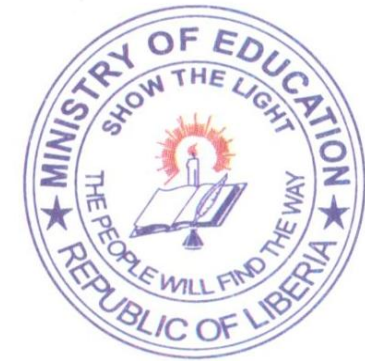


**REPUBLIC OF LIBERIA**

**MINISTRY OF EDUCATION**



**NATIONAL CURRICULUM FOR GRADES 10 TO 12**

**ENGLISH LANGUAGE**

**February 2011**

## **MESSAGE FROM THE MINISTER OF EDUCATION**

I wish to extend my thanks and appreciation to ECSEL, UNESCO and all our partners for their immense contribution to this important task of revising and strengthening of the National Curriculum. Special thanks to USAID through LTTP for their funding and technical support in the harmonization or realignment of the curriculum. We extend sincere thanks and appreciation to the Bureau of Curriculum Development and Textbook Research, the National Curriculum Taskforce, and the subject specialists from various institutions for the level of professionalism that went into this exercise.

The revision and strengthening of our National Curriculum comes at a time when our nation is faced with the Herculean task or challenge of education transformation, national reconstruction, recovery and renewal in the aftermath of a devastating civil war. Hence, critical to this national challenge is the rebuilding of the education sector as Liberians can not achieve the desired socio-economic progress in the absence of a strong, vibrant and productive education and training system.

The revised national curriculum has two features which include the regular core subject areas of Mathematics, Science, Language Arts and Social Studies and emphasis is being given to the global challenge of HIV/AIDS, Peace, Citizenship, Human Rights and Environmental education. Secondly, the new curriculum is developed in line with international standards especially those practiced and enshrined in the curriculum of our sisterly Republic of Nigeria and Ghana who are also members of the West African Examinations Council (WAEC) .

We wish to urge all our education partners including students, teachers, principals, proprietors of schools and members of school boards to use this curriculum in our schools to enhance quality and relevant instruction and to enable our students to be adequately prepared to take the West African Senior Secondary Certificate Examinations (WASSCE) come 2013 as envisaged by us in the education sector.

May I conclude by once again saying big thank-you to all those who contributed to make this project a success.

Hon. E. Othello Gongar

**MINISTER**

## **INTRODUCTION**

The English Language is the official language of the country, and a high level of proficiency in its reading, writing, and speaking is required both for official and unofficial purposes. This curriculum for Grades 10 to 12 is designed, therefore, to enhance students' competencies in the basic elements of English Language, including lexis and structure, vocabulary, reading comprehension, summary, and the different aspects of English speech, among others.

***A student-centred approach is emphasized in this curriculum. This is based on the firm belief that learning becomes more permanent, meaningful, and exciting when students themselves take ownership of the learning process. Teachers are, therefore, urged to contrive those classroom strategies that would engage students actively in the teaching/learning process.***

## **AIMS AND OBJECTIVES**

At the end of this course of study, students will, among other things, be able to:

1. Use correct English in its spoken and written forms.
2. Read and understand English with ease.
3. Write about incidents in English in forms appropriate to specific audiences and situations.
4. Comply with rules of grammar, spelling and punctuation
5. Use an acceptable pronunciation that can be understood by others

**SEMESTER: ONE**

**PERIOD: I**

**GRADE: 10**

**UNIT: GRAMMAR /TOPIC: NOUNS AND PRONOUNS**

**SPECIFIC OBJECTIVES:**

Upon completion of this topic, students will be able to:

