Learning Tasks

1. Learners discuss activities they engage in everyday to identify all the various inflections of the forms of verbs.
2. Learners identify and use the primary and modal auxiliary verbs in both communication and writing.
3. Learners distinguish forms of verbs and other uses of tense and aspect (construct sentences and determine shades of meaning).

Pedagogical Exemplars

Role Play: Using role-play, learners in mixed ability/gender groupings discuss activities they engage in every day by identifying all the various inflections of the forms of verbs (ensure tolerance for each other's views).

Talk For Learning: Using talk for learning, learners identify and use the primary and modal auxiliary verbs in both communication and writing.

Dialogue: In mixed ability/gender groupings, learners use dialogue to distinguish forms of verbs and other uses of tense and aspect in connected speech and writing.

Key Assessment

Assessment Level 1: Recall and Reproduction (Formative)

Answer the following questions with the appropriate verb form.

1. My brother the compound every morning.
2. Iorange juice yesterday.

Assessment Level 2: Skills of Conceptual Understanding (Formative)

Revise the meaning of *modals*.

State the function of each of the modals used in each of the sentences below:

- A. May I sleep here?
- B. You shall not eat the food.
- C. The students can carry that heavy load.
- D. You ought to sweep the room.

Assessment Level 3 Strategic Reasoning (Formative/Summative)

Use the following auxiliaries in sentences of your own.

- i. can
- ii. might
- iii. would
- iv. may
- v. should

Theme/Focal Area(s) 2: Paragraph Development

In mixed-ability groups, learners examine sample essays (sample essays and passages from books, journals and the internet) to identify their features.

Learners, in their groups, plan and develop non-linear [1] narrative essays focusing on the elements of unity, coherence and paragraph completeness with appropriate transitional expressions.

In the same or different mixed-ability groups, learners compose essays in which events are not presented sequentially but rather mixed so that events are linked through **flashbacks** and other literary techniques, such as **suspense** and **foreshadowing**, to develop the plot of the narrative.

In writing the story, learners may use first person, second person, third person (third-person omniscient or limited perspective) to represent the voice of the person telling the story (narrator). Revise and edit the writing for sense or meaning and effect (emotional reaction). Proofread to self-correct or peer-edit. Publish or present in various media, including ICT and on the various notice boards on the school's premises.

Learners refer to books and the internet for examples of cohesive devices such as Time clauses, Conditional clauses, Purpose clauses, Reason clauses, Result clauses, Clauses of Concession, and so on. This search on the internet will enhance their technology skills.

Learners work collaboratively and employ secure strategies to compose their concluding paragraphs. For example, by restating or by paraphrasing the central idea of the entire essay and supporting ideas.

Learners peer-evaluate what they have written.

Working in groups, learners acquire the value of contributing to a common goal.

The following skills are also acquired: Communication and Collaboration, Critical Thinking and Problem-Solving, Innovation and Creativity and Leadership and Collaboration.

This is a complex area for teaching, and much preparation will be necessary to support the learners.

Learning Tasks

1. Learners examine sample essays (sample essays and passages from books, journals and the internet) to identify their features.
2. Learners plan and develop non-linear narrative essays focusing on the elements of unity, coherence and paragraph completeness with appropriate transitional expressions.
3. Learners compose non-linear essays through **flashbacks** and other literary techniques, such as **suspense** and **foreshadowing** (to develop the plot of the narrative). This is clarified below.

Pedagogical Exemplars

Discussion: In mixed-ability groups, learners examine sample essays (sample essays and passages from books, journals and the internet) to identify their key features.

Experiential Learning: Through experiential learning, learners plan and develop non-linear narrative essays focusing on the elements of unity, coherence and paragraph completeness with appropriate transitional expressions.

Collaboration: Through collaboration, learners compose essays in which events are not presented sequentially but rather mixed so that events are linked through **flashbacks** and other literary techniques, such as **suspense** and **foreshadowing**, to develop the plot of the narrative.

Key Assessment

Assessment Level 1 Recall

Identify the features contained in a read text.

Assessment Level 2 Skills of Conceptual Understanding

Plan an essay on a given topic.

Assessment Level 3 Strategic Reasoning

Write the introductory paragraph on a given topic.

Assessment Level 4 Extended Critical Thinking and Reasoning

Write an essay on a given topic using appropriate linking expressions to ensure coherence.

Theme/Focal Area 3: **Monologues and Dialogues (Refer to Focal Area 3 of Week 6)**

Dialogue

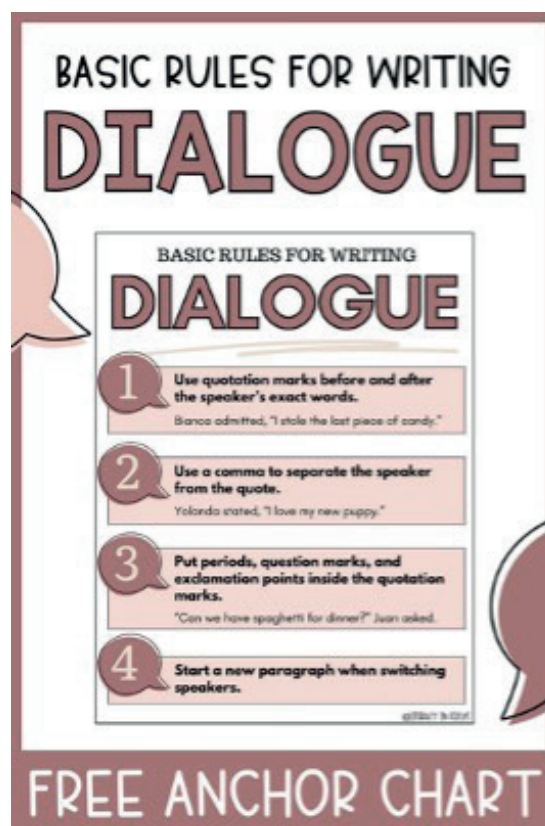
Dialogue-The term ‘dialogue’ means two (di) and speak (log)

Dialogue is the exchange of spoken words between two or more characters in a literary written work.

It is used in most of the forms of writing, from short stories to novels to dramas. Use of direct speech often.

Types of dialogue

- Outer dialogue -The character talks to another character.
- Inner dialogue -The character talks to himself/herself. Conversation between the character and the mind, Monologue



Learning Tasks

1. Learners indicate if a given text is a monologue or dialogue.
2. Learners use monologues and dialogues in conversation to create meaning.
3. Learners compose a short story using either monologue or dialogue

Pedagogical Exemplars

Brainstorming: In mixed-ability/gender groups learners examine and indicate whether a given text is a monologue or a dialogue. Enforce role-play among learners.

Talk for Learning: In mixed-ability/gender groups learners use monologues and dialogues in conversation to create meaning.

Task-based Learning: In groups/pairs learners compose short stories using either monologue or dialogue.

Key Assessment

Level 2 Skills of Conceptual Understanding

Examine given texts as monologues or dialogues

Level 3 Strategic Reasoning

Create a meaningful conversation using both monologue and dialogue.

Level 4 Extended Critical Thinking and Reasoning

Compose a short story in the form of monologue and dialogue

Session Review

This session exposed learners to forms of verbs, introductory and body paragraphs, and creating monologue and dialogues to boost the confidence in their use of language in everyday discourse-speech and writing. The interactive use of 21st century skills and inculcation of moral values have enhanced the participation of learners. The use of games and other interactive pedagogical strategies also made lessons exciting if also challenging.

The assessment strategies ranging from DoK Levels 1 to 4 have improved learners' problem-solving skills, creativity and power of reasoning.

References

1. New Gateway English for Senior High School Book 1
2. English for Senior Secondary Schools Book 1
3. Black Star Series Book 1
4. Old newspapers
5. Selected passages from subjects across the curriculum such as Social Studies, Agriculture, Geography.
6. Sample texts & pictures from social media
7. A1 English Language textbook

WEEK 9

Strands

1. Oral Language
2. Reading
3. Grammar

Sub-Strands:

1. English Speech Sounds
2. Reading Comprehension
3. Grammar Usage

Learning Outcomes:

1. *Articulate English pure vowel and consonant sounds effectively in oral communication.*
2. *Employ knowledge of reading and text comprehension strategies to retrieve and interpret different kinds of texts.*
3. *Apply knowledge of word classes and their functions in communication.*

Content Standards:

1. Demonstrate knowledge and understanding of speech sounds in oral communication.
2. Demonstrate knowledge, understanding and use of grammatical forms in speech and writing.
3. Demonstrate understanding of different types of reading and text comprehension strategies and use them to interpret a variety of appropriate-level texts.

INTRODUCTION AND SUMMARY OF THE WEEK

The lessons for this week focus on Oral Language, Reading and Grammar. As one of the most practical strands in the English Language, the first lesson focuses on consonant sounds which is key to the correct pronunciation of words. This is to help build learners' oral skills during the lesson for lifelong learning and adult life.

The second lesson reveals strategies to analyse fiction and non-fiction texts, knowledge of which makes reading pleasurable and enjoyable.

The final lesson on grammar helps learners to use tense and aspects of verbs accurately in speech and writing.

All these lessons have a direct impact on learners' speech and writing. With the best pedagogical approaches and resources, learners will improve upon their listening, speaking, reading and writing skills.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars help to unearth the full cognitive potential of learners as they are compelled to think or brainstorm, exemplify and provide appropriate responses which is contrary to what used to be the status-quo in the objective-based curriculum. There is also the use of audio-visual presentation for learners with recognised different learning styles. Learners collaboratively share ideas on the

various tasks and group activities which not only gives room to the shy learners to contribute to the lesson but also aims to encourage them out of their shyness.

