MINISTRY OF EDUCATION

ENGLISH LANGUAGE

For Senior High Schools

TEACHER MANUAL

YEAR 1 - BOOK 2

MINISTRY OF EDUCATION

REPUBLIC OF GHANA

English Language
For Senior High Schools

Teacher Manual

Year One - Book Two

NATIONAL COUNCIL FOR CURRICULUM & ASSESSMENT OF MINISTRY OF EDUCATION

NaCCA

ENGLISH LANGUAGE TEACHER MANUAL

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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 Book Two of the 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 information for the second 9 weeks of Year One. 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:

- 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.

- 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.

Strand: **Literature**

Sub-Strand: Narrative, Drama, Poetry

Learning Outcome: *Trace the sequence of events in texts.*

Content Standard: 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 16 of the English Language Teacher Manual. The focal area looks at the sequence of events or structure of a plot (including elements of a plot) and how the sequence of events contribute to meaning (Literature). Learners are familiar with how stories are told or retold in their various communities. The teacher is, therefore, encouraged to take advantage and tap into that experience. The use of innovative ideas, interactive pedagogical strategies and relevant cross-cutting issues will make the lessons more interesting and help learners easily relate the concept to real-life situations to bring out the national values in the stories to shape their lives.

Assessment should take into account issues of differentiation, skills development and strategic reasoning.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogies for the week's lessons include, but are not limited to, collaborative learning - group work, think-pair share, building on what others say. These will help learners explore the sequence of events across texts and how it contributes to meaning.

ASSESSMENT SUMMARY

The assessment strategies shall include oral/aural responses, question and answer sessions, group tasks and/or activities, project work/homework. Teachers are encouraged to employ a variety of formative and summative assessment strategies to gather information about individual learners' performance and progress.

Learning Indicator: *Develop the sequence of events across texts and how it contributes to meaning.*

Theme or Focal Area: The structure of a Plot

Plot: The plot of a story refers to the sequence of events.

Elements of a plot: Exposition, Rising Action, Characters, Climax/Conflict, falling action and resolution.

- *The exposition stage* is at the beginning of the story, introducing the main characters, settings, themes, and the author's own style.

- *Rising Action:* This begins after the inciting incident, which is the event that triggers the story's main conflict. Rising Action follows the cause-and-effect plot points once the main conflict is established.

- *Climax:* The moment when the story's conflict peaks, and we learn the fate of the main characters.

- *Falling Action:* The main characters react to and contend with the Climax, processing what it means for their lives and future.

- *Denouement/Resolution:* The end of the story, wrapping up any loose ends that have not been wrapped up in the Falling Action. Some denouements are open-ended.

Learning Task

1. Learners trace at least three sequences of a film/story.
2. Learners discuss and present their understanding of the elements of a plot to the larger group.
3. Play a plot-game, taking turns to orally create a story based on a given title
4. Learners outline all the sequences of film or story (text) and indicate which element each sequence falls under
5. Use the knowledge gained in the elements of plot to create storylines.

Pedagogical Exemplars

Group Work: Learners in mixed ability/gender groups should trace the sequence of events in a film/story.

Learners in mixed-ability/gender groups should discuss and make a presentation on their understanding of the elements of a plot.

Building on what others say/Gamification: Learners play a game by creating a story from any given title, taking turns to continue building on the plot of that story.

Steps to follow:

Teacher should write a title on the board

S/he begins to create an imaginary story from the title, then asks a learner to continue or throws a ball at another learner to continue the story with their own creative ideas. E.g. "There once lived a man called Kwadwo who lived in Nyansakurom…"

The learner then has to continue the story along their imaginary line, with the title in mind.

Learners should be encouraged to be cautious of their choice of words and consider the feelings of others.

Learners continue in turns until the last person speaks or the story ends.

Think-Pair-Share: Learners in pairs outline the sequence of events of the story/plot game.

Collaborative Learning: With the experience of tracing the plot, learners in their mixed/gender groups, create their own storylines following a sequence.

Key Assessment:

Assessment Level 1 Recall

State and explain the elements of a plot.

Assessment Level 4 extended critical thinking and reasoning

Use the sequence of a film/story to create a story.

Week Review

The lesson is designed to expose learners to the plot in a story (elements of plot) in core literature of the English Language. This will boost the confidence of learners in everyday narration. Learners will work in groups in order to develop 21st Century skills such as collaboration, communication, critical thinking, digital literacy as well as national core values to enable them to function well in society. The use of learner-centred activities and interactive pedagogical strategies will also make the lessons exciting and sustain learners' interest.

The assessment strategies of DoK Assessment Levels 1 and 4 will improve learners' 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. Sample Story Texts
5. A1 English Language
6. Any English Language Textbooks approved by NaCCA.
7. https://writers.com/what-is-the-plot-of-a-story

Strand: **Oral Language**

Sub-Strand: Conversation/communication in context

Learning Outcome: *Employ appropriate registers to communicate competently in varied speech contexts.*

Content Standard: Demonstrate effective use of communicative strategies in a variety of speech situations.

INTRODUCTION AND SUMMARY FOR THE WEEK

Welcome to Week 17 of the English Language Teacher Manual. The week takes a look at the use of appropriate registers to communicate competently in varied speech contexts (Oral Language). Teachers may take advantage of learners' familiarity with the choice of language use when communicating with peers and teachers/parents. The use of innovative ideas and interactive teaching strategies will enhance learner-centred activities as learners connect to real-life situations. Differentiation as well as the relevant cross-cutting issues should form an integral part of the teaching/learning process to cater for individual needs. The assessment should focus on helping learners develop their critical thinking and communication skills.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Pedagogical strategies such as talk for learning and role play, among others, should be employed in the teaching and learning process, while putting learners into mixed-ability/gender groups. These will enhance collaboration, communication, innovation, critical thinking, leadership, personality development and boost learners' confidence in the use of the English language. Resources such as audios/videos/texts and other related relevant materials should be selected for the support of learners. Additional tasks may be given to the gifted and talented/advanced learners as group leaders and peer teachers to support other learners during the lesson.

ASSESSMENT SUMMARY

This week, learners will be assessed on their ability to use language correctly in contexts- formal and informal, using strategic reasoning and conceptual understanding skills. They will need to apply the meanings of words in contexts and demonstrate the appropriate use of formal and informal language in communication. These assessment strategies will test their knowledge and ability to think critically and apply concepts creatively.