1. Identify Nouns and Pronouns correctly;
2. Use nouns and pronouns effectively in oral and written English;
3. Classify nouns and pronouns.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>Ability to identify, classify and use nouns and pronouns correctly</p> <p>Greater appreciation of the need for the proper use of nouns and pronouns</p>	<ol style="list-style-type: none"> <li><b>1. Nouns;</b> <ol style="list-style-type: none"> <li>a) Common and Proper</li> <li>b) Concrete and Abstract</li> <li>c) Singular and Plural</li> <li>d) Compound and collective</li> <li>e) Countable and Uncountable</li> </ol> </li> <li><b>2. Narration: Autobiographical Writing</b></li> <li><b>3. Pronouns( Antecedents of Pronouns)</b> <ol style="list-style-type: none"> <li>a) Personal Pronouns</li> <li>b) Possessive Pronouns</li> <li>c) Indefinite Pronouns</li> <li>d) Relative Pronouns</li> <li>e) Intensive and Reflexive Pronouns</li> <li>f) Demonstrative Pronouns</li> <li>g) Interrogative Pronouns</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Point out that words that name things, places, persons, and ideas are nouns; ask students to give examples of these nouns; ask students to list the different kinds of nouns.</li> <li>2. Emphasize that pronouns replace nouns; ask students to give examples of words that stand in for nouns; discuss pronouns and their antecedents; help students to understand the more difficult concepts of pronouns standing for entire groups of words and antecedents that follow pronouns.</li> </ol>	<p><b><u>A. Primary Text</u></b> N. Grant &amp; A B K Dadzie (Eds.) <i>Gateway to English for Senior Secondary Schools</i> (Students' Books 1, 2 &amp;3) (Longman &amp; Sedco, 2007)</p> <p><b><u>B. Secondary Texts</u></b> Senior Secondary Guide English - Pearson</p> <p><b><u>C. Other Resources/Supplementary Readings</u></b></p> <ul style="list-style-type: none"> <li>• W. Stannard Allen, <i>Living English</i></li> </ul>	<ul style="list-style-type: none"> <li>• Pencil and paper tests for students to:             <ol style="list-style-type: none"> <li>a) Identify Nouns and Pronouns correctly;</li> <li>b) use nouns and pronouns effectively in oral and written English;</li> <li>c) classify nouns and pronouns</li> </ol> </li> </ul>

	<p><b>4. Narration: Short Story</b></p> <p><b>5. Vocabulary Development</b></p> <p>a) Definition of nouns and pronouns.</p> <p>b) Identify and use in sentences.</p> <p>c) Identify and use the kinds of nouns and pronouns correctly in spoken and written English</p>	<p>3. Vocabulary Development: Students should be given at least five words every week to learn their spellings and meanings and be able to use them in sentences.</p> <p>4. Review study skills and note taking.</p>	<p><i>Structure for Schools</i> (Longman, 2008)</p> <ul style="list-style-type: none"> <li>• T.J. Fitikides, <i>Common Mistakes in English</i> (Longman, 2000)</li> <li>• Writing and Grammar--- <i>Communication in Action</i>, Prentice Hall Teacher's and Student's Editions</li> <li>• Longman Dictionary of Contemporary English (5<sup>th</sup> Edition)</li> <li>• Workbooks</li> <li>• Audio/Visual English lesson DVDs</li> <li>• Fully Equipped Library and Laboratory</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes, Class work, Homework/Assignments, Oral Presentations, and Debates.</li> </ul>
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**SEMESTER: ONE**

**PERIOD: II**

**GRADE: 10**

**UNIT: GRAMMAR /TOPIC: VERBS – PART 1**

**SPECIFIC OBJECTIVES:**

Upon completion of this topic, students will be able to:

1. To identify action verbs and how they are used;
2. to distinguish between visible and mental action verbs;
3. to distinguish between transitive and intransitive verbs;
4. to identify helping verbs and how they are used;
5. to use the different tenses of verbs correctly;
6. to write effective descriptive essays.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Demonstrate greater competence in the use of verbs when speaking or writing.	<p><b>1. Verbs- Part 1</b></p> <p>a) Action Verbs/Transitive and Intransitive</p> <p>b) Linking Verbs.</p> <p>c) Helping and Modal auxiliaries</p> <p>d) Tenses of Verbs (present, past and future)</p> <p><b>2. Progressive forms of Verbs</b></p> <p>a) Descriptive Writing</p> <p>b) Narrative Writing</p>	<ol style="list-style-type: none"> <li>1. Have students discuss pictures with various actions and point out the action words, whether visible or mental, in their discussion;</li> <li>2. Emphasize to students that sentences with transitive verbs have objects that receive the action of the verb and that intransitive verbs do not;</li> <li>3. have students distinguish between the main and</li> </ol>	<p><b><u>A. Primary Text</u></b> N. Grant &amp; A B K Dadzie (Eds.) <i>Gateway to English for Senior Secondary Schools</i> (Students' Books 1, 2 &amp;3) (Longman &amp; Sedco, 2007)</p> <p><b><u>B. Secondary Texts</u></b> Senior Secondary Guide English - Pearson</p> <p><b><u>C. Other Resources/Supplementary Readings</u></b></p> <ul style="list-style-type: none"> <li>• W. Stannard Allen,</li> </ul>	<ul style="list-style-type: none"> <li>• Present different written pieces for students to:</li> <li>• Identify action verbs and how they are used;</li> <li>• distinguish between visible and mental action</li> </ul>