With all these and even more, the teacher is to guide learners to practise the cultural values of our nation Ghana which include respect, tolerance and honesty.

ASSESSMENT SUMMARY

The assessment strategies ensure a level-appropriate approach which ensures that each learner is involved and made to recall, build skills, reason strategically and provide evidence of extended critical thinking. The higher learners go, the more challenging the tasks get and the more demanding the responses become. Where needed, learners should be given ample time in order to provide satisfactory responses under the guidance of the teacher.

Learning Indicators

1. Use consonant sounds in connected speech (Plosives, Fricatives and Nasals).
2. Use a variety of text comprehension strategies to analyse fiction and non-fiction texts.
3. Use forms of verbs in everyday activities (Tense and Aspect)

Theme/Focal Area(s) 1: (Lesson 1)

Using Consonant Sounds - Fricatives

Fricatives are sounds, the production of which the air passes through a narrow constriction that causes the air to flow turbulently and thus create a noisy sound.

Fricatives with some examples:

/f/ fine /faɪn/ offer /'ɒf.ə/ off /ɒf/

/v/ vine /vaɪn/ saving /'seɪ.vɪŋ/ of /ɒv/

/s/ seal /si:l/ missing /'mɪ.sɪŋ/ face /feɪs/

/z/ zeal /zi:l/ crazy /'kreɪ.zi/ phase /feɪz/

/ʃ/ show /ʃəʊ/ pushing /'pʊ.ʃɪŋ/ rush /rʌʃ/

/ʒ/ measure /'me.ʒə/ vision /'vɪ.ʒən/ asia /'eɪ.ʒə/

/tʃ/ choke /tʃəʊk/ watching /wɒ.tʃɪŋ/ catch /kætʃ/

/dʒ/ joke /dʒəʊk/ damage /'dæ.mɪdʒ/ large /lɑ:dʒ/

In pairs/groups, learners listen to and identify fricatives (/s/, /z/, /θ/, /ð/) in sample spoken texts (tape recordings, podcast, radio, read-aloud exercises, tongue twisters, YouTube videos on English consonant sounds.)

Learners use fricatives accurately in words and in connected speech through conversations, interviews, sketches.

Learning Tasks

1. Learners listen to and identify fricatives (/s/, /z/, /θ/, /ð/) in sample spoken texts (tape recordings, podcast, radio, read-aloud exercises, tongue twisters, YouTube videos on English consonant sounds.)
2. Learners use fricatives accurately in words and in connected speech through conversations, interviews, skits (short plays).

Pedagogical Exemplars (with the cross-cutting themes integrated)

Collaborative Learning: In pairs/groups, learners listen to and identify fricatives (/s/, /z/, /θ/, /ð/) in sample spoken texts (tape recordings, podcast, radio, read-aloud exercises, tongue twisters, YouTube videos on English consonant sounds).

Audio-visual Presentation: In pairs/groups, learners listen to and identify fricatives in sample spoken texts.

Task-based learning: Using task-based learning, learners in groups use fricatives accurately in words and in connected speech through conversations, interviews, skits (short plays)

Key Assessment

Assessment Level 1: Recall and Reproduction (Formative)

Identify words with fricative sounds initial, medial and final.

Assessment Level 2: Skills of Conceptual Understanding (Formative)

Use words containing fricative sounds in connected speech.

Reflection/Review: Are learners able to pronounce fricatives?

Theme/Focal Area(S) 2: (Lesson 2)

Use samples of selected texts from cross-cutting subjects to enable learners to use titles, illustrations, bold print, italics, headings, subheadings and other text features to predict and analyse fiction/nonfiction texts.

- In pairs/groups, learners discuss the importance of prediction in real-life situations (For instance, if in a picture somebody is dressed in all black, what does it imply?) and link it with its role in enhancing reading comprehension.
- Learners listen to simple but interesting texts read aloud to them and try to make logical predictions at the beginning, middle, and end of the text (fiction). Learners support their predictions with evidence from the text.
- In mixed-ability reading groups (of not more than five members), learners work collaboratively under their group leaders to read other interesting texts. At breaking points (created by the Facilitator or the group leaders), learners predict, review and re-predict the story till they come to an end.
- Learners support their predictions with evidence from the text.
- Groups choose delegates to present their work to the class. Learners are encouraged to value and accept every member's role.
- Learners are to critique and peer review each group's presentation.
- Model how to fill the prediction forms and ask learners to fill the forms at the beginning, middle, and end of the texts (showing their initial predictions, the revised ones, and the refined ones).
- Learners work collaboratively to use titles, illustrations, bold print, italics, headings, subheadings and other text features to predict nonfiction texts.
- *Leadership roles should be assigned to both male and female members.*
- Learners use KWL, DRTA and chunking strategies to interpret advanced texts.

Know, Want-to-know, and Learned (KWL)

Learning Task

1. Learners listen to simple but interesting texts read aloud to them and try to make logical predictions at the beginning, middle, and end of the text (fiction).
2. Learners read interesting texts. At breaking points (created by the Facilitator or the group leaders), learners predict, review and re-predict the story till they come to an end.

3. Learners read interesting texts and discuss the importance of prediction in real-life situations (For instance, if in a picture somebody is dressed in all black, what does it imply?) and link it with its role in enhancing reading comprehension. Learners support their predictions with evidence from the text.

Pedagogical Exemplars

Group work/Collaborative Learning: Learners work collaboratively to use titles, illustrations, bold print, italics, headings, sub-headings and other text features to predict fictional and nonfiction texts.

Think-Pair-Share/Group work: In pairs/groups, learners discuss the importance of prediction in real-life situations including its role. Groups choose delegates to present their work to the class. Learners are encouraged to value and accept every member's role.

Brainstorming: Using brainstorming, learners analyse the importance of predicting and its role in enhancing reading and text comprehension. (By this stage in the learning process, there should be genuine enthusiasm amongst learners for predictive analysis of texts.)

Key Assessment

Assessment Level 1 Recall

1. Narrate a true story of any event. (AP)

Assessment Level 2 Skills of Conceptual Understanding

1. Predict situations in a text-based on scenes and choice of words of the writer.

Assessment Level 3 Strategic Reasoning

1. Write an imaginary story on any plot.

Assessment Level 4 Extended Critical Thinking and Reasoning

Analyse varied texts and its role in enhancing reading and text comprehension.

Theme/Focal Area 3: (Lesson 3)

The simple present

The simple present tense is one of several forms of present tense in English. It is used to describe habits, unchanging situations, general truths, and fixed arrangements. The simple present tense is simple to form. Just use the base form of the verb: (For example: *I take, you take, we take, they take*). The third-person singular takes an -s at the end. (as in: *he takes, she takes*)

The simple present tense is used:

- To express habits, general truths, repeated actions or unchanging situations, emotions and wishes. For example,
I cycle (habit); *I work in Accra* (unchanging situation); *Accra is a large city* (general truth)
- To give instructions or directions. For example,
You walk for two hundred metres, then you turn left.
- To express fixed arrangements, present or future. For example,
Your exam starts at 09.00 a.m.
- To express future time, after some conjunctions (such as *after, when, before, as soon as, until*.)
For example,

He'll give it to you when you come next Saturday.

Be careful: The simple present is not used to express actions happening now.

Other examples:

For habits:

He drinks tea at breakfast.

She eats only fish and vegetables.

They watch television regularly.

For repeated actions or events:

We catch the bus every morning.

It rains every afternoon in the hot season.

They drive to Accra during the harmattan season.

For general truths:

Water freezes at zero degrees.

The Earth revolves around the Sun.

Her mother is Ghanaian.

For instructions or directions:

Open the packet and pour the contents into hot water.

On arrival in London, you take the No.6 bus to Watney and then the No.10 to Bedford.

For fixed arrangements:

His mother arrives tomorrow.

Our holiday starts on the 26th March.

With future constructions:

She'll see you before she leaves.

We'll give it to her when she arrives.

Forming the simple present tense: to think

<i>Affirmative</i>	<i>Interrogative</i>	<i>Negative</i>
<i>I think</i>	<i>Do I think?</i>	<i>I do not think so.</i>
<i>You think,</i>	<i>Do you think?</i>	<i>You do not think so.</i>

<i>Affirmative</i>	<i>Interrogative</i>	<i>Negative</i>
<i>I think</i>	<i>Do I think?</i>	<i>I do not think so.</i>
<i>You think,</i>	<i>Do you think?</i>	<i>You do not think so.</i>
<i>He thinks</i>	<i>Does he think?</i>	<i>He does not think so.</i>
<i>She thinks</i>	<i>Does she think?</i>	<i>She does not think so.</i>
<i>It thinks</i>	<i>Does it think? (what do you think)</i>	<i>It does not think.</i>
<i>We think</i>	<i>Do we think?</i>	<i>We do not think.</i>
<i>They think</i>	<i>Do they think?</i>	<i>They do not think.</i>

Notes on the Simple Present and Third-Person Singular

- *In the third-person singular, the verb always ends in -s:*
He wants, she needs, he gives, she thinks.
- *Negative and question forms use DOES (= the third person of the auxiliary 'DO') + the infinitive of the verb.*
He wants ice cream. Does he want strawberry? He does not want vanilla.
- *Verbs ending in -y: the third person changes the -y to -ies:*
fly --> flies, cry --> cries
- *Exception: if there is a vowel before the -y:*
play --> plays, pray --> prays
- *Add -es to verbs ending in: -ss, -x, -sh, -ch:*
He passes, she catches, he fixes, it pushes

Other examples:

He goes to school every morning.