Learning Indicators: *Use language appropriately in different speech situations (formal and informal).*

Theme or Focal Area(s): Formal/Informal Language Use

Formal language is the language used during official gatherings and occasions such as speech and prize-giving ceremonies, debate, school assembly, public speaking, and sessional addresses. Other occasions include seeking permission in the classroom, making a report to the headmaster/ headmistress. Language use in these settings must be polite and devoid of contracted forms of verbs. The use of slang and pidgin English should be prohibited.

Formal language comprises the use of:

- Polite language.

- Quotations and statistics.

- Rhetorical questions.

- Idioms, idiomatic and figurative expressions.

- Controlled jokes and humour.

Informal language on the other hand is language generally used in peer conversations and dialogues. Informal language is useful for getting information across effectively and concisely. It is also a more relaxed form of communication. It is the preferred form of language use for any kind of communication that is personal rather than official. It is used to bring people closer together (a sense of familiarity)

Informal language comprises the use of:

- Contracted forms of words

- Slang words

- Pidgin

- Colloquialisms

- Ellipses

- Jargons

Contexts such as: The impact of COVID-19 on learners' academic lives or asking for directions, requesting a favour, describing a market scene, attending a job interview, asking questions in the classroom require specific language use (formal/informal).

Note: Topics selected should appeal to learners from diverse backgrounds (ethnic, religious, cultural) and involve both males and females.

Learners may use discussion questions such as:

- What is happening in the video/story?

- Who are the participants?

- Who is the intended audience of the video/story?

- Where is the conversation taking place?

- Comment on the usage of formal/informal language throughout. What is learned?

- What lesson is the video/story teaching us, if any (moral values)?

Learning Task

1. Learners identify formal and informal language in a text/conversation.

2. Learners form dialogues using informal language.

3. Learners use the appropriate language to suit varied contexts- formal and informal.

Pedagogical Exemplars

Talk-for-Learning (TfL):

Learners, in mixed-ability groups, engage in practical demonstrations of everyday discourse and group conversations around a particular topic to enable them to collaboratively identify and use specific registers and expressions.

Learners watch short videos/read short stories based on given speech contexts (formal, semi formal and informal contexts) and discuss the differences.

In groups, exhibiting the values of tolerance, learners give reasons for what participants in the video or story said and compile a list of useful expressions used in the video/story.

Role-Play:

Learners in pairs engage in conversations in informal contexts based on given roles

Learners then role-play a video/story, paying attention to the language/communicative strategies employed by the characters.

Key Assessment:

Level 1 Recall

Identify the language type to use in the following situations:

1. Orientation/Induction ceremony

2. SRC meetings

3. Committee meetings

4. At the mall

5. In the hospital

6. At the post office

7. Peer conversation

8. Asking permission from the class prefect

9. Asking permission to visit a friend

10. A meeting with the form master/mistress

Level 2 Skill of Conceptual Understanding

Create a conversation using formal and informal situations to depict the following situations:

1. Sending condolences

2. Inability to meet a schedule

3. Speech at birthday party

4. Graduation ceremony

5. Send-off ceremony

Level 3 Strategic Reasoning

Create a four slide PowerPoint or any other form of presentation on the use of formal and informal language in communication.

Week Review

This week's lessons expose learners to the knowledge and the use of appropriate language in different speech situations (formal and informal language). The essence of this is to help develop learners' confidence in everyday conversation in real-life contexts. The use of learner-centred activities, interactive pedagogical strategies and relevant cross-cutting issues will make the lesson exciting and enhance learners' participation. The important goal in this lesson is to guide learners to build 21st Century skills and develop national values to enable them to function well in society and the world of work.

The assessment strategies ranging from assessment level 1 to 3 are carefully designed to improve learners' 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. A1 English Language

6. Selected Passages from Subjects across the Curriculum such Social Studies, Agriculture, Geography.

7. Sample texts & Pictures from social media

8. Any English Language Textbooks approved by NaCCA.

Strand: **Reading**

Sub-Strand: Reading Comprehension

Learning Outcome: *Employ knowledge of reading and text comprehension strategies to retrieve and interpret different kinds of texts.*

Content Standard: Demonstrate understanding of different types of reading and text comprehension strategies and use the learners to interpret a variety of level-appropriate texts.

INTRODUCTION AND SUMMARY FOR THE WEEK

Welcome to Week 18 of the English Language Teacher Manual. The lessons in this week centre on reading comprehension (Reading). This is a continuation of previous lessons on reading. The teacher is encouraged to equip learners with how to use a variety of text comprehension strategies to analyse fiction and non-fiction texts. This session is designed to guide the teacher to employ innovative and interactive pedagogical strategies, taking into consideration relevant cross-cutting issues to plan lessons on reading in such a way that learners will read and interpret a variety of level-appropriate texts. The teacher should use appropriate resources and learner-centred activities that will intrigue learners and help develop their communication, reading and critical thinking competencies. The lesson should connect as much as possible with real-life contexts. The teacher should also ensure that assessment covers all the levels appropriate for the week's lessons, taking into account differentiation, skill development and other essential issues.

SUMMARY OF PEDAGOGICAL EXEMPLARS

For effective teaching and learning, the teacher is expected to select learner-centred teaching strategies to make the lesson more interactive and interesting. Suggested pedagogical strategies such as think-pair-share, collaborative learning, talk for learning and gamification, to mention but a few should be utilised in the teaching and learning process. Teachers should also ensure to put learners into mixed-ability/gender groups to enhance collaboration, critical thinking, leadership skills and personality development among the students.

ASSESSMENT SUMMARY

The suggested assessment strategies for the week's lessons shall combine all assessment levels- level one to four, to ensure a balanced evaluation of recall, conceptual understanding, critical reasoning, extended critical thinking and reasoning. The teacher is expected to employ a variety of formative and summative assessment strategies to gather information about individual learners' performance. There is also the need to be mindful of linguistic and cultural background issues that are associated with certain cultures in order to avoid learner apathy.

Learning Indicator: *Use a variety of text comprehension strategies to analyse fiction and non-fiction texts.*

Theme or Focal Area(s) 1: Comprehension Strategies

The teacher selects level-appropriate texts (Fiction/Non-fiction) from other linked subjects (audio recordings, videos, stories, narrations) to guide learners to discuss the main ideas in pairs, groups and the whole class by applying the comprehension strategies. Selected texts should reflect varied cultural backgrounds, values, interests, and affiliations.

Think Pair Share/Group Work:

In pairs/groups, learners discuss the importance of prediction in real-life situations (In a picture of somebody dressed in an all-black, all white, kente with gold ornaments and so on, what does it imply?) and link it with its role in enhancing reading comprehension.

- Learners listen to simple but interesting texts, read aloud and 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, learners work collaboratively under their group leaders to read other interesting texts. At breakpoints (created by the teacher 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/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.