		<p>helping verbs in a passage;</p> <p>4. have students construct sentences using the three verb tenses;</p> <p>5. Help students go through the writing process and have them develop given topics into descriptive essays.</p>	<p><i>Living English Structure for Schools</i> (Longman, 2008)</p> <ul style="list-style-type: none"> <li>• T.J. Fitikides, <i>Common Mistakes in English</i> (Longman, 2000)</li> <li>• Writing and Grammar-- - <i>Communication in Action</i>, Prentice Hall Teacher's and Student's Editions</li> <li>• Longman Dictionary of Contemporary English (5<sup>th</sup> Edition)</li> <li>• Workbooks</li> <li>• Audio/Visual English lesson DVDs</li> <li>• Fully Equipped Library and Laboratory</li> </ul>	<p>verbs;</p> <ul style="list-style-type: none"> <li>• distinguish between transitive and intransitive verbs;</li> <li>• identify helping verbs and how they are used;</li> <li>• Quizzes, Class work, Homework/Assignments, Oral Presentations, and Debates.</li> </ul>
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**SEMESTER: ONE**

**PERIOD: III**

**GRADE: 10**

**UNIT: GRAMMAR /TOPIC: VERBS – PART2**

**SPECIFIC OBJECTIVES:**

Upon completion of this topic, students will be able to:

1. To use the perfect tenses of verbs correctly;
2. distinguish between regular and irregular verbs and how they form their past tenses;
3. recognize adjectives and state how they modify nouns and pronouns;
4. distinguish between definite and indefinite articles;
5. recognize adverbs and understand how they modify verbs, adjectives, and adverbs;
6. use adjectives and adverbs appropriately to make writing vivid or precise;
7. write persuasive essays using the relevant mechanics.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Ability to speak and write using verbs correctly.	<p><b>1. Verbs- Part 2.</b></p> <ol style="list-style-type: none"> <li>a) Tenses (present perfect, past perfect and future perfect tenses)</li> <li>b) Regular Verbs.</li> <li>c) Irregular Verbs</li> <li>d) Adjectives:</li> <li>e) Proper Adjectives</li> <li>f) Compound Adjectives.</li> <li>g) Articles</li> <li>h) Adverbs</li> </ol> <p><b>1. Comparative and Superlative forms</b></p> <ol style="list-style-type: none"> <li>a) Persuasion: Persuasive Essay</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain and demonstrate to students the perfect tenses of verbs,</li> <li>2. Have them construct sentences using the perfect tenses;</li> <li>3. Give a list of regular and irregular verbs to students, explaining how their past tense is formed;</li> <li>4. Students to construct sentences using regular and irregular verbs in their present and past tenses;</li> </ol>	<p><b><u>A. Primary Text</u></b> N. Grant &amp; A B K Dadzie (Eds.) <i>Gateway to English for Senior Secondary Schools</i> (Students' Books 1, 2 &amp;3) (Longman &amp; Sedco, 2007)</p> <p><b><u>B. Secondary Texts</u></b> Senior Secondary Guide English - Pearson</p> <p><b><u>C. Other Resources/Supplement</u></b></p>	<ul style="list-style-type: none"> <li>• Written assignments for students to:</li> <li>• Use the perfect tenses of verbs correctly;</li> <li>• Distinguish between regular and irregular verbs and how they form their</li> </ul>