She understands English.

It mixes the sand and the water.

He tries very hard.

She enjoys playing the piano.

The Present Continuous tense is used to express a present continuous action or an action that is still going on at the present moment.

Forming the Present Continuous

The present continuous of any verb is composed of two parts - the present tense of the verb to be + the present participle of the main verb.

(The form of the present participle is: base+ing, as in: talking, playing, moving, smiling)

Affirmative:

Subject + to be + base + ing

She is talking.

Negative:

Subject + to be + not + base + ing

She is not (isn't) talking

Interrogative:

to be + subject + base + ing

Is she talking?

Examples: TO GO, present continuous

Affirmative Negative Interrogative

I am going. I am not going. Am I going?

You are going. You aren't going. Are you going?

He/She/It is going. He/ she/ it isn't going. Is he/ she/ it going?

We are going. We aren't going. Are we going?

You are going. You aren't going. Are you going?

They are going. They aren't going. Are they going?

Note: Alternative negative contractions: *I'm not going, you're not going, he's not going.*

Functions of the Present Continuous

As with all tenses in English, the speaker's attitude is as important as the time of the action or event. When someone uses the present continuous, they are thinking about something that is unfinished or incomplete. In sports commentary, you will hear the present continuous being used in unfinished actions: he is racing down the left wing...

The present continuous is used

- *to describe an action that is going on at this moment:*
For example: You are using the Internet. You are studying English grammar.
- *to describe an action that is going on during this period of time or a trend:*
For example: Are you still working for the same company? More and more people are becoming vegetarians.
- *to describe an action or event in the future which has already been planned or prepared:*
For example: We're going on holiday tomorrow. I'm meeting my boyfriend tonight. Are they visiting you next winter?
- *to describe a temporary event or situation:*
For example: He usually plays the drums, but he's playing the bass guitar tonight. The weather forecast was good, but it's raining at the moment.
- *with "always", "forever", and "constantly" to describe and emphasise a continuing series of repeated actions:*
For example: Harry and Sadia are always arguing! You're constantly complaining about your mother-in-law!

Be careful: Some verbs are not usually used in the continuous form.

Verbs that are not usually used in the continuous form:

The verbs in the list below are normally used in the simple form because they refer to states rather than actions or processes:

- *Senses/perception: to feel, to hear, to see, to smell, to taste.*
- *Opinion: to assume, to believe, to consider, to doubt, to feel (= to think), to find (= to consider), to suppose, to think.*
- *Mental states: to forget, to imagine, to know, to mean, to notice, to recognise, to remember, to understand.*
- *Emotions/desires: to envy, to fear, to dislike, to hate, to hope, to like, to love, to mind, to prefer, to regret, to want, to wish*
- *Measurement: to contain, to cost, to hold, to measure, to weigh.*
- *Others: to look (=resemble), to seem, to be (in most cases), to have (when it means "to possess").*

Exceptions

Perception verbs (*see, hear, feel, taste, smell*) are often used with *can*: *I can see...* These verbs may be used in the continuous form but with a different meaning.

For example:

This coat feels nice and warm. (your perception of the coat's qualities)

John's feeling much better now (his health is improving)

She has three dogs and a cat. (possession)

She's having supper. (She's eating)

I can see Anthony in the garden (perception)

I'm seeing Anthony later (We are planning to meet)

Learning Task

1. Learners discuss activities they engage in every day to identify the uses of all the various inflections of the simple present tense.
2. Learners form simple sentences with simple present tense.
3. Learners will create a short conversation with the use of the present tense in context.
4. Learners will create a sports commentary conveying excitement in continuous present tense.

Pedagogical Exemplars (for Focal Area 3)

Experiential Learning: Using role play to ensure tolerance for each other's views, learners discuss activities they engage in every day to identify the uses of all the various inflections of the simple present tense.

Think-pair ink and share: Using think-pair ink and share, learners form sentences with simple present tense.

Talk for Learning: Through talk for learning, learners in groups create a short conversation with the use of present tense in context.

Key Assessment

Assessment Level 1: Recall (Summative)

Choose the correct form of simple present tense to complete the sentences below.

- a) Amina..... (is, are, was) here.
- b) Kofi and his mother..... (walk, walks, walking) to the market every day.
- c) I.... (have, has, had) a pen in my bag.

Assessment Level 2: Skills of conceptual understanding (Summative)

Use the following verbs to form a sentence each.

Wash, dance, sweep, writes, plays

Assessment Level 3: Critical thinking and reasoning

- a) Write a short commentary on a football game.
- b) Create a dialogue with a friend.

Session Review

This session exposed learners to articulation of consonant sounds, strategies and techniques to analysing fiction and non-fiction texts and the discussion of the usage of grammar - tense and aspect use of English Language as well as boosted the confidence in their use of language in everyday speech and writing. The interactive use of 21st century skills and inculcation of moral values has enhanced the participation of learners. The use of games and other interactive pedagogical strategies also made lessons exciting.

The assessment strategies ranging from DoK Levels 1 to 4 have improved learners' problem-solving skills, and powers of reasoning.

References

1. New Gateway English for Senior High School Book 1
2. English for Senior Secondary Schools Book 1
3. Black Star Series Book 1
4. Old newspapers
5. Selected passages from subjects across the curriculum such as Social Studies, Agriculture, Geography.
6. Sample texts & pictures from social media
7. Phonetic numbers (online phonetic memory games)
8. A1 English Language textbook

WEEK 10

Strands:

1. Grammar
2. Writing
3. Literature

Sub-Strands:

1. Grammar Usage
2. Text Types and Purposes
3. Narrative, Drama, Poetry

Learning Outcomes:

1. *Apply knowledge of word classes and their functions in communication.*
2. *Use a process-oriented approach to craft descriptive, creative, informative and persuasive written compositions.*
3. *Trace the sequence of events in texts.*

Content Standards:

1. Demonstrate knowledge, understanding and use of grammatical forms in speech and in writing.
2. Use a process approach to compose descriptive, narrative/imaginative, informational, persuasive and argumentative texts.
3. Demonstrate knowledge of and understanding of how the language of literary genres facilitates understanding of a text.

INTRODUCTION AND SUMMARY FOR THE WEEK

The lessons this week focus on Grammar Usage, Writing and Literature. The first lesson focuses on forms of verbs (tense and aspect) in everyday activity. This is to help build learners' grammar skills during the lesson for lifelong learning.

The second lesson is on persuasive writing that states and defends a position. The writing strategy and knowledge makes writing pleasurable and informative.

The final lesson on literature helps learners to develop the sequence of events across texts and how it contributes to meaning.

All these lessons have a direct impact on learners' speech and writing. With the best pedagogical approaches and resources learners will improve upon their listening, speaking, reading and writing skills.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars help to reveal the full cognitive potential of learners as they are compelled to think or brainstorm, exemplify and provide appropriate responses. Learners collaboratively share ideas on the various tasks and group activities which not only gives room to the shy learners to contribute to the lesson but also helps them to be confident in class and life in general.

With all these and even more, the teacher is to guide learners to practise the cultural values of our nation Ghana which include respect, tolerance and honesty.

ASSESSMENT SUMMARY

The assessment strategies ensure a level-appropriate approach which ensures that each learner is involved and made to recall, build skills, reason strategically and provide evidence of extended critical thinking. The higher learners go, the more challenging the tasks get and the more demanding the responses become. Where needed, learners should be given ample time in order to provide satisfactory responses under the guidance of the teacher. The assessment levels of one(1) to four(4) are used.

Learning Indicators

1. *Use forms of verbs in everyday activities (Tense and Aspect). Lesson 3 of 4*
2. *Write a persuasive piece that states and defends a position.*
3. *Develop the sequence of events across texts and how it contributes to meaning.*

Theme/Focal Area(s) 1: **The Present Perfect**

Present perfect progressive/Present perfect continuous

The present perfect continuous is used to refer to an unspecified time between ‘before now’ and ‘now’. The speaker is thinking about something that started but perhaps did not finish in that period of time. He/she is interested in the process as well as the result, and this process may still be going on or may have just finished.

Actions that started in the past and continue in the present

She has been waiting for you all day (=, and she’s still waiting now).

I’ve been working on this report since eight o’clock this morning (=, and I still haven’t finished it).

They have been travelling since last October (= and they’re not home yet).

Actions that have just finished, but we are interested in the results

She has been cooking since last night (= and the food on the table looks delicious).

It’s been raining (= and the streets are still wet).

Someone’s been eating my chips (= half of them are gone).

Forming the present perfect continuous

The present perfect continuous is made up of two elements: the present perfect of the verb ‘to be’ (have/has been) and the present participle of the main verb (base+ing)

Subject +has/have been +base+ing

She has been swimming

Affirmative: She has been / She’s been running.

Negative: She hasn’t been running.

Interrogative: Has she been running?

Interrogative negative: Hasn’t she been running?

Example: present perfect continuous, TO LIVE

Affirmative	Negative	Interrogative
I have been sleeping.	I haven't been sleeping.	Have I been sleeping?
You have been sleeping.	You haven't been sleeping.	Have you been
He, she, it has been sleeping.	He, she, it hasn't been sleeping.	Has he, she, it been sleeping?
We have been sleeping.	We haven't been sleeping.	Have we been sleeping?
You have been sleeping.	You haven't been sleeping.	Have you been sleeping?
They have been sleeping.	They haven't been sleeping.	Have they been sleeping?