Note: Leadership roles should be assigned to both male and female members.

Group work/Collaborative Learning: Learners use KWL (Know, Want-to-know, and Learned), DRTA and chunking strategies to interpret advanced texts.

Learning Tasks

1. Learners identify the main ideas from varied texts (fiction).

2. Learners make logical predictions at the beginning, in the middle, and at the end of varied texts.

3. Learners read varied texts, predict, review and predict again at breakpoints.

Pedagogical Exemplars

1. **Think-pair-share:** Learners discuss the importance of prediction in real-life situations (In a picture of somebody dressed in all black, what does it imply?) and link it with its role in enhancing reading comprehension.

2. **Collaborative Learning:**

   In mixed-ability/gender reading groups (of not more than five members), learners work collaboratively under their group leaders to identify the main ideas from varied texts. Encourage learners to be tolerant and respect each-other's view.

   Learners in mixed-ability/gender groups read other interesting texts. At breakpoints (created by the Teacher or the group leaders), learners predict, review and re-predict the story till they come to an end.

3. **Talk for Learning:** Learners in mixed-ability/gender groups use KWL (Know, Want-to-know, and Learned) and the DRTA (Directed Reading Thinking Activity) techniques as well as chunking strategies to predict, read and interpret advanced texts.

Key Assessment

Level 1: Recall

List the main ideas in a given text. (Text should be provided by teacher)

Level 2: Skills of Conceptual Understanding

Identify and interpret the main ideas in given texts.

Level 3: Critical Reasoning

Present texts/videos to learners in groups to make predictions at the beginning, in the middle and at the end and present their work for critique.

Level 4: Extended Critical Thinking and Reasoning

Use the beginning of given texts to predict the middle and the end.

Week Review

This session equips learners with the knowledge of reading and text comprehension strategies to apply them in interpreting a variety of level-appropriate texts. This knowledge will help the learners to develop 21st Century skills and national values to enable them to function well in society. The use of appropriate resources and other interactive learner-centred pedagogical strategies can make the lessons interesting. There should be a connection between what learners learn and what they experience in real-life situations.

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
7. Any English Language Textbooks approved by NaCCA.

Strand: **Grammar**

Sub-Strand: Grammar Usage

Learning Outcome: *Distinguish between the parts, elements and uses of a sentence.*

Content Standard: Demonstrate command of structural and functional use of sentences.

INTRODUCTION AND SUMMARY FOR THE WEEK

Welcome to Week 19 of the English Language Teacher Manual. This Week's lessons are designed to guide the teacher to teach the concept of the sentence effectively. As learners are familiar with words and how to connect them in communication, the focus should be on helping them to identify the relationship between the subject and the predicate and how to construct meaningful sentences to illustrate various ideas. As the teacher you are required to use innovative and interactive pedagogical strategies for these lessons connecting the concept to real-life situations. Ensure that learners work in groups to bring their creative abilities to light. The assessment for the lessons should be aligned with the pedagogies and learner-activities for the week.

SUMMARY OF PEDAGOGICAL EXEMPLARS

This week, the teacher is expected to select learner-centred teaching strategies to make the lessons more interactive and interesting. The pedagogical strategies such as task-based learning, collaborative learning and group work, to mention but a few, should be utilised in the teaching and learning process. The teacher is encouraged to put learners into mixed-ability/gender groups to enhance teamwork, critical thinking, leadership skills and personality development among the students.

ASSESSMENT SUMMARY

The key assessment strategies for the lessons this week include DoK assessment levels 1 to 4. These may be achieved through group tasks, individual work, project work and homework. The teacher should align the various assessments to the given tasks and learner activities in the lesson.

Learning Indicator: *Identify and use subject and predicate in texts.*

Theme or Focal Area(s): Subject And Predicate

A sentence is a group of words that expresses a complete thought. It should be grammatically correct, meaningful and clear. Examples:

Alice is a girl.

Please give me a pen.

Mary comes here every day.

The child looks healthy.

My name is Rafia.

Parts of a sentence:
Sentences are generally made up of two parts: **a subject** and **a predicate.**

The Subject of a sentence is the part about which something is said. The subject of a sentence is always a noun or word/words equivalent to a noun phrase (NP), Pronoun or Noun clause. It is the doer/performer of action.

There are three forms of subjects: the **Simple Subject, the Compound subject** and **the implied/ complex subject.**

Sometimes, a single word forms the subject **(simple subject)**; sometimes, two words form the subject, joined by a conjunction **(compound subject)**; sometimes, the subject is not stated **(implied/complex)**.

Examples of simple subjects:
- <u>Hamza</u> danced very well at the party.
- <u>Kukua</u> is an English language tutor.
- <u>Alfred</u> ate the food.

Examples of compound subjects:
- <u>Books and pens</u> are writing materials.
- <u>Tamale and Accra</u> are cities in Ghana.
- <u>Dora and Hassan</u> are students from my school.

Examples of implied subjects:
- **(You)** Eat the food.
- **(You)** Sing the song.

The simple and compound are usually statements, but the implied is realised in a command.

The subject is sometimes a group of words called the noun phrase or noun group. For example:
- **All the students** are here.
- **The little cat** is eating the meat.

The Predicate is that part of the sentence which says something about the subject. The predicate of a sentence is always a verb, either alone or in combination with other words(v/vp). For example,

The students of Tamale Girls School <u>have arrived.</u>

Birds <u>fly.</u>

Elements of the sentence:
These are:

- Subject (S) - performer of action
- Verb - action (v/vp)
- Object - receiver of the action (N/P/NP/NC)
- Complement - after linking verbs (forms of 'to be", look, seem, appear, appoint, elect, etc.)
- Adjunct - adverbial/adjectival

The elements are combined in varied ways to present varied sentence patterns such as SV, SVO, SVOO, SVC, SVOA, SVA, ASV, etc.

As in: Kwabena sings - SV

Baaba sings hiplife - SVO

The choirs sang our anthem - SVOO

Kwansema is beautiful - SVC

Learning Tasks

1. Learners explain the meaning of a sentence.
2. Learners identify and explain the two major parts of a sentence with examples.
3. Learners analyse given sentences into corresponding patterns or elements.

Pedagogical Exemplars

Task-Based Learning: Learners in mixed-ability groups work by communicating and collaborating through different tasks (listening to and sharing ideas with one another) to explain the meaning of a sentence and identify its parts. The value of tolerance should be encouraged as they work together.

Collaborative Learning: Learners in mixed-ability/gender groups critically and innovatively create texts (sentences and paragraphs) and use them to distinguish the parts of a sentence.