		<ol style="list-style-type: none"> <li>5. Emphasize that adjectives can modify, or describe, only nouns and pronouns;</li> <li>6. Students to give more examples of adjectives; and to construct sentences asking the questions <i>what kind?</i>, <i>which one?</i>, <i>how much?</i>, or <i>how many?</i>( teacher gives an example for clarification and implementation);</li> <li>7. Teacher takes students outside of classroom and have them look around their surrounds and describe what they see, and later identify the adjectives from their descriptions;</li> <li>8. Discuss the four questions adverbs answer (<i>where? When? In what way? To what extent?</i>);</li> <li>9. Explain that only certain adverbs can modify adjectives and adverbs;</li> <li>10. Teacher demonstrates at least one example of adverb modifying verb, adjective, and adverb; stress that the only certain way to recognize an adverb is to examine the parts of speech of the words in a sentence;</li> <li>11. Teacher gives a sample passage of persuasive writing and have them discuss the issues involved;</li> </ol>	<p><b>ary Readings</b></p> <ul style="list-style-type: none"> <li>• W. Stannard Allen, <i>Living English Structure for Schools</i> (Longman, 2008)</li> <li>• T.J. Fitikides, <i>Common Mistakes in English</i> (Longman, 2000)</li> <li>• Writing and Grammar---<i>Communication in Action</i>, Prentice Hall Teacher's and Student's Editions</li> <li>• Longman Dictionary of Contemporary English (5<sup>th</sup> Edition)</li> <li>• Workbooks</li> <li>• Audio/Visual English lesson DVDs</li> <li>• Fully Equipped Library and Laboratory</li> </ul>	<p>past tenses;</p> <ul style="list-style-type: none"> <li>• Recognize adjectives and state how they modify nouns and pronouns;</li> <li>• Distinguish between definite and indefinite articles;</li> <li>• Recognize adverbs and understand how they modify verbs, adjectives, and adverbs;</li> <li>• Use adjectives and adverbs appropriately to make writing vivid or precise;</li> <li>• Write persuasive essays using the relevant mechanics.</li> <li>• Quizzes, Class work,</li> </ul>
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		12. Students develop persuasive essays from given topics for discussion.		Homework/Assignments, Oral Presentations, and Debates.
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**SEMESTER: TWO**

**PERIOD: IV**

**GRADE: 10**

**UNIT: GRAMMAR /TOPIC: PREPOSITIONS, CONJUNCTIONS AND INTERJECTIONS**

**SPECIFIC OBJECTIVES:**

Upon completion of this topic, students will be able to:

1. Recognize that a prepositional phrase consists of a preposition and a noun or pronoun;
2. distinguish prepositions with their objects from adverbs;
3. identify coordinating, subordinating, and correlative conjunctions;
4. correctly recognize and use conjunctive adverbs;
5. demonstrate that interjections express feelings or emotions and function independently of a sentence.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>Demonstrate the correct use of prepositions, conjunctions and interjections in written and spoken English.</p>	<p><b>1. Prepositions, Conjunctions and Interjections.</b>  <b>A. Prepositions:</b>            a) Prepositions and prepositional phrases.            b) Telling prepositions and Adverbs apart  <b>B. Conjunctions:</b>            a) Coordinating conjunctions;            b) Correlative conjunctions;            c) Subordinating conjunctions;            d) Conjunctive adverbs  <b>C. Interjections:</b>            a) Persuasion: Advertisement</p>	<ol style="list-style-type: none"> <li>1. Teacher explains that prepositions perform the important task of relating words in a sentence. They help to show relationships between separate things, including location, direction, cause, and possession.</li> <li>2. Teacher writes sentences on the board and gets students identify the preposition in each sentence. Then have them point out the two things that are related by the preposition and the type of relationship that is shown.</li> <li>3. Teacher writes sentences on the board omitting the conjunctions and encourages students to supply the conjunctions to complete the sentences; Gets students to identify that the missing words are conjunctions.</li> <li>4. Explains to students that the common function of all coordinating conjunctions is to join similar kinds or groups of words.</li> <li>5. Asks students to point out the different types of conjunctions (coordinating, correlative, and</li> </ol>	<p><b><u>A. Primary Text</u></b>            N. Grant &amp; A B K Dadzie (Eds.) <i>Gateway to English for Senior Secondary Schools</i> (Students' Books 1, 2 &amp;3) (Longman &amp; Sedco, 2007)  <b><u>B. Secondary Texts</u></b>            Senior Secondary Guide English - Pearson  <b><u>C. Other Resources/Supplementary Readings</u></b></p> <ul style="list-style-type: none"> <li>• W. Stannard Allen, <i>Living English Structure for Schools</i> (Longman, 2008)</li> <li>• T.J. Fitikides, <i>Common Mistakes in English</i> (Longman, 2000)</li> <li>• Writing and Grammar--- <i>Communication in Action</i>, Prentice Hall Teacher's and Student's</li> </ul>	<p>Short answer tests to get students to:</p> <ul style="list-style-type: none"> <li>• Identify prepositional phrases.</li> <li>• Distinguish prepositions with their objects from adverbs.</li> <li>• Identify coordinating, subordinating, and correlative conjunctions.</li> <li>• Correctly recognize and use conjunctive adverbs.</li> <li>• Demonstrate that interjections express feelings or emotions and function independently</li> </ul>