Verbs without continuous forms:

With verbs not normally used in the continuous form, use the simple present perfect instead (verbs such as *know*, *hate*, *hear*, *understand*, *want*).

I've wanted to visit China for years.

She's known Robert since she was a child.

I've hated that music since I first heard it.

I've heard a lot about you recently.

We've understood everything.

Learning Tasks

1. Learners discuss activities they engage in everyday to identify all the various inflections of the forms of verbs.
2. Learners identify and use present perfect continuous tense in simple sentences.
3. Learners explain the meaning of present perfect continuous tense and state its inflections.
4. Learners outline the processes of present perfect continuous tenses and use them to form sentences.

Pedagogical Exemplars for Focal Area1 (Lesson 1)

Experiential Learning: Using role play to ensure tolerance for each other's views, learners discuss activities they engage in to identify all the various inflections of the forms of verbs.

Note: The following is complex, but it is important in order to improve the quality of spoken English.

Brainstorming: Through brainstorming, learners in mixed-ability/gender groupings identify and use the present perfect continuous tense in simple sentences.

Collaborative learning: Using collaborative learning, learners in mixed-ability groups explain the meaning of present perfect continuous tense and state its inflections.

Group Discussion: Through group discussions, learners in mixed-ability groups outline the processes of present perfect continuous tenses and use them to form sentences.

Key Assessment

Assessment Level 1 Recall

1. Form five sentences of present perfect progressive.

Assessment Level 2 Skills of Conceptual Understanding

2. Construct two sentences for each of the following:
 - a. Affirmative
 - b. Negative
 - c. Interrogative

Note: Practise your sentences within your groups.

Assessment Level 3 Strategic Reasoning

Construct five sentences using present perfect continuous tense

Assessment Level 4 Extended Critical Thinking and Reasoning

Examine the differences between the present perfect continuous tense and any other present tense forms and use them in three sentences each.

Reflection/Review

Theme/Focal Area(s) 2: Persuasive Writing

Persuasive Writing

Persuasive writing is any written work that tries to convince the reader of the writer's opinion. A persuasive essay also draws on personal experience, logical arguments, an appeal to emotion, and a compelling speech to influence readers. It includes debates and argumentative essays.

Some Strategies:

- Choose language carefully. This should take a strong form of words.
- Ask questions. This will engage readers and improve the transition to other ideas.
- Statement of thesis. This brings out the opinion.
- Outline the argument.
- Speak directly to the reader.

Talk-for-Learning (TfL):

- Learners, collaborating with one another in mixed-ability groups, examine sample materials (sample essays, passages from books, journals, sample texts from social media).

Critical Thinking Skills

Critical thinking entails analysis and evaluation. Therefore, learners acquire critical thinking and problem -solving skills as they analyse their topics and systematically organise their ideas to develop the structure of a debate: **The introduction** (containing the vocatives, the motion declaration of stands and definition of keywords, if any), **The body** (in several paragraphs) and **the conclusion**.

- Learners use appropriate expressions to link ideas or sentences in a paragraph for coherence. (Besides, in addition, moreover, again, furthermore)
- Communication Skills are acquired as learners share their ideas with peers and accept constructive feedback through communication and collaboration in order to achieve the required skills.

Individual Work

- Learners individually compose an introductory paragraph containing the following:
 - i. Central idea (suitable for a whole essay)
 - ii. Supporting sentences linked with appropriate, cohesive devices (*and, before, since, while, as, until*) suitable background information and a conclusion.

Learning Tasks

1. Learners examine sample persuasive materials (sample essays, passages from books, journals, and sample texts from social media) and give meaning of persuasive writing.
2. Learners use appropriate expressions to link ideas or sentences in a paragraph for coherence. (Besides, in addition, moreover, again, furthermore)
3. Learners individually compose persuasive essay using the appropriate features.

Pedagogical Exemplars (Lesson 2)

Talk-for-Learning (TfL): Learners, collaborating with one another in mixed-ability groups, examine sample materials on persuasive writing for meaning.

Critical Thinking Skills: In mixed-ability groupings, learners outline the strategies in persuasive writing.

Individual Work: Learners individually write persuasive essays using the appropriate features.

Key Assessment

Assessment Level 3: (Formative)

1. State the features of a debate.
2. Write the introduction of a debate on a given topic.
3. Write the rebuttal to a given motion.
4. Write a short essay on a given debate topic

Theme/Focal Area 3:

Experiential Learning: As a class, learners watch a film or read a text and trace the sequence of events.

In mixed-ability groups, learners identify the plot in the film/text through the herringbone or story map (i.e. the use of *who, what, where, when, how, why*) strategy. In mixed-ability groupings, learners collaboratively trace the plot from the beginning, rising action, climax, falling action and resolution.

Task-Based Learning

In groups, learners identify the beginning, rising action, climax, falling action and resolution of a text/play script and make simple notes on them. Learners present their findings orally.

Collaborative Learning: With the experience of tracing the plot, learners collaboratively create their own storylines following a sequence.

Learning Tasks

1. Learners identify the plot (sequence) in the film/text through the herringbone or story map (i.e. the use of *who, what, where, when, how, why*) strategy.
2. Learners identify the beginning, rising action, climax, falling action and resolution of a text, play/script and make simple notes on them. Learners present their findings orally.
3. Learners collaboratively create their own storylines following a sequence.

Pedagogical Exemplars

Experiential Learning: As a class, learners in groups watch a film or read a text and trace the sequence of events.

Task-Based Learning: In groups, learners identify the beginning, rising action, climax, falling action and resolution of a text, play/script and make simple notes on them. Learners present their findings orally.

Collaborative Learning: With the experience of tracing the plot, learners collaboratively create their own storylines following a sequence.

Key Assessment

Assessment Level 1: Recall

1. Arrange events in chronological order.

Assessment Level 2: Skills of Conceptual Understanding

1. Put parts of an essay together to make sense/meaning

Assessment Level 3: Strategic reasoning

Write any story of your own in which the plot tracing is shown.

Session Review

This session exposed learners to forms of verbs, techniques to write persuasive texts and how sequence of events contributed to meaning of a text or story has improved learners' perspective to the study and use of English Language as well as boosted the confidence in their use of language in everyday discourse-speech and writing. The interactive use of 21st century skills and inculcation of moral values has enhanced the participation of learners. The use of games and other interactive pedagogical strategies also made lessons exciting.

The assessment strategies ranging from DoK Levels 1 to 4 have improved learners' problem-solving skills and powers of reasoning.

References

1. New Gateway English for Senior High School Book 1
2. English for Senior Secondary Schools Book 1
3. Black Star Series Book 1
4. Old newspapers
5. Selected passages from subjects across the curriculum such as Social Studies, Agriculture, Geography.
6. Sample texts & pictures from social media
7. A1 English Language

WEEK 11

Strands:

1. Oral Language
2. Reading
3. Grammar

Sub-Strands:

1. English Speech sounds
2. Reading Comprehension
3. Grammar Usage

Learning Outcomes:

1. *Articulate English pure vowel and consonant sounds effectively in oral communication.*
2. *Employ knowledge of text comprehension strategies to read for enjoyment and information.*
3. *Apply knowledge of word classes and their functions in communication.*

Content Standards:

1. Demonstrate knowledge and understanding of speech sounds in oral communication.
2. Demonstrate understanding of different types of reading and text comprehension strategies and use them to interpret a variety of appropriate-level texts.
3. Demonstrate knowledge, understanding and use of grammatical forms in speech and writing.

INTRODUCTION AND SUMMARY FOR THE WEEK

Welcome to week 11 of the English Language Teacher Manual. The strands for this week are Oral Language, Reading and Grammar. The focal area of the oral language is nasal consonants; that of the reading focuses on the reading techniques and how to apply them. The last focal area of the week is on the simple past tense. It is expected that the 21st century teaching skills would be employed to make the teaching of these strands interactive to prepare learners for the world of work.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars include interactive approaches to the teaching and learning of English Language. Pedagogical exemplars such as Collaborative Learning, Task-Based Learning, Talk for Learning, Group work, Building on What Others Say, Experiential Learning, Think-Pair Link and Share are used to facilitate learners understanding of the lessons and help build the 21st century skills such as collaboration, innovation, critical thinking, communication, leadership skills among others. Resources such as tape recordings and other audio visuals including texts are used to support learners learning. Additional tasks may be given to gifted and talented/advance learners, just as more support should be given to learners with approaching proficiency.

ASSESSMENT SUMMARY

The assessment for the week's lessons ensures a balanced evaluation of recall, skills of conceptual understanding and strategic reasoning. The assessment strategies for the lessons include but are not limited to oral/aural responses, question and answer sessions group tasks.

Teachers are encouraged to employ a variety of formative and summative assessment strategies to gather information about individual learners' performance, including scores, feedback and progress over time. Teachers should be mindful of linguistic complexities and background issues that are associated with certain cultures, in order not to turn learners who are victims of such into subjects of ridicule.

Learning Indicators

1. Use consonant sounds in connected speech (Plosives, Fricatives and Nasals)
2. Read a variety of texts for leisure.
3. Use forms of verbs in everyday activities (Tense and Aspect)

Theme/Focal Area(s) 1:

Nasal Consonants

Nasal consonant sounds are made by blocking air in the mouth and releasing sound through the nose.
/m/ /n/ /ŋ/

Collaborative Learning: In pairs/groups, learners listen to and identify nasals (/m/, /n/, /ŋ/) in sample spoken texts (tape recordings, podcast, radio, read-aloud exercises, tongue twisters, YouTube videos on English consonants). Learners use nasals accurately in speech, forming new words, and using them in sentences.