Group work: Through think-pair-share, learners examine the composition of the subject and predicate parts of given sentences. Examples:

1. <u>The Kwahu festival</u> is here.
2. <u>Mensah</u> plays well.
3. <u>All the students who came late</u> were punished.

Key Assessment

Level 1 Recall

Explain what a sentence is. Give three examples of a sentence.

Level 2 Skills of Conceptual Understanding

1. Identify the parts of a sentence.

2. Differentiate between the subject and the predicate.

3. a) Underline subjects in the following sentences:
    i. Kofi is singing a nice song.
    ii. Hamza washed the car.
    iii. The laptop and the phone are mine.

   b) Underline predicates in the following sentences:
    i. Kofi is singing a nice song.
    ii. Hamza washed the car.
    iii. The laptop and the phone are mine.

Level 3 Strategic Reasoning

1. Form your own sentences and underline the subjects in them.

2. Construct ten (10) sentences and underline the subjects of the first five (5) and the predicates in the last five (5).

Level 4 Extended Critical Thinking and Reasoning

3. Analyse the following sentences into their corresponding patterns:
    a. Kofi is singing a nice song. (SVO)
    b. Hamza washed the car.
    c. The laptop and the phone are mine.
    d. Orrison gave his mother a birthday gift.
    e. It is a bright new day.
    f. All along, they have been watching us.
    g. Most women have become parliamentarians.
    h. Mariama bought Ama a car

(Learners should gain confidence by the repetition of similar sentence structures here.)

Week Review

This session equips learners with the knowledge of parts of a sentence (subject and predicate). This knowledge is essential in helping learners construct meaningful sentences in both conversation and writing. The interactive use of relevant cross-cutting issues helps learners develop 21st century skills and core national values to prepare them for real-life situations and the world of work. Employing the appropriate resources and other interactive learner-centred pedagogical strategies can make the lesson interesting. There should be a connection between what learners are learning and what they experience in real-life contexts. The assessment strategies ranging from levels 1 to 4 are to help improve 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
7. Any English Language Textbooks approved by NaCCA.

Strand: **Writing**

Sub-Strand: Text types and purposes

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

Content Standard: Apply writing skills to specific life situations.

INTRODUCTION AND SUMMARY FOR THE WEEK

Welcome to Week 20 of the English Language Teacher Manual. The week's lessons, text types and purposes (Writing) is designed to help learners compose various texts such as emails, memos, programme agenda, formal letter - application and acceptance letter, and articles. It is important to emphasise the use of ICT tools in this lesson and make the lesson more realistic. The teacher might create an advertisement for a job opportunity with an email for learners to apply for. The teacher is encouraged as much as possible to use innovative ideas, interactive pedagogical strategies and resources that will make learners participate in the lessons effectively. The teacher should do well to connect the lessons to everyday life activities in the real world. Group work should be encouraged to equip learners with national values such as tolerance, integrity, compassion, empathy. Assessment for the lesson should take into consideration differentiation and other cross-cutting issues.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The teacher is expected to select learner-centred teaching strategies such as brainstorming, talk-for-learning, task-based learning, among others to make the lessons more exciting. The teacher should also ensure learners are in their mixed-ability/gender groups to enhance teamwork, critical thinking, leadership skills and personality development among the learners.
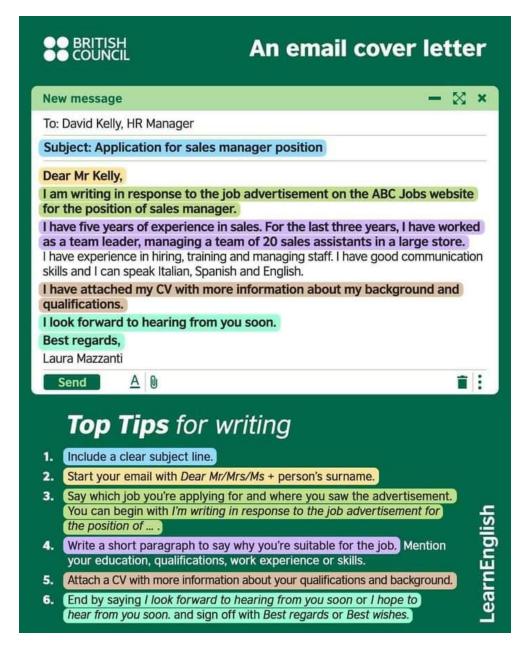
ASSESSMENT SUMMARY

The assessment strategies for the week's lessons ensure a balanced evaluation of recall, skills of conceptual understanding, critical reasoning and extended critical thinking and reasoning. The various modes of assessment have been aligned to the given tasks and learner activities in the lessons to cover assessment levels 1 to 4.

Learning Indicators: *Compose an email, memo, programme agenda, application (job, services) acceptance letter on given topics using the appropriate format.*

Theme or Focal Area(s): Text Types and Purposes

<u>An email</u> is a means or system for transmitting messages electronically.

Memo or memorandum is a kind of formal communication or notification that usually operates within an organisation. It is mostly used for the day-to-day running of an organisation.

It differs from formal letters basically in its features, range of circulation and also level of formality.

How to write a memo:
1. Write a heading.
2. Write a brief introduction.
3. Provide background on the issue.
4. Outline action items and timelines.

5. Include a closing statement.

6. Review and proofread before sending.

Memorandum

Standard Memo in Block Style

> Memorandum title-May not be necessary if your company has letterhead for memos. If letterhead is used, the top margin should be at least ½ below the letterhead. If no letterhead is used, the top margin should be appropriately 1 ½ -2.

Memo headings-format can vary. Some formats bold the headings (to, from etc.), some do not capitalise the subject line, some align the headings based on the colon. We will use the format suggested here. The subject line should be followed by a triple space.

To: Kukua Andoh Robertson, Home Designs

From: Esther Armah, Sales Director

Date: October 23, 2023.

Subject: Timber Line Site - Apeatse

Some observations seem appropriate now that the laying of wires and conduits for phase I of the Timber Line site is being finalised. It is my understanding that a high percentage of Timber Line residents will likely be first-time homebuyers.

Cost will be an important criterion; but on the basis of our previous experience with this type of development, other factors should be considered. Our model homes should reflect today`s informal life-style. The use of a great room rather than both a family room and a living room is one way to reduce costs. Also, since both the husband and wife in most homes will work outside the home, there should be two car garages. We have also found that many people like the option of leaving certain areas unfinished; these can be finished later as the family grows and as finance permit.

I shall be happy to meet with you to discuss these concerns.

Agenda is a list or outline of things to be considered or done at a meeting. These are the programme of activities of a meeting.