		<p>subordinating). Teacher may give examples of the kinds of conjunctions where students fall short.</p> <p>6. Teacher explains what a conjunctive adverb is, and gives several examples; have students identify conjunctive adverbs in given sentences and let them explain the correlation between the two ideas (contrast, similarity, emphasis).</p> <p>7. Teacher writes sentences with interjections and gets students to discuss the feelings or emotions expressed in them.</p> <p>8. Teacher explains to students that interjections are small in size, but they carry strong emotional weight. Unlike other parts of speech, interjections do not have grammatical connections to other words in a sentence.</p> <p>9. Encourages students to construct sentences using prepositions, conjunctions and interjections.</p>	<p>Editions</p> <ul style="list-style-type: none"> <li>• Longman Dictionary of Contemporary English (5<sup>th</sup> Edition)</li> <li>• Workbooks</li> <li>• Audio/Visual English lesson DVDs</li> <li>• Fully Equipped Library and Laboratory</li> </ul>	<p>of a sentence.</p> <ul style="list-style-type: none"> <li>• Quizzes, Class work, Homework/Assignments, Oral Presentations, and Debates.</li> </ul>
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**SEMESTER: TWO**

**PERIOD: V**

**GRADE: 10**

**UNIT: GRAMMAR /TOPIC: BASIC SENTENCE PARTS**

**SPECIFIC OBJECTIVES:**

Upon completion of this topic, students will be able to:

1. Identify simple subject and predicate in a sentence.
2. Identify complete subject and predicate in a sentence.
3. Recognize compound subjects and verbs.
4. Find subjects in orders, directions and questions.
5. Find subjects in sentences beginning with *Here, There* or *it*.
6. Find subjects in sentences with inverted word order

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Construct sentences that contain the basic parts.	<p><b>1. Basic Sentence parts:</b></p> <ol style="list-style-type: none"> <li>a) Subject and Predicate.</li> <li>b) Simple subject and predicate.</li> <li>c) Compound subject and predicate.</li> <li>d) Sentence Fragments.</li> </ol> <p><b>2. Sentence Structures/Types:</b></p> <ol style="list-style-type: none"> <li>a) Simple sentence</li> <li>a) Compound sentence</li> <li>b) Complex sentence;</li> <li>c) Compound-Complex;</li> </ol> <p><b>3. Sentence Functions:</b></p> <ol style="list-style-type: none"> <li>a) Declarative</li> <li>b) Interrogative</li> </ol>	<ol style="list-style-type: none"> <li>1. Start by advising students that they will sometimes see words in between the subject and the verb. Such words may be part of the subject or the predicate. In this case if a word modifies the verb it is part of the predicate; if not, it is part of the subject. E.g. <b>She deliberately</b> failed to do her work; She <b>failed deliberately</b> to do her work.</li> <li>2. Explain that a complete subject can contain several nouns or pronouns; students should always find the verb and then look back to see</li> </ol>	<p><b><u>A. Primary Text</u></b> N. Grant &amp; A B K Dadzie (Eds.) <i>Gateway to English for Senior Secondary Schools</i> (Students' Books 1, 2 &amp;3) (Longman &amp; Sedco, 2007)</p> <p><b><u>B. Secondary Texts</u></b> Senior Secondary Guide English - Pearson</p> <p><b><u>C. Other Resources/Supplementary Readings</u></b></p> <ul style="list-style-type: none"> <li>• W. Stannard Allen, <i>Living English Structure</i></li> </ul>	<p>Supply sentence of different types, and ask students to:</p> <ul style="list-style-type: none"> <li>• Identify simple subject and predicate in a sentence.</li> <li>• Identify complete subject and predicate in a sentence.</li> </ul>