Learning Tasks

1. Learners identify nasal sounds from sampled texts
2. Learners articulate nasal sounds (consider manner and place of articulation)
3. Learners use nasal sounds accurately in speech, forming new words, and using them to construct sentences.

Pedagogical Exemplars for Focal Area 1 (Lesson 1)

Collaborative Learning: In pairs/groups, learners watch or listen to audio-visual materials and identify nasals sounds in sample spoken texts.

Task-based learning: Learners in mixed-ability groups, through video or visual presentation, watch or listen to correct production of nasal sounds and repeat them (taking into consideration place and manner of articulation).

Talk for Learning: Learners in pairs examine nasal sounds and use them accurately in connected speech, forming new words and using them to construct sentences.

Key Assessment

Assessment Level 1: Recall

Identify words with nasal sounds in sentences

1. The mouse is under the mat.
2. The girls made their homes lovely.
3. She performed beautiful songs.
4. Afia sells mangoes at the Makola Market.

Assessment Level 2: Skills of conceptual understanding

Describe the production of the nasal sounds (/m/, /n/, /ŋ/).

Assessment Level 3: Strategic reasoning:

Examine five words containing nasal sounds and use them to form sentences.
(moon, mouth, summer, comb, mine)

Theme/Focal Area(s) 2:**Apply reading techniques:**

Skimming, Scanning Close reading, light reading.

Group Work/Collaborative Learning

- In mixed-ability/gender reading groups, learners listen to a scenario on the importance of reading and discuss the message of the text.
- Learners also identify and discuss common reading misconceptions (wrong impressions that people hold about reading).

Building on what others say

- In mixed-ability/gender groups, learners listen to the Facilitator read an interesting story aloud up to where it becomes most interesting (particularly climax). The facilitator stops there, and in smaller groups, learners discuss what is read and predict how the story will end.
- Learners work in groups collaboratively to read the rest of the story.

Under the leadership of the group leader, learners engage in interactive activities (dramatise, draw, mind map) to retell the story.

Learners read texts from familiar backgrounds for enjoyment and share the moral values that could be drawn from the story with the class.

Continue to read with learners this way till they begin to show interest in independent reading.

Learning Tasks

1. Learners skim through sample text materials to predict its main idea.
2. Learners use reading and text comprehension strategies to read and discuss the main idea of given texts.
3. Learners apply reading and text comprehension techniques to read and summarise the main idea of given texts.

Pedagogical Exemplars

Group Work/Collaborative Learning: In mixed-ability/gender reading groups, learners listen to a scenario on the importance of reading and state the main idea from the text.

Building on what others say: Under the leadership of group leaders, learners in mixed-ability groups read and discuss the main idea of a given text, and do interactive activities (dramatisation, drawing, mind-mapping) to retell a story.

Talk for learning: Learners in mixed-ability/gender groupings read sample text and summarise it (emphasise on the reading techniques such as skimming, scanning, close reading and light reading)

Key Assessment

Assessment Level 1 recall

State at least three (3) importance of reading.

Assessment Level 2 skills of conceptual understanding

Discuss the main ideas in each of the paragraphs of a read text.

Assessment Level 3: strategic reasoning

Choose a text of your own to read and give a summary of the text read.

Theme/Focal Area 3:

The Simple Past Tense

- The simple past tense, sometimes called the past, is used to talk about a completed action in a time before now.
- The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past, and action duration is not important.

Examples:

John Cabot sailed to America in 1498.

My doctor gave me an injection last year.

He lived in Fijai in 1976.

We crossed the bridge yesterday.

You always use the simple past when you say when something happened, so it is associated with certain past-time expressions as below:

- *Frequency: often, sometimes, always*
I sometimes walked home at lunchtime.
I often brought my lunch to school.
- *A definite point in time: last week, when I was a child, yesterday, six weeks ago*
We saw a good film last week.
Yesterday, I arrived in Geneva.
She finished her work at seven o'clock
I went to the theatre last night.
- *An indefinite point in time: the other day, ages ago, a long time ago*
People lived in caves a long time ago.
She played the piano when she was a child.

Note: the word ago is a useful way of expressing the distance into the past. It is placed after a period of time: *a week ago, three years ago, a minute ago*.

Be Careful: The simple past in English may look like a tense in your own language, but the meaning may be different.

Forming the simple past tense

Patterns of simple past tense for regular verbs

- **Affirmative:** Subject + verb + ed:
I skipped.
- **Negative:** Subject + did not + infinitive without to
They didn't go.
- **Interrogative:** Did + subject + infinitive without to
Did she arrive?
- **Interrogative negative:** Did not + subject + infinitive without to
Didn't you play?

To Walk

Affirmative	Negative	Interrogative
I walked.	I didn't walk.	Did I walk?
You walked. They walked.	You didn't walk. They didn't walk.	Did he walk? Did they walk?
She walked. We walked.	She didn't walk. We didn't walk.	Did she walk? Did we walk?

Simple past tense of **to be, to have, to do**

Subject Verb

Be/ Have/ Do

I was/ had/ did

You were/ had /did

He/She/It was/ had /did

We were/ had/ did

You were/ had/ did

They were/ had/ did

Notes on affirmative, negative, and interrogative forms

Affirmative: The affirmative of the simple past tense is simple. For example:

I was in Japan last year.

She had a headache yesterday.

We did our homework last night.

- Negative and interrogative: For the negative and interrogative simple past form of "to do" as an ordinary verb, use the auxiliary "did". For example:
We didn't do our homework last night.
- The negative of "have" in the simple past is usually formed using the auxiliary "did", but sometimes by simply adding not or the contraction "n't".
- The interrogative form of "have" in the simple past normally uses the auxiliary "did".

They weren't in Rio last summer.

We didn't have any money.

We didn't have time to visit the lighthouse Tower.

We didn't do our exercises this morning.

Did you have a bicycle when you were young?

Did you do much climbing in Switzerland?

Note: For the negative and interrogative forms of all verbs in the simple past, always use the auxiliary "did".

Simple past, irregular verbs

Some verbs are irregular in the simple past. Here are the most common ones.

to go:

He went to a club last night.

Did he go to the cinema last night?

He didn't go to bed early last night.

- to give:

We gave her a doll for her birthday.

They didn't give John their new address.

Did Barry give you my passport?

- to come:

My parents came to visit me last July.

We didn't come because it was raining.

Did he come to your party last week?

Learning Tasks

1. Learners discuss activities they engage in everyday to identify the uses of all the various inflections of the simple past tense.
2. Learners form simple sentences with simple past tense.
3. Learners will create a short conversation with the use of the past tense in context.

Pedagogical Exemplars

Experiential Learning: Using role play to ensure tolerance for each other's views, learners discuss activities they engage in everyday to identify the uses of all the various inflections of the simple past tense.

Think-pair ink and share: Using think-pair ink and share, learners form sentences with simple past tense.

Talk for Learning: Through talk for learning, learners in groups create a short conversation with the use of past tense in context.

Key Assessment

Assessment Level 1: Recall (Summative)

Choose the correct form of simple past tense to complete the sentences below.

- a) Amina..... (were, are, was) here.
- b) Kofi and his mother..... (walked, walks, walking) to the market this morning.
- c) I..... (have, has, had) a pen in my bag but can't find it again.

Assessment Level 2: Skills of Conceptual Understanding (Summative)

Use the following verbs to form a sentence each.

(jumped, ate, wrote, sang, prayed)

Assessment Level 3: Critical thinking and reasoning

- a) Write a short story of a terrible dream you ever had.
- b) Narrate the experience of your first day in school.

Session Review

This session, which exposed learners to the articulation of nasal sounds, how to apply the reading techniques and the appropriate use of the simple past tense, has boosted learners' confidence in the use of English Language in their everyday activities. The use of the 21st century teaching skills made the lesson interactive and built in learners, the values of respect, tolerance, honesty and many others. The session has improved learner's ability to fit in any life situation and a world of work. The assessment strategies ranging from DOK 1 to 3 helped improved learners' problem-solving skills and power of reasoning. The pedagogical strategies used encapsulate the varied needs of learners, which made the lesson interactive.

References

1. New Gateway English for Senior High School Book 1
2. English for Senior Secondary Schools Book 1
3. Black Star Series Book 1
4. Old newspapers
5. A1 English Language
6. Selected passages from subjects across the curriculum such as Social Studies, Agriculture, Geography.
7. Sample texts & pictures from social media
8. Phonetic numbers (online phonetic memory games)

WEEK 12

Strands:

1. Grammar
2. Writing
3. Literature

Sub-Strands:

1. Grammar Usage
2. Text Types and Purposes
3. Narrative, Drama, Poetry

Learning Outcomes:

1. *Apply knowledge of word classes and their functions in communication.*
2. *Use a process-oriented approach to craft descriptive, creative, informative and persuasive written compositions.*
3. *Trace the sequence of events in texts*

Content Standard:

1. Demonstrate knowledge, understanding and use of grammatical forms in speech and writing.
2. Use a process approach to compose descriptive, narrative/imaginative, informational, persuasive and argumentative writing.
3. Demonstrate knowledge and understanding of how the language of literary genres facilitates understanding of a text.