Meeting Agenda

Information of Meeting

Objective:	Objective of meeting will be described here		
Date:	01/01/2000	Location:	Room Number
Time:	6:00 AM	Meeting Type:	Write type of meeting
Call-In Number:	[List call in number]	Call-In Code:	Write here call-in code here
Called By:	List Name	Facilitator:	List Name
Timekeeper:	List Name	Note Taker:	List Name
Attendees:	List Names		

PREPARATION FOR MEETING

Please Read:

Please Bring:

ACTION ITEMS FROM PREVIOUS MEETING	RESPONSIBLE	DUE DATE
1 [List Action Item 1]	[Name]	[Date]
2		
3		

AGENDA ITEMS	PRESENTER	TIME ALLOTED
1 [List Agenda Item 1]	[Name]	[x minutes]
2		
3		
4		

NEW ACTION ITEMS	RESPONSIBLE	DUE DATE
1 [List New Action Item 1]	[Name]	[Date]
2		
3		

OTHER NOTES OR INFORMATION

Agenda Template

Sample of Agenca

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

Critical Thinking Skills
Learners use appropriate expressions to link ideas or sentences in a paragraph for coherence. For example: besides, in addition to, moreover, again, furthermore, further, again.

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.

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.

Learners individually design story maps as guides and compose body paragraphs and concluding paragraphs.

Learners appreciate the value of respect for one another in their groups as they discuss their productions.

Formal Letters

Formal letters, also called business letters or professional letters, are letters that are written in a specific format. Formal letters are much more formal in style than informal/friendly letters. Formal letters can be written for a number of reasons such as:

- to express your concerns while working in a professional setup
- to provide official information across your workspace
- to order goods, to apply for employment, and many more.

Structure of a Formal Letter

To be able to write a formal letter, you have to first understand the reason behind the letter. As far as formal letters are concerned, the structure of the letter changes depending on the type of letter. There are certain steps to be followed to be able to draft a formal letter. Every sentence should be well thought out and laid down in such a way that the message is precise and clear to the reader.

Types of Formal Letters

Formal letters may be:

- Business letters
- Letters of application
- Letters to an editor

Features of Formal letter

- Sender's address
- Date
- Recipient's address
- Salutation
- Heading/Title
- Body.
- (Introduction, Main Body and Conclusion)
- Subscription - the closing and signing of the letter

Layout of Formal Letter Writing

Sender's/writer's address

Date

Recipient's address

Dear Sir, / Dear Madam,

Heading/Title

It may be appropriate to start with a reference line
Ref………
Do not use contracted forms-write all words in full.
Use formal standard English- no slang
Keep sentences precise and get straight to the point.
Keep business letters focused and do not waffle on!
If complaining, be polite and use intelligent vocabulary.
Controlled use of emotional language.

Sum up your main points and state that you look forward to a response to your latter/query/complaint etc. if appropriate.
Thank you, in advance, for taking time to respond to my……

Yours faithfully,
Yours sincerely,
Signature
Full name of writer.

Learning Tasks

1. Learners identify emails, memos and programme agenda by their features.

2. Learners identify and examine features or formats for composing emails, memos and programme agenda.

3. Learners compose emails, memos and programme agenda for specific programmes, using the appropriate features.

4. Learners compose introductory paragraphs containing specific rubrics of a formal letter.

5. Learners design story maps and compose body paragraphs and concluding paragraphs.

Pedagogical Exemplars

Brainstorming: In mixed-ability groups, learners work together to explain the meaning of emails, memos, programme agenda and formal letters. The groups should present their explanations for feedback from colleagues, ensuring tolerance among learners.

Talk-for-Learning (TfL): Learners collaborating with one another in mixed-ability/gender groups examine sample materials on emails, memos, programme agenda and formal letters, and identify their features or formats. Support this activity with internet resources and relevant texts.

Task-based Learning: Learners in mixed-ability/gender groups collaboratively work together to compose emails, memos, programme agenda and formal letters for specific contexts. Encourage critical thinking and problem-solving skills among learners.

Project-based Work: Learners in mixed-ability/gender groups 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.

Learners in mixed-ability/gender groups design story maps as guides and compose body paragraphs and concluding paragraphs. Learners appreciate the value of respect for one another in their groups.

Key Assessment

(Formative/Summative)

Level 1 Recall

Outline the features of the following:

   a. Memo

   b. Email

   c. Agenda

   d. Formal letter

Level 2 Skills of Conceptual Understanding

Create any two of the following for a class presentation

   a. A memo

   b. Email

   c. Programme agenda

   d. Formal letter

Level 3 Strategic Reasoning

As a class secretary, prepare an agenda for a class meeting with your form master/mistress.

Level 4 Extended Critical Thinking and Reasoning

Write an application letter to seek a job.

Session Review

This session aims to equip learners with the knowledge and understanding of text types and purposes. This knowledge is essential in helping learners compose emails, memos, programme agenda, and formal letters. The interactive use of 21st Century skills such as digital literacy, critical thinking, communication and collaboration, as well as cross-cutting issues and the inculcation of moral values will prepare learners for real-life situations and the world of work. The use of appropriate resources and other interactive learner-centred pedagogical strategies can make the lesson interesting. There should be a connection between what learners are learning and real-life contexts.

The assessment strategies ranging from level 1 to 4 are to help improve learners' problem-solving skills, creativity and power of reasoning.

References

1. New Gateway English for Senior High Schools 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
7. Any English Language Textbooks approved by NaCCA.
8. http://writers.com
9. https://www.britishcouncil.org.gh
10. UsingEnglish.com
11. https://.bbc.co.uk

Strand: **Literature**

Sub-Strand: Narrative, Drama, Poetry

Learning Outcome: *Deepen awareness of different themes in African poems.*

Content Standard: Demonstrate knowledge and understanding of how the language of literary genres facilitate understanding of a text

INTRODUCTION AND SUMMARY FOR THE WEEK

Welcome to Week 21 of the English Language Teacher Manual. This week's lessons take a look at the themes in African poems (Literature). Learners should be familiar with the subject matter of a poem. Poems actually highlight issues of nature and life. In this regard, the teacher is expected to use pedagogical strategies and learner-centred activities that will help them connect the lessons to real-life situations exploring different themes of African poems and how they contribute to meaning. The teacher is further encouraged to employ both formative and summative assessment strategies, taking into consideration the relevant cross-cutting issues.