	<p>c) Imperative d) Exclamatory</p> <p><b>4. Complements;</b> a) Direct objects b) Indirect objects</p> <p><b>5. Subject-Verb Agreement</b> A. <u>Phrases</u> a) Noun phrase</p> <p>B. <u>Verb phrases</u> a) Diagramming sentences b) Persuasion: Advertisement c) Literature( apply literary terms in the discussions)</p>	<p>which noun is performing the action or is in the condition described by the verb.( e.g. The <b>man</b> in the red coat <i>kicked</i> the ball outside.).</p> <p>3. Teacher explains what a compound subject is, as well as a compound verb.</p> <p>4. Teacher writes examples of each type: orders, directions, and questions.</p> <p>5. Teacher writes sentences beginning with <i>here, there, and it</i> has students construct their own sentences.</p> <p>6. Teacher writes sentences with inverted word order and have students identify the subject and verb. (E.g. Soon after the rain the <b>children</b> <i>came</i> home.).</p> <p>7. Students encouraged constructing more sentences of their own.</p>	<p><i>for Schools</i> (Longman, 2008)</p> <ul style="list-style-type: none"> <li>• T.J. Fitikides, <i>Common Mistakes in English</i> (Longman, 2000)</li> <li>• Writing and Grammar-- - <i>Communication in Action</i>, Prentice Hall Teacher's and Student's Editions</li> <li>• Longman Dictionary of Contemporary English (5<sup>th</sup> Edition)</li> <li>• Workbooks</li> <li>• Audio/Visual English lesson DVDs</li> <li>• Fully Equipped Library and Laboratory</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize compound subjects and verbs.</li> <li>• Find subjects in orders, directions and questions.</li> <li>• Find subjects in sentences beginning with <i>Here, There</i> or <i>it</i>.</li> <li>• Find the subjects in sentences with inverted word order</li> <li>• Quizzes, Class work, Homework/As signments, Oral Presentations, and Debates.</li> </ul>
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**SEMESTER: TWO**

**PERIOD: VI**

**GRADE: 10**

**UNIT: GRAMMAR /TOPIC: PHRASES**

**SPECIFIC OBJECTIVES:**

Upon completion of this topic, students will be able to:

1. Recognize phrases and the kinds of phrases in sentences.
2. Recognize prepositional phrases in sentences and distinguish between adjective and adverb phrases.
3. Identify appositives and appositive phrases and the words they name.
4. Recognize participle and participial phrases in sentences.
5. Identify gerunds and gerund phrases in sentences.
6. Identify infinitives and infinitive phrases in sentences.
7. Distinguish between independent and subordinate clauses.
8. Write effective comparison-and-contrast essays.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Demonstrated ability to use correct English phrases in written and spoken English.	<b>1. Phrases</b> a) Noun phrase b) Verb phrase <b>2. Verbal Phrases</b> a) Participle Phrase b) Gerund Phrase c) Infinitive Phrase <b>3. Phrasal Verbs;</b> <b>4. Verb followed by a preposition or adverb:</b> Examples –ran-across, broke down, get away.	<ol style="list-style-type: none"> <li>1. Teacher explains what phrases are and gives several examples.</li> <li>2. Students encouraged brainstorming more examples and using them in sentences.</li> <li>3. Teacher emphasizes the difference between noun and verb phrases( <i>The hardworking and honest girl</i> was awarded a prize(noun phrase);<i>They will sing</i> in the morning (verb phrase);</li> </ol>	<b>A. Primary Text</b> N. Grant & A B K Dadzie (Eds.) <i>Gateway to English for Senior Secondary Schools</i> (Students’ Books 1, 2 &3) (Longman & Sedco, 2007) <b>B. Secondary Texts</b> Senior Secondary Guide English - Pearson <b>C. Other</b>	Provide for exercises for students to: <ul style="list-style-type: none"> <li>• Recognize phrases and the kinds of phrases in sentences.</li> <li>• Recognize prepositional phrases in sentences and</li> </ul>