INTRODUCTION AND SUMMARY FOR THE WEEK

You are welcome to this week's lessons. The week contains three different lessons: Grammar, Writing and Literature. The grammar deals with the minor word class. The writing on the other hand deals with the use of cohesive devices in the composition of an essay, and the literature is to guide learners in developing a sequence of events. The teacher should employ all professional techniques/methods deemed necessary to make the lesson successful, even if not captured in this document.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars comprise interactive approaches to the teaching and learning of English Language. The pedagogical exemplars used in this week's lessons include experiential Learning, Brainstorming, Talk for Learning, Collaborative Learning, Individual work and Task-Based Learning, which seek to inculcate 21st century skills such as collaboration, critical thinking, communication skills, innovation and leadership. The resources used in the teaching and learning of these lessons include but are not limited to audiovisuals and texts. However, the teacher can use other resources available and appropriate to the lessons to facilitate teaching and learning. The teacher should bear in mind that learners have different backgrounds must be catered for in the use of the pedagogies.

ASSESSMENT SUMMARY

The assessment in this week's lesson ensures a balanced evaluation of recall, skills of conceptual understanding and of strategic reasoning. The assessment strategies for the lessons include but are not limited to oral/aural responses, question and answer sessions and group tasks. It is important to vary the assessment strategies of both formative and summative, to carry all learners along for comprehensive feedback to reflect the learner's learning needs. Learners should never be ridiculed for a response to a question. GESI should be observed, especially during lessons when questions are asked for oral response.

Learning Indicators

1. *Use minor word classes in speaking and writing.*
2. *Compose text to compare given issues or situations.*
3. *Develop the sequence of events across texts and understand how it contributes to meaning.*

Theme/Focal Area(S) 1:

Minor Word Classes (Lesson 1 of 3)

The minor word classes are conjunctions, prepositions and interjections.

Conjunctions

1. Coordinating conjunctions
2. Correlative conjunctions
3. Subordinating conjunctions

Experiential Learning: Establish at the outset what is meant by conjunctions. Learners in mixed-ability groups discuss their experiences of the use of conjunctions on varied topics. Learners listen and share ideas, supporting/ encouraging one another to identify conjunctions as one of the minor but fundamental word classes and give examples.

- i. Conjunction: coordinating conjunctions: for, and, nor, but, or, yet, and so (FANBOYS).
- ii. Correlative conjunctions: either... or, neither... nor, both...and, not only... but also.
- iii. Conjunctions to link ideas: because, since, as, although, though, while, and whereas, if, as if ...
- iv. Adverbs that function as conjunctions in sentences: until, after, or before.

Learning Tasks

1. Learners identify a list of conjunctions from a given text.
2. Learners identify the forms of conjunctions and give at least two examples each.
3. Learners use the various forms of conjunctions to form sentences.

Pedagogical Exemplars (*with the cross-cutting themes integrated*)

Experiential learning: In mixed-ability/gender groups, learners scan a sample text to identify the conjunctions used.

Learners in mixed-ability groups discuss their experiences of the use of conjunctions on varied topics. Learners listen and share ideas, supporting/encouraging one another to identify conjunctions as one of the minor word classes, and give examples.

Brainstorming: Through brainstorming, learners in mixed-ability groups identify the forms of conjunctions with examples.

Talk for Learning: Using talk for learning, learners in pairs use the various forms of conjunctions to form sentences.

Note:

An important teaching point should be made here. While conjunctions might be regarded as ‘minor’ words, their misuse quickly signifies that the speaker is not fully competent in English. Accurate usage is vital.

Key Assessment**Assessment Level 1 Recall**

Underline the conjunctions in the following sentences

1. Kofi and his pet will be here soon.
2. Ali is brilliant but very arrogant.
3. Ama though respectful, can sometimes be annoying.

Assessment Level 2 Skills of conceptual understanding

Connect phrases and clauses with the appropriate conjunctions to form sentences

Assessment Level 3 Strategic reasoning

Form two sentences each with the forms of conjunctions.

Theme/Focal Area(S) 2:

Guide learners to use appropriate linking/ cohesive devices in the composition of essays.

Critical Thinking Skills

Critical thinking entails analysis and evaluation. Therefore, learners acquire critical thinking and problem-solving skills as they analyse their topics and systematically organise their ideas on a given topic.

Learners use appropriate linking expressions to bring out the style of the text in question. For example, the use of adjectives and language for debate.

Learners use appropriate expressions to link ideas or sentences in a paragraph for coherence. Examples include: besides, in addition to, moreover, again, adverbs in descriptive essays, the use of time and sequence frames for narratives, persuasive, furthermore.

Communication Skills are acquired as learners share their ideas with peers and accept constructive feedback through communication and collaboration in order to achieve the basic required skills.

Learning Tasks

1. Learners state the central idea and identify the sub-ideas from a given written text.
2. Learners organise ideas in a paragraph on a given topic.
3. Learners compose a text on a given topic on topic.

Pedagogical Exemplars for Focal Area 2

Collaborative Learning: Learners in mixed ability/gender groups state the central idea and the sub-ideas on a given topic.

Critical Thinking Skills: Learners in mixed ability groups plan an essay on a given topic.

Individual Work: Learners individually compose an introductory paragraph containing the following:

- i. Central idea (suitable for a whole essay)
- ii. Supporting sentences linked with appropriate, cohesive devices (and, before, since, while, as, until), suitable background information and a conclusion.

Individual Work: Learners individually write a complete essay on a given topic.

Learners appreciate the value of respect for one another in their groups.

Key Assessment

Assessment Level 1 Recall

1. Generate ideas on the uses of mobile phones.
2. Write down the steps involved in preparing your favourite food.

Assessment Level 2 Skills of Conceptual Understanding:

Narrate an interesting dream you have had.

Assessment Level 3 Strategic reasoning:

Discuss your view of education in Ghana.

Theme/Focal Area 3:

Use mind maps to guide learners in developing a sequence of ideas in reading and in so doing, revealing the meaning.

Experiential Learning

- As a class, learners watch a film or read a text and note the sequence of events.
- In mixed-ability groups, learners identify the plot in the film/text through the herringbone or story map (the use of who, what, where, when, how, why strategy)
- In mixed-ability groupings, learners collaboratively trace the plot from the beginning, rising action, climax, falling action and resolution.

Pedagogical Exemplars for Focal area 3

1. **Collaborative Learning:** In mixed ability/gender groupings, learners trace the sequence of events in watched film.
2. **Experiential Learning:** Through videos and texts materials, learners in mixed ability/gender groupings identify the plot of a story.
3. **Task-Based learning:** In groups, learners identify the beginning, rising action, climax, falling action and resolution of a text/play script and make simple notes on them. Learners present their findings orally.

Key Assessment

Assessment Level 1 Recall

State the features of a story

Assessment Level 2 Skills of Conceptual Understanding

Plan a story of your own.

Assessment Level 3 Strategic reasoning (Summative)

Write a story with a particular moral lesson.

Session Review

This session has inculcated in learners the appropriate use of minor word class, the use of cohesive devices for coherence in composition, and the use of mind maps to develop the sequence of events. 21st century skills and the national values were not left out, but fully developed owing to the strategies used in the teaching and learning in the session. The assessment strategies ranging from DoK 1 to 3 helped improved learners' problem-solving skills and power of reasoning. The pedagogical strategies used encapsulate the varied needs of learners, which made the lesson interactive.

References

1. New Gateway English for Senior High School Book 1
2. English for Senior Secondary Schools Book 1
3. Black Star Series Book 1
4. Old newspapers
5. A1 English Language
6. Selected passages from subjects across the curriculum such as Social Studies, Agriculture, Geography.
7. Sample texts & pictures from social media
8. Phonetic numbers (online phonetic memory games)

WEEK 13

Strands:

1. Oral Language
2. Reading
3. Grammar

Sub-Strands:

1. Listening Comprehension
2. Summarising
3. Grammar Usage

Learning Outcomes:

1. *Extract key ideas from oral texts/communication using relevant listening skills and learner strategies.*
2. *Employ summarising as a technique for text interpretation.*
3. *Apply knowledge of word classes and their functions in communication.*

Content Standards:

1. Demonstrate the ability to listen critically, extract, and construct varied levels of meaning from any oral communication.
2. Demonstrate in-depth understanding of summarising as a technique for text comprehension.
3. Demonstrate knowledge, understanding and use of grammatical forms in speech and writing.

INTRODUCTION AND SUMMARY FOR THE WEEK

Welcome to week thirteen of the English Language Teacher Manual. There are three lessons for this week. The lessons cover Oral Language (Listening comprehension), Reading (Summarising) and Grammar (Prepositions). It is expected that various innovative strategies would be deployed to make the lessons for the week more interactive and interesting.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars for the week entail interactive strategies to enhance teaching and learning. These strategies include but not limited to experiential learning, sorting of word cards, word chain, group work, collaborative learning, brainstorming, task-based learning and talk for learning to facilitate learner's participation in the lessons. These pedagogical exemplars are geared towards helping learners develop leadership qualities, tolerance for each other, communication skills, collaborative skills and critical thinking competencies.

ASSESSMENT SUMMARY

The assessment for this week's lessons ensures a balance evaluation of recall, skills of conceptual understanding, strategic reasoning and extended critical thinking and reasoning. The intended assessment strategies for the lessons include but are not limited to oral/aural and written responses. Facilitators are encouraged to employ a variety of formative and summative assessment strategies to

gather information about learners' performances including scores, feedback and progress over time. Each learner's individual differences should be taken into consideration in the assessment process.

Learning Indicator: *Differentiate between important ideas and non-important ideas in level-appropriate oral texts.*

Lesson 1 of 2

Apply innovative strategies in summarising short but familiar stories.

Use minor word classes in speaking and writing.

Lesson 2 of 3

Theme/Focal Area(s) 1:

Main and Subsidiary Ideas

Select level-appropriate sample texts for learners to read, reflect and discuss through application of reading techniques.