SUMMARY OF PEDAGOGICAL EXEMPLARS

This week, the teacher is expected to select learner-centred teaching strategies to make the lessons more interactive and interesting. Suggested pedagogical strategies such as brainstorming, collaborative learning or group activities, talk for learning, to mention but a few should be utilised in the teaching and learning process. As learners work together in groups, encourage them to tolerate opinions and varied cultural backgrounds of others- a way to develop national values such as respect for others and tolerance which are bedrocks in fostering healthy relationships.

ASSESSMENT SUMMARY

The teacher is expected to employ a variety of formative and summative assessment strategies to gather information about individual learners' performance. There should be a thorough alignment of assessments to the given tasks. The assessment should cover DoK levels 2 to 4.

Learning Indicator: *Identify and discuss the dominant themes in two African poems and how the themes contribute to meaning.*

Theme or Focal Area(s):Dominant Themes in African Poems

The theme of a poem is a particular idea that encourages the reader to think more deeply. It also refers to the central idea or the message a writer (poet) hopes to communicate through the text.

Themes of African poems are driven by a variety of issues, including worldview, values, mysticism, religion, nature, negritude, personal relationships, anti-colonialism, pan-Africanism, neocolonialism, urbanisation, migration, exile, the African diaspora, and patriarchy, as well as universal issues such as valour, birth, death, betrayal, corruption and love. The major themes that occur in African poems include colonialism, tradition, displacement, liberation, nationalism etc.

Group work/collaborative learning: In groups, learners identify the dominant themes in two African poems.

African Poem

The Master Brewer

There is a distillery in our brains

Its cane and malt, its hops and grains

Are the stuff our lives are made of.

Blizzard and snow, bush fires or drought

Matches won by penalty shoot-out

Fortunes lost at toss of a coin

Over these and their likes, you are no doyen.

The fuel for this distillery?

Your emotions. Willy-nilly

You stoke the fires as you vent your spleen.

And another dram drip into the vat-unseen

The master brewer is not the stars

Not yet the gods. He is you, your very self.

The final brew has no choice. It must be

Bitter bile or sweet honey. But you can choose

The magic potion, which can vouchsafe the taste:

*Your intentions, your memories an*d your reactions.

By Prof. Lade Worsonu.

Learning Tasks

1. Learners identify the dominant themes in the poem "The Master Brewer".
2. Learners explain how the themes in "The Master Brewer" contribute to its meaning.
3. Learners explain the themes of two selected African poems.

Pedagogical Exemplars

Brainstorming: Learners in mixed-ability/gender groups discuss selected African poems to identify the dominant themes from them. Create opportunities for all learners to participate in this activity.

Group work/collaborative learning: In mixed-ability/gender groups, learners examine "The Master Brewer" and explain how themes from the poem contribute to their meaning. Encourage learners to tolerate the views of all in the group.

Talk for Learning: In mixed-ability groups, learners think-pair-link and share their explanations of dominant themes from "The Master Brewer". Create opportunities for learners to share their work with the whole class.

Key Assessment

Level 2 Skill of Conceptual Understanding
Identify two themes from the poem, "The Master Brewer".

Level 3 Strategic Reasoning
How does the theme of the importance of patience contribute to the meaning of the poem?

Level 4 Extended Critical Thinking and Reasoning
Explain the following themes as portrayed in the poem, "The Master Brewer":
  a. Importance of patience and timing in life
  b. African culture and tradition
  c. Hard work

Week Review

This session equips learners with the knowledge and understanding of how to explore different themes in African poems and how these themes contribute to the meaning of the texts. This knowledge is essential in enhancing learners' critical thinking and problem-solving skills as well as in helping them develop national core values such as respect, patriotism and tolerance. These skills and values are what is expected of the 21st century learner. The various cross-cutting issues that come with the pedagogical strategies in the lesson prepare learners to interact or socialise effectively to foster the sense of belongingness. The concepts, strategies and cross-cutting issues will help learners connect the lesson to real-life situations and the world of work. The assessment strategies ranging from level 2 to 4 is to help improve 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
7. Any English Language Textbooks approved by NaCCA.

WEEK 22

Strand: **Oral Language**

Sub-Strand: Listening Comprehension

Learning Outcome: *Extract key ideas from oral texts/communication using relevant listening skills and learner strategies.*

Content Standard: Demonstrate the ability to listen critically, extract and construct varied levels of meaning from any oral communication.

INTRODUCTION AND SUMMARY FOR THE WEEK

Welcome to the Week 22 lesson of the English Language Teacher Manual. The week's lessons shall dwell on listening comprehension to differentiate important and unimportant ideas (Oral Language). The teacher is encouraged as much as possible to use innovative pedagogical strategies and resources that will support learners' full participation. Therefore, the teacher should aim to connect the lessons to everyday life activities. Assessment for the lessons should take into consideration differentiation and other cross-cutting issues to make the learning environment interesting and to meet the needs of all learners.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The teacher is expected to select learner-centred teaching strategies to make the lessons more interactive and learner friendly. Pedagogical strategies such as brainstorming, experiential learning, task-based learning, critical thinking, should be used in the teaching and learning process.

ASSESSMENT SUMMARY

The teacher should align the various assessments to the given tasks and learner activities in the lesson. The suggested assessment should cover DoK levels 1 to 4.

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

Theme or Focal Area(s): Important and Non-important Ideas

The teacher is to select level appropriate oral texts (audio recordings, videos, stories, narrations) and guide learners to discuss the main ideas in pairs, groups, and the whole class. Selected texts should reflect varied cultural backgrounds, values, interests, and affiliations.

A Conversation between a doctor and a patient

> **Doctor**: Hello! What can I do for you?
>
> **Patient**: I have been suffering from fever and sore throat since yesterday.
>
> **Doctor**: Do you have a cough problem also?
>
> **Patient**: Yes, I have.
>
> **Doctor**: Do you have any other symptoms?
>
> **Patient**: I also have a headache and shivering.
>
> **Doctor**: Have you taken any medicine so far?
>
> **Patient**: No, Doctor.
>
> **Doctor**: Let me check your temperature. Now the fever is 40 degrees.
>
> **Patient**: Is there something serious, Doctor?
>
> **Doctor**: Don't worry. Take the prescribed medicines, two times a day for three days and get some rest.
>
> **Patient**: Thank you very much, Doctor.
>
> **Doctor**: You're welcome. Get well soon.

NB: Let two learners read two or three times while the others listen to the conversation.

Think-pair-share activity (Peer/pair work, small group work) Learners listen to a level-appropriate oral text (audio recordings, videos, stories, narrations) and discuss the main ideas in pairs.

Selected texts should reflect varied cultural backgrounds, values, interests, gender, and affiliations.