	<p><b>5. Prepositional Phrases;</b></p> <p><b>6. Clauses:</b></p> <ol style="list-style-type: none"> <li>Independent Clauses;</li> <li>Dependent Clauses</li> <li>Noun Clauses</li> <li>Adjective Clauses</li> <li>Adverb Clauses</li> </ol> <p><b>7. Exposition: Comparison -and contrast Essay</b></p> <p><b>8. Literature</b></p>	<ol style="list-style-type: none"> <li>Teacher explains what prepositional phrases are; emphasizes to students that adjective and adverb phrases derive from prepositional phrases. Examples provided, and students encouraged generating their own examples.</li> <li>Teacher explains what appositives are, and have students identify them in sentences; also give examples of appositive phrases in sentences and have students brainstorm more examples using their own sentences.</li> <li>Teacher explains what gerunds, infinitives, and participles are in sentences and gives examples; also gives explanation on what gerund, infinitive, and participle phrases are and how to identify them in sentences; students must actively and correctly identify and use gerund, infinitive, and participle phrases in sentences of their own.</li> <li>Teacher emphasizes that these three phrases are classified as verbal phrases and they may function as noun, adjective, or adverb.</li> <li>Teacher discusses with students how to write a comparison-and-contrast essay and the writing process involved; students must provide and develop topics of their own in writing comparison-and-contrast essays.</li> <li>Note: All writing activities must be done within the context of grammar skills.</li> </ol>	<p><b><u>Resources/Supplementary Readings</u></b></p> <ul style="list-style-type: none"> <li>W. Stannard Allen, <i>Living English Structure for Schools</i> (Longman, 2008)</li> <li>T.J. Fitikides, <i>Common Mistakes in English</i> (Longman, 2000)</li> <li>Writing and Grammar---<i>Communication in Action</i>, Prentice Hall Teacher's and Student's Editions</li> <li>Longman Dictionary of Contemporary English (5<sup>th</sup> Edition)</li> <li>Workbooks</li> <li>Audio/Visual English lesson DVDs</li> <li>Fully Equipped Library and Laboratory</li> </ul>	<p>distinguish between adjective and adverb phrases.</p> <ul style="list-style-type: none"> <li>Identify appositives and appositive phrases and the words they name.</li> <li>Recognize participle and participial phrases in sentences.</li> <li>Identify gerunds and gerund phrases in sentences.</li> <li>Identify infinitives and infinitive phrases in sentences.</li> <li>Distinguish between independent and subordinate clauses.</li> </ul>
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				<ul style="list-style-type: none"> <li>• Write effective comparison-and-contrast essays.</li> <li>• Quizzes, Class work, Homework/Assignments, Oral Presentations, and Debates.</li> </ul>
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**SEMESTER: ONE**

**PERIOD: I**

**GRADE: 11**

**UNIT: GRAMMAR /TOPIC: VERB USAGE – PART 1**

**SPECIFIC OBJECTIVES:**

Upon completion of this topic, students will be able to:

1. Write effective Cause-and-Effect exposition.
2. Identify a simple cause-and-effect essay.
3. Use the five forms of verbs correctly.
4. Identify and use the six tenses of verb correctly, including the progressive forms.
5. Write effective book reports.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>Demonstrated ability to use verbs correctly.</p> <p>Greater appreciation for the writing and using correct verbs.</p>	<p><b>1. Exposition:</b> Cause-and-effect Essay in the context of literature</p> <p><b>2. Verb usage - Part 1</b> This unit deals with using verbs correctly; it should be-The boys <b>have begun</b> to work.</p> <ol style="list-style-type: none"> <li>1. <u>The five forms of a verb:</u> <ol style="list-style-type: none"> <li>a) Base form: Start.</li> <li>b) s/form: starts</li> <li>c) <b>ing form: starting</b></li> <li>d) Past tense: started</li> <li>e) Past Participle: has/have started</li> </ol> </li> <li>2. <u>Using the six tenses of verb correctly( including the progressive forms)</u></li> <li>3. <u>Writing book reports in the context of literature</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Students should be given a cause-and-effect passage to identify the cause and effect of a stated problem.</li> <li>2. Teacher gives students topics on contemporary issues and gets them to develop those topics into a cause-and-effect essay.</li> <li>3. Have students read a passage from any given text and identify as many verb tenses as possible; teacher, in collaboration with students, then classifies the identified verbs into the six verb tenses. Have students write sentences using the six tenses of verb.</li> <li>4. Students read a short story and explain what the story is about; they must identify the main idea of the story as well as the conclusion; they then write a book report using the standard format.</li> </ol>	<p><b><u>A. Primary Text</u></b> N. Grant &amp; A B K Dadzie (Eds.) <i>Gateway to English for Senior Secondary Schools</i> (Students' Books 1, 2 &amp;3) (Longman &amp; Sedco, 2007)</p> <p><b><u>B. Secondary Texts</u></b> Senior Secondary Guide English - Pearson</p> <p><b><u>C. Other Resources/Supplementary Readings</u></b></p> <ul style="list-style-type: none"> <li>• W. Stannard Allen, <i>Living English Structure for Schools</i> (Longman, 2008)</li> <li>• T.J. Fitikides, <i>Common Mistakes in English</i> (Longman, 2000)</li> <li>• Writing and Grammar--- <i>Communication in Action</i>, Prentice Hall Teacher's</li> </ul>	<p>Provide exercises for students to:</p> <ul style="list-style-type: none"> <li>• Write effective Cause-and-Effect exposition.</li> <li>• Identify a simple cause-and-effect essay.</li> <li>• Use the five forms of verbs correctly.</li> <li>• Identify and use the six tenses of verb correctly, including the progressive forms.</li> <li>• Write effective book reports.</li> <li>• Quizzes, Class work, Homework/As</li> </ul>