Experiential Learning

Learners talk about their experiences relating to the information presented in an oral text, reflect on the ideas, and distinguish between the more and less important ideas in the text.

Through this, learners develop an inquiry-based approach to their learning.

Use strategies such as Word chain (repetition of similar words or sequences), sorting of word cards, and group work to differentiate the main ideas from the subsidiary ones.

Example:

- In groups, learners sort important and less important information written on paper.
- Learners discuss why some ideas are considered as main ideas and others as less important information.

Note:

- *Pay attention to the beginning and end of a conversation.*
- *Pay attention to paralinguistic features (tone of voice, stressed/unstressed words) and non-verbal cues (gestures, facial expressions)*
- *Pay attention to speakers' use of descriptive terms and examples (explanation, illustrations, statistical information, adjectives and adverbs), which normally introduce subsidiary ideas in communication.*

Pay attention to speaking cues (Today we will focus on..., the story is about..., Let's move on to..., In other words..., the result of this is...)

Learning Tasks

1. Learners pay attention to speaking cues (Today we will focus on..., the story is about..., Let's move on to..., In other words..., the result of this is...,
2. Learners pay attention to the beginning and end of a conversation and to paralinguistic features (tone of voice, stressed/unstressed words) and non-verbal cues (gestures, facial expressions).
3. Learners pay attention to speakers' use of descriptive terms and examples (Explanation, illustrations, statistical information, adjectives and adverbs) which normally introduce subsidiary ideas in communication.

Pedagogical Exemplars (with the cross-cutting themes integrated)

Sorting of word cards: Learners in mixed ability/gender groups, sort words on cards into similar sound groups.

Word chain: Learners in groups create words with similar sounds at initial, medial and final, emphasising on the part with similar sounds (check, cheque, big, bin, pop, hop, hot, dot). In groups, learners sort important and less important information written on sheets of paper.

Experiential learning: Learners talk about their experiences relating to the information presented in an oral text, reflect on the ideas, and distinguish between the more and less important ideas in the text. Learners discuss why some ideas are considered as main ideas and others as less important information.

Key Assessment

Assessment Level 1 Recall

Identify the main ideas from examples on a given oral text.

Assessment Level 2 Skills of Conceptual Understanding: Distinguish supporting sentences from topic sentences in oral text.

Assessment Level 3 Strategic Reasoning: Differentiate between main ideas from illustrations.

Assessment Level 4 Extended Critical Thinking and Reasoning: What makes certain information more important than others

Theme/Focal Area(s) 2:

Summary Writing

The facilitator will guide learners in applying the techniques in giving an account of selected texts in the shortest possible form. The summary must be brief and concise. Only main points are required.

Group Work/Collaborative Learning

Learners use the SWBST Strategy to summarise a variety of short fiction (prose and drama).

Note: SWBST means:

S___ somebody

W___ wanted

B___ but

S___ so

T___ then

In small mixed-ability and mixed-gender groups, learners listen to a story read aloud to the class. They work collaboratively to summarise the story heard by critically discussing and answering the following SWBST questions:

- **Somebody:** *Who is the main character of the narrative?*
- **Wanted:** *What does the main character want or want to do?*
- **But:** *What is the problem? Why can't the main character get what she or he wants?*
- **So:** *How does the main character solve the problem?*

- **Then:** *What was the resolution?*

In mixed-ability/mixed-gender groups, learners apply the SWBST strategy to familiar stories (for example the Cinderella story).

Encourage learners to tolerate and accept one another's views as well as to connect the stories to their personal lives, by learning to identify social injustice and advocating change.

The Five W's (5Ws) and "How" Strategy

Learners use "The 5Ws" strategy: *Who, What, Where, When and Why* and *How* to summarise stories. In groups/ in pairs, learners work on given texts, responding to the 5Ws. There could be five groups, each responding to one 'W'.

Ensure that each group can work on all the paragraphs in the passage.

Selected texts should be gender-responsive and reflect cultural settings that learners can identify with in their discussions.

Learning Tasks

1. Learners explain briefly the meaning of the summary.
2. Learners use the SWBST Strategy to summarise a variety of short fiction (prose and drama).
3. Learners use "The 5Ws" strategy: Who, What, Where, When, Why and How to summarise stories.

Pedagogical Exemplars

Group Work/Collaborative Learning: In small mixed-ability and mixed-gender groups, learners listen to a story read aloud to the class. They work collaboratively to summarise the story heard by critically discussing and answering the following SWBST questions.

Brainstorming: Learners in mixed-ability and mixed-gender grouping, define the term summary.

Task-based Learning: In groups/ in pairs, learners work on given texts, responding to the 5Ws. There could be five groups, each responding to one 'W' to summarise stories. Ensure that each group can work on all the paragraphs in the passage.

Key Assessment

Assessment Level 1 Recall

Summarise your daily routine (in speech or writing).

Assessment Level 2 Skills of Conceptual Understanding

Summarise a short story heard from a colleague in class using the words used by the narrator (in speech or writing).

Assessment Level 3 Strategic Reasoning

Summarise using your own words as far as possible a story heard from a colleague in class (in written).

Assessment Level 4 Extended Critical Thinking and Reasoning

Summarise the role played by characters in a narrative.

Theme/Focal Area 3:

Minor Word Classes: Prepositions

Experiential Learning

Learners in mixed-ability groups discuss their experiences of the use of prepositions on varied topics. Learners listen and share ideas supporting/encouraging one another to identify prepositions as one of the minor word classes and give examples.

- i. Preposition: Use prepositions in sentences.
 - a) consist of, in front of, on behalf of, in view of, in spite of, due to, near to, because of, by means of, by dint of (hard work)
 He will succeed by dint of hard work.
 The man spoke on behalf of the group.

Use more complex prepositions to express:

- Place: near/close to, in front of, out of, far from, by the side of
- Time: in time of, about to, during the course of, at noon, for one week.
- Reason: due to, because of, on account of, as a result of
- Concession: in spite of, apart from, despite

Learning Tasks

1. Learners explain briefly the meaning of preposition with examples.
2. Learners construct sentences using prepositions.
3. Learners use prepositions to express place, time, reason and concession in connected speech and writing.

Pedagogical Exemplars

Brainstorming: Learners in mixed-ability/gender groups brainstorm to explain briefly the meaning of preposition with examples. (Provide support, where necessary to learners with difficulties.)

Talk for Learning: Through talk for learning, learners in mixed-ability groups form sentences with a range of prepositions. Ensure learners respect the opinions of others.

Experiential Learning: Learners in groups or pairs outline the uses of prepositions in connected speech and writing.

Key Assessment

Assessment Level 1: Recall

Fill in the sentences with *at, on or in* where necessary. Leave an empty space (-) if no preposition is necessary.

1. Mary is getting married...this year.
2. I will see you...next Friday.
3. What are we doing...the weekend?
4. They often go out... Sunday evening.
5. Morrison got married...2018.

Assessment Level 2: Skills of Conceptual Understanding

Supply the correct preposition to fill in the blanks in the following sentences:

1. I stood...the bridge...the ship.
2. They leaped...the wall...a ball.
3. ...that letter, you can obtain admission...that university.

Assessment Level 3: Strategic Reasoning:

Construct sentences using each of the following prepositions:

(along with, on account of, in charge of, except for, rather than)

Assessment Level 4: Extended Critical Thinking and Reasoning

Use simple and complex prepositions to form sentences of your own.

Session Review

This session is a review of week 13 lessons with the pedagogical exemplars which exposed learners to the use of prepositions, listening comprehension, and summarising. It also inculcated in learners more 21st century skills and competencies to make them functional in real life situations. Learners develop leadership skills from the groupings and learn to tolerate each other and the need to support each other to achieve a common goal.

References

1. New Gateway English for Senior High School Book 1
2. English for Senior Secondary Schools Book 1
3. Black Star Series Book 1
4. Old newspapers
5. A1 English Language
6. Selected passages from subjects across the curriculum such as Social Studies, Agriculture, Geography.
7. Sample texts & pictures from social media
8. Phonetic numbers (online phonetic memory games)

WEEK 14

Strands: **Grammar**

Sub-Strands: Grammar Usage

Learning Outcome: *Apply knowledge of word classes and their functions in communication.*

Content Standard: Demonstrate knowledge, understanding and use of grammatical forms in speech and writing.

INTRODUCTION AND SUMMARY FOR THE WEEK

Welcome to week fourteen of the English Language Teacher Manual. There is one lesson this week. The expectation is that teachers would prepare additional lesson(s) for the week. This lesson looks at determiners and interjections. The types of determiners include articles, possessives, demonstratives and quantifiers. Examples of each of these have been provided.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars comprise interactive approaches to the teaching and learning of English Language. Pedagogical strategies such as group work, talk-for-learning and brainstorming should be employed in the teaching and learning process while at the same time, grouping learners into mixed-ability/gender groups. These would enhance collaboration, communication, innovation, critical thinking, leadership and personal development as well as engaging the active participation of all. Additional tasks may be given to the gifted and talented/advanced learners as group leaders and peer supporters of their fellow learners as well as support to the teacher during the lessons.

ASSESSMENT SUMMARY

The assessment strategies for the weeks' lessons ensure a balanced evaluation of recall and reproduction, skills building and strategic reasoning. The proposed assessment strategies for the lessons include, but are not limited to, oral/aural responses, question and answer sessions, group tasks and/or activities.

Teachers are encouraged to employ a variety of formative and summative assessment strategies to gather information about individual learners' performance, including scores, feedback and progress over time.