Learners should collaborate and communicate their ideas in a cordial manner. Learners may do this by deliberating on the following questions:
- What is/are the speaker(s) referring to?
- What does/do the speaker(s) want me to know?
- What did you learn from the passage (themes, characters, moral lessons)?
- What are the key ideas in the text?
- What will you suggest as a suitable title for the text and why?

Example 2

Learners, individually or in pairs:

- Identify the key information from the oral text/communication.

- Summarise in their own words what the text is about by focusing on the key ideas identified.

- Suggest a suitable title for the narrative.

Example 3

Learners role-play the passage to reinforce the lesson.

Learning Tasks

1. Learners identify the key ideas in the text.

2. Learners discuss what the speaker(s) is/are referring to.

3. Learners write what they learn from the passage (themes, characters, moral lessons)?

4. Learners suggest a suitable title for the text and why?

5. Learners summarise what the text is about in their own words.

Pedagogical Exemplars

1. **Collaborative Learning:** In mixed ability/gender groupings, learners listen to a conversation and brainstorm the main ideas.

2. **Experiential Learning:** Learners in mixed ability/gender groupings take turns reading and listening to a conversation to identify the main ideas. Learners use the important ideas to write a short paragraph about the issues raised in the conversation.

3. **Task-Based learning:** In groups, learners identify the important and unimportant information, and make simple notes on them. Learners present their findings orally.

Key Assessment:

Assessment Level 1 Recall:

1. State what the speaker(s) is/are referring to?

2. State the main ideas or important ideas and unimportant ideas from text/audio/video and so on.

Assessment Level 2 Skills of conceptual understanding:

1. Learners write themes, characters, and moral lessons from what they listened to.

2. What will you suggest as a suitable title for the text and why?

Assessment Level 3 Strategic reasoning (Summative):

1. Identify the key information from the oral text/communication.

2. Summarise in their own words what the text is about by focusing on the key ideas identified.

Assessment Level 4

Learners role-play the conversation/passage/audio/video to reinforce the lesson.

Week Review

This session which exposes learners to differentiate between important ideas and unimportant ideas in listening to level-appropriate oral texts is aimed to boost learners' confidence in the use of the English Language in their everyday activities. The use of the 21st Century teaching skills made the lessons interactive and developed in learners, the values of respect, tolerance, honesty and many others. The session is to improve the learners' ability to fit in any life situation and the world of work. The assessment strategies ranging from levels one to four will help improve learners' 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
7. Any English Language Textbooks approved by NaCCA.

Strand: **Reading**

Sub-Strand: Reading Comprehension

Learning Outcome: *Employ knowledge of text comprehension strategies to read for enjoyment and information*

Content Standard: 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 FOR THE WEEK

Welcome to week 23 of the English Language Manual. The week looks at reading comprehension. The lessons will explore the strategies of analysing a nonfiction text. Differentiation should be emphasised throughout the teaching and learning process in order not to leave any learner behind. 21st Century skills, national values and other cross-cutting issues should form an integral part of the lessons to achieve the desired goal.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The teacher is expected to select learner-centred teaching strategies to make the lesson more interactive and interesting. The pedagogical strategies such as collaborative learning/group work, think-pair-share/brainstorming and gamification (know, want-to-know and Learned) should be used in the teaching and learning process. The teacher is encouraged to ensure learners work in mixed-ability/gender groups to enhance teamwork, critical thinking, leadership skills and personality development among them.

ASSESSMENT SUMMARY

The teacher is encouraged to employ a variety of assessment strategies to gather information about individual learners' performance and progress. The teacher should be mindful of linguistic issues and cultural backgrounds that are associated with certain cultures in order not to turn any learners into subjects of ridicule. The assessment strategies ranging from DoK levels one to four recall, skills of conceptual understanding, strategic reasoning and extended critical thinking and reasoning will help learners develop 21st century skills and competencies.

Learning Indicators: *Use a variety of text comprehension strategies to analyse fiction and non-fiction texts.*

Theme or Focal Area(s): Analysing Nonfiction Texts

The teacher selects varied texts from other crosscutting subjects (Non-fiction) and guides learners to read and analyse, applying comprehension strategies. Refer to Week 18

Think Pair Share/Group work:
In pairs/groups, learners discuss the importance of prediction in real-life situations (For example: 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 (nonfiction). 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 breakpoints (created by the Teacher 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 critically critique/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 as well as the refined ones).

- Learners work collaboratively to use titles, illustrations, bold print, italics, headings, subheadings and other text features to predict non-fiction texts.

- *Leadership roles should be assigned to both male and female members.*

Group work/Collaborative Learning:
Learners use KWL, DRTA and chunking strategies to interpret advanced texts.

Know, Want-to-know, and Learned (KWL)
- Learners work in mixed-gender and mixed-ability groups to brainstorm what they know and want to know about the titles of given texts.

- Learners fill the K and W columns of the KWL sheet with information from the brainstorming exercise. (Points under W should be stated in question form).

- Learners read the text and then, in groups, fill columns with what they have learned about the topic. The groups present what they have on their KWL sheets to the class, explaining what happened at each stage of the reading.

As above:
- In pairs/groups, learners discuss the importance of prediction in real-life situations (if a picture of 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 (nonfiction). 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 Teacher 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 critically critique/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 as well as the refined ones).

- Learners work collaboratively to use titles, illustrations, bold print, italics, headings, subheadings and other text features to predict what is happening in non-fiction texts.

- Leadership roles should be assigned to both male and female members.

Group work/Collaborative Learning: Learners use KWL, DRTA and chunking strategies to interpret advanced texts.

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

- Learners work in mixed-gender and mixed-ability groups to brainstorm what they know and want to know about the titles of given texts.

- Learners fill the K and W columns of the KWL sheet with information from the brainstorming exercise. (Points under W should be stated in question form)

- Learners read the text and then, in groups, fill columns with what they have learned about the topic. The groups present what they have on their KWL sheets to the class, explaining what happened at each stage of the reading.

Learning Tasks

1. Learners read a non-fiction text and fill columns of KWL sheets with what has been learned about a topic.

2. Learners use titles, illustrations, bold print, italics, headings, subheadings and other text features to predict non-fiction texts.

3. Learners read aloud to support their predictions with evidence from a non-fiction text.

4. Learners create a nonfiction text on given topics

Pedagogical Exemplars

Group Work/Collaborative Learning: In mixed-ability/gender groups learners read a non-fiction text and fill columns of KWL sheets with what has been learned about the topic. The groups present what they have on their KWL sheets to the whole class, explaining what happened at each stage of the reading. Make room for critique/peer review.

Think-Pair-Share/Brainstorming: Learners in pairs use titles, illustrations, bold print, italics, headings, subheadings and other text features to predict non-fiction texts.