Learning Indicator: *Minor word classes in speaking and writing.*
Theme/Focal Area(s):
Determiners and Interjections
Determiners

Articles are the most popular types of determiners. The definite article “**the**” and the indefinite articles “**a**” and “**an**.”

Possessives: Provide the context in a sentence by informing the reader what belongs to the subject, such as ‘our,’ ‘your,’ ‘my,’ ‘their,’ ‘her,’ and ‘his’ as in: Her car is over the bridge.

Quantifiers such as ‘some,’ ‘a few,’ ‘many,’ ‘a little,’ ‘little,’ ‘few,’ ‘none’

Demonstratives (that, this, there, these, and those) identify an object based on its location - as if linguistically pointing to things.

We use **this** and **that** with singular and uncountable nouns:

Try to repeat **this** exercise every morning and evening. (this + singular countable noun)

What does **this** music make you think of? (this + singular uncountable noun)

I’ve never been to **that** part of France. (that + singular countable noun)

Can I have some of **that** juice, please? (that + singular uncountable noun)

We use **these** and **those** with plural nouns:

You can use any one of **these** computers. (these + plural noun)

I need to paint **those** windows. (those + plural noun)

Interjection

An interjection is a word or phrase used to express a feeling or to request or demand something. While interjections are a **part of speech**, they are not grammatically connected to other parts of a sentence.

Interjections are common in everyday speech and informal writing. While some interjections such as “well” and “indeed” are acceptable in formal conversation, it’s best to avoid interjections in formal or **academic writing**.

Interjections are a **part of speech** used to convey or express sudden feelings and emotions. There are no particular rules as to where interjections should be placed in a sentence, but most often, they are seen to appear in the beginning of a sentence.

Now, here is a list of interjections that you can use in your daily communication.

Examples of Interjections

Interjection	Purpose	Example
Alas	To express sadness or pity	Alas! That was so unfortunate.
Ah	To express realisation or surprise	Ah , the magic show at the end was a total surprise!
Eh	To enquire or ask for something to be repeated	Eh! I didn’t quite get it. Can you please repeat it?

Interjection	Purpose	Example
Dear	To express pity or surprise	Oh dear! I feel really bad for what happened to you.
Hey	To express surprise or call for attention	Hey! Look out for the car.
Hurray	To express joy	Hurray! We finally cleared the test.
Oh	To express pain or surprise	Oh! I have a really bad headache.
Ouch	To express pain	Ouch! You stepped on my toes.
Phew	To express relief, exhaustion, disgust	Phew! That was an extremely long presentation.
Uh	To express hesitation	Uh! I don't think I want to be a part of this.
Well	To introduce a remark	Well, what you just did was wonderful.
Wow	To express your admiration for something	Wow! Your new bike is amazing.

Learning Task

1. Learners identify determiners and interjections from passages and other writings.
2. Learners construct sentences using determiners and interjections.
3. Use determiners in sentences and paragraphs.

Complete the sentences with the right determiners

- A ...cat is very fat.
 - B ...apple fell from the tree.
 - C Is ... coffee on the counter?
4. Learners compose texts for various purposes while making accurate use of determiners and interjections.

Pedagogical Exemplars (*With The Cross-Cutting Themes Integrated*)

1. **Group Work:** Learners work in mixed - ability groups, ensuring collaboration and respecting one another's view on determiners and interjections in context. Learners examine sample essays and passages from books and journals to identify determiners and interjections and their use in different grammatical structures.
2. **Task-Based Learning:** Teacher guides learners through varied activities in which learners focus on the appropriate use of determiners and interjections in context.
3. **Experiential Learning:** Learners in mixed-ability groups discuss their experiences of the use of determiners on varied topics. Learners listen and share ideas supporting/ encouraging one another to identify determiners and interjections as minor word classes and give examples.

Assessment

Assessment Level 1 Recall

Identify determiners and interjections from texts.

Assessment Level 2 Skills of Conceptual Understanding

Write sentences that have determiners and interjections.

Assessment Level 3 Strategic Reasoning

Write paragraphs on a given topic using determiners and interjections.

Assessment Level 4 Extended Critical Thinking and Reasoning

Analyse the various types of determiners and interjections and their uses.

Session Review

This lesson exposed learners to determiners and interjections and its use in English Language. This will boost the confidence of learners in everyday speech and writing. The interactive use of 21st century skills and inculcation of moral values ought to have enhanced the participation of learners. The use of activities and other interactive pedagogical strategies also should make the lesson engaging.

The assessment strategies ranging from DoK Assessment Levels 1 to 4 have improved learners' problem-solving skills and powers of reasoning.

References

1. New Gateway English for Senior High School Book 1
2. English for Senior Secondary Schools Book 1
3. Black Star Series Book 1
4. Old newspapers
5. A1 English Language
6. Selected passages from subjects across the curriculum such as Social Studies, Agriculture, Geography.
7. Sample texts & pictures from social media
8. Phonetic numbers (online phonetic memory games)

WEEK 15

Strand: **Writing**

Sub-Strands: Text types and purposes

Learning Outcome: *Create email, memorandum, programme agenda, application (job, services) acceptance letter, articles based on provided subjects while using suitable formatting.*

Content Standard: Apply writing skills to specific life situations

INTRODUCTION AND SUMMARY FOR THE WEEK

Welcome to week fifteen of the English Language Teacher Manual. There is one lesson this week. The expectation is that teachers would prepare additional lesson(s) for the week. This lesson looks at writing informal letters to friends. The format and structure for writing letters to colleagues and people of similar status.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars comprise interactive approaches to the teaching and learning of English Language. Pedagogical strategies such as group work, talk-for-learning and brainstorming should be employed in the teaching and learning process, while at the same time, grouping learners into mixed-ability/gender groups. These would enhance collaboration, communication, innovation, critical thinking, leadership and personal development as well as engaging the active participation of all. Resources such as videos/audios and other related materials shall be made relevant for the support of learners. Additional tasks may be given to the gifted and talented/advanced learners as group leaders and peer supporters of their fellow learners as well as support to the teacher during the lessons.

ASSESSMENT SUMMARY

The assessment strategies for the weeks' lessons ensure a balanced evaluation of recall and reproduction, skills building and strategic reasoning. The proposed assessment strategies for the lessons include but are not limited to oral/aural responses, question and answer sessions, group tasks and/or activities.

Teachers are encouraged to employ a variety of formative and summative assessment strategies to gather information about individual learners' performance, including scores, feedback, and progress over time. Engagement with groups which are working is vital here.

Learning Indicator: *Compose an informal letter to a friend.*

Theme/Focal Area(S):

Informal Letter Writing

Features of an Informal Letter

Informal letters are written to close acquaintances of the writer, their friends, family, relatives and others. Since they are written to close relations, the letters have an informal and personal tone. Informal letters use more casual language in their composition. And sometimes the letters may even have an emotional undertone.

You can literally write about anything you feel or think you want to convey. Informal letters can be written to inform your dear ones about your success in a competition, about a movie you watched recently, about the trip that you would be going on, and so on. It can also be to enquire about their well-being, to invite them to go along with you on a trip, to congratulate them on their new job, to convey your regards, and many more.

Format for Informal Letter Writing

Address

(The address is written on the top left-hand side of the paper.)

Date

(It helps the receiver to know when exactly you have written the letter.)

Salutation - Dear + name (*Dear Kuu, Dear Alf,*)

Body - Introduction

(Start your informal letter with an introduction to set the tone of the matter that is going to be discussed)

Main body

(Explain the reason behind the letter and provide the details as elaborate as you wish to.)

Conclusion

(End the informal letter on a friendly note.)

Subscription –

Your loving friend or Yours ever or (simply) Yours,

Kweku/Julie.

Learning Task

1. Learners identify the people they write to.
2. Learners write the features of an informal letter.
3. Learners compose the introductory, body and concluding paragraphs of a letter to a friend.
4. Learners write an informal letter to a friend.

Pedagogical Exemplars

1. **Brainstorming:** Learners in mixed-ability groups to brainstorm the letter writing, encouraging one another to explain and give instances of letter writing, taking into consideration their cultural backgrounds.
2. **Group Work:** Learners work in mixed-ability groups, ensuring collaboration and respecting one another's view to identify the features of informal letters in context. Learners examine sample essays (sample essays and passages from books, journals and the internet) to identify their features such as writer's address, date, salutation, introduction, body, conclusion and subscription.
3. **Task-Based Learning:** Teacher guides learners through varied activities in which learners focus on the appropriate writing of introductory, body and concluding paragraphs.

Key Assessment

Assessment Level 1 Recall

Identify the features of an informal letter.

Assessment Level 2 Skills of Conceptual Understanding

Plan an informal letter on a given topic.

Assessment Level 3 Strategic Reasoning

Write the introductory paragraph on a given topic.

Assessment Level 4 Extended Critical Thinking and Reasoning

Write an informal letter on a given topic using appropriate format and expressions to ensure coherence.

Session Review

This session has exposed learners to informal letter has improved learners' perspective to the study and use of English Language as well as boosted the confidence in their use of language in everyday discourse-speech and writing. The interactive use of 21st century skills and inculcation of moral values has enhanced the participation of learners. The use of games and other interactive pedagogical strategies also made lessons exciting. The assessment strategies ranging from DoK Levels 1 to 4 have improved learners' problem-solving skills and powers of reasoning.

References

1. New Gateway English for Senior High School Book 1
2. English for Senior Secondary Schools Book 1
3. Black Star Series Book 1
4. Old newspapers
5. Selected passages from subjects across the curriculum such as Social Studies, Agriculture, Geography.
6. Sample texts & pictures from social media
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