Task-based Learning: Learners in groups read aloud to support their predictions with evidence from a non-fiction text. Ensure tolerance among learners.

Key Assessment

Level 1: Recall

List the main ideas in a given non-fiction text.

Level 2: Skills of Conceptual Understanding

Identify and interpret the main ideas in the given non-fiction text.

Level 3: Critical Reasoning

Make predictions at the beginning, in the middle, and at the end of the video. Make available a video/ text on a non-fiction).

Level 4: Extended Critical Thinking and Reasoning

Create a non-fiction (factual) text on the following topics:

   a. Climate change

   b. Drug abuse

   c. Importance of education

   d. Discipline

   e. Tolerance

   f. Teenage Pregnancy

Week Review

The lessons will expose learners to the use of strategies and features of non-fiction texts to make predictions. This knowledge will boost the confidence of learners' understanding in everyday conversations and reading. The interactive use of 21st Century skills, ICT tools and the inculcation of moral values will enhance the full participation of learners. The use of learner-centred activities and other interactive pedagogical strategies also should make the lesson exciting. The assessment strategies ranging from assessment level 1 to 4 improve learners' 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. A1 English Language

   6. Selected Passages from Subjects across the Curriculum such Social Studies, Agriculture, Geography.

   7. Sample texts & Pictures from social media

   8. Any English Language Textbooks approved by NaCCA.

Strand: **Writing**

Sub-Strand: Text Types and Purposes

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

Content Standard: Apply writing skills to specific life situations

INTRODUCTION AND SUMMARY FOR THE WEEK:

The lessons in this week focus on article writing. This knowledge is essential as learners progress to the next stage of life as they climb the 'academic ladder' and into the world of work. Even though some learners may not be able to relate directly to the world of work, it is important to expose all learners to this reality. It is essential to emphasise the use of ICT tools in this lesson to make it more realistic. The teacher will create situations that require the use of article writing to help address real-life problems. The learners are expected to write suitable articles for publication in school magazines, local as well as national and international newspapers and journals. Learners can be given other relatable opportunities where they can apply the knowledge of text types and purposes in real-life situations such as report writing, minute writing and letters of application.

SUMMARY OF PEDAGOGICAL EXEMPLARS:

Pedagogical strategies such as talk for learning as well as building on what others say are essential as they will help bring learners, especially those who are unable to relate with article writing, to a level of understanding/consensus on what this specific type of writing is about. Experiential and problem-based learning are equally important to ensure the effectiveness of this lesson because learners need hands-on tasks and interactions with the appropriate resources such as sample articles from newspapers and magazines so as to apply this knowledge and understanding in the near future. ICT tools are essential in teaching this lesson because digital literacy is one of the core competencies that learners should develop.

ASSESSMENT SUMMARY:

It will be important to use this opportunity to assess learners on their creativity and critical thinking skills. Individualised forms as well as group forms of assessments which include simple exercises, group presentation and tasks as well as projects. The importance of these skills cannot be overemphasised and as such, deliberate attention should be placed on learners' ability to participate in the lesson. The assessment covers DoK levels 1 to 4 and should align with pedagogies and learner-activities.

Learning Indicators: *Write articles on given issues which could be used for publication in national newspapers and magazines.*

Theme or Focal Area(s): Article Writing

An article is a piece of writing meant for publication. Articles are published in local/national newspapers, school/international magazines journals. Articles are written to educate, inform, entertain and more. They are mostly based on facts. Articles may be written to be published in school magazines, local newspapers or national newspapers.

Features:

1. **Title/Heading**: This is taken out of the question, boldly written and neatly underlined. For example, The Menace of social media.

2. **Introduction**: This gives an insight into the topic to be discussed in the article with factual evidence.

3. **Main body**: This is a detailed discussion of the topic. Ideas must be orderly and presented in paragraphs well-linked with appropriate linking expressions. Relevant illustrations, short stories that bring home the discussion and factual add-ups may be put here.

4. **Conclusion**: The conclusion should leave a lasting impression on the reader's mind about the topic being discussed.

5. **Subscription**: This is written in the bottom right corner at the end of the article. It is the writer's full name, address/ designation. For example: Kweku Mensah,

Ajumako.

Beatrice Adjei,

School Prefect.

Talk for Learning (TfL):

- Learners collaborating with one another in mixed-ability groups examine sample materials.

Critical Thinking Skills

Learners use appropriate expressions to link ideas or sentences in a paragraph for coherence. For example: Besides, in addition to, 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 basic 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, also), suitable background information and a conclusion.

- Learners individually design story maps as guides and compose body paragraphs and concluding paragraphs.

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

Learning Tasks:

1. Learners examine sample articles to identify the features.
2. Learners compose the introduction paragraph of an article.
3. Learners compose an article suitable for publication in a school magazine/local newspaper.
4. Learners identify an issue and write an article on it to be presented in class.

Pedagogical Exemplars

Talk-for-Learning (TfL): Learners collaborating with one another in mixed-ability groups examine sampled article texts to identify the features. Emphasis tolerance among learners.

Experiential Learning: Learners in mixed-ability/gender groups analyse the features of sample articles and compose the introduction paragraph of an article question with the focus on the central idea.*(e.g. write an article suitable for publication in your school magazine on "The Reasons Why Students Indulge in Examination Malpractice)*. Introduce learners to model articles from the internet, magazines, journals and newspapers.

Problem-based Learning: Learners work in mixed-ability/gender groups, think critically to identify problems in their school/home environment and compose suitable articles about them. Ensure tolerance among learners.

Key Assessment

(Formative and Summative)

Level 1 Recall

Write down the features of an article.

Level 2 Skill of Conceptual Understanding

Compose the introduction paragraph of an article for publication in your school magazine on *"The reasons why some students indulge in examination malpractice"*.

Level 3 Strategic Reasoning

Write an article suitable for publication in any of the local newspapers on *"The Effects of Indiscipline on Academic Performance"*.

Level 4 Extended Critical Thinking and Reasoning

Identify one pressing issue in your community and write a suitable article for publication in any national/international newspapers on the issue to be presented in class.

Week Review

This session has been designed to equip learners with the knowledge of composing articles. Article writing is one of the social tools for highlighting major problems confronting societies which demand immediate remediation. The lesson is therefore planned to help learners acquire and use the skills of article writing to help highlight and address the numerous challenges in society or the world at large. Employing the relevant cross-cutting issues will help learners interact effectively and collaborate to solve problems in real-life situations. Learners should be able to enhance their critical thinking and writing skills as they take active part during the lesson.

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

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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
7. Any English Language Textbooks approved by NaCCA.

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