			<p>and Student's Editions</p> <ul style="list-style-type: none"> <li>• Longman Dictionary of Contemporary English (5<sup>th</sup> Edition)</li> <li>• Workbooks</li> <li>• Audio/Visual English lesson DVDs</li> <li>• Fully Equipped Library and Laboratory</li> </ul>	<p>signments, Oral Presentations, and Debates.</p>
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**SEMESTER: ONE**

**PERIOD: II**

**GRADE: 11**

**UNIT: GRAMMAR /TOPIC: VERB USAGE – PART 2**

**SPECIFIC OBJECTIVES:**

Upon completion of this topic, students will be able to:

1. Conjugate verbs in the six tenses.
2. Identify the active and passive voices in sentences; to construct sentences using the active and passive voices.
3. Write effective paragraphs using the elements of a paragraph.
4. Use the mechanics of writing effectively.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Write good pieces in English using appropriate verbs.	<p><b>1. Verb usage –Part 2</b>                      A. Conjugate verbs in the six tenses                      B. Distinguish between active and passive voices and when it is appropriate to use either of them</p> <p><b>2. Building sentences with one-word auxiliaries</b></p> <p><b>3. Writing Paragraph</b>                      a) The topic sentence                      b) The body                      c) The conclusion                      d) Unity                      e) Coherence                      f) Proofreading</p>	<ol style="list-style-type: none"> <li>1. Teacher reviews previous lesson on the six tenses of verb; have students use the six tenses of verb in sentences; students then conjugate the six tenses using very simple sentences.</li> <li>2. Teacher must give detailed explanation of how to conjugate the six tenses of verb.</li> <li>3. Teacher must introduce the few verbs that are irregular in the present tense. The verbs <i>be</i> and <i>have</i> are highly irregular. <i>Do</i> and <i>go</i> take the ending – <i>es</i> in the third-person singular; <i>he does, she goes</i>. Verbs whose present</li> </ol>	<p><b><u>A. Primary Text</u></b>                      N. Grant &amp; A B K Dadzie (Eds.)  <i>Gateway to English for Senior Secondary Schools</i> (Students' Books 1, 2 &amp;3) (Longman &amp; Sedco, 2007)</p> <p><b><u>B. Secondary Texts</u></b>                      Senior Secondary Guide English - Pearson</p> <p><b><u>C. Other Resources/Supplementary Readings</u></b></p>	Paper and pencil exercises for students to: <ul style="list-style-type: none"> <li>• Conjugate verbs in the six tenses.</li> <li>• Identify the active and passive voices in sentences; to construct sentences using the active and</li> </ul>

	<ol style="list-style-type: none"> <li>1. Mechanics</li> <li>2. Misspell words</li> <li>3. Grammatical errors: run-on sentences; sentence fragments; shift in pronouns; wrong capitalization &amp; abbreviation</li> </ol>	<p>principal part ends in y( such as <i>fly, cry, try, pry</i>) change the y to <i>I</i> and then add <i>-es</i> for the third-person singular: <i>he cries, she tries, it flies.</i></p> <ol style="list-style-type: none"> <li>4. Teacher explains that in order to conjugate the perfect tenses, students need to know the principal parts of the verb <i>have</i>. In order to conjugate the progressive tenses, they also need to know the principal parts of the verb <i>be</i>. These are the two least regular verbs in the English language. Urge students to memorize these verbs in all their tenses</li> <li>5. Students encouraged to read a short paragraph and identify the sentence with the main idea; must develop topic sentences from examples studied and write effective paragraphs using unity, coherence as well as the mechanics of proofreading.</li> </ol>	<ul style="list-style-type: none"> <li>• W. Stannard Allen, <i>Living English Structure for Schools</i> (Longman, 2008)</li> <li>• T.J. Fitikides, <i>Common Mistakes in English</i> (Longman, 2000)</li> <li>• Writing and Grammar--- <i>Communication in Action</i>, Prentice Hall Teacher's and Student's Editions</li> <li>• Longman Dictionary of Contemporary English (5<sup>th</sup> Edition)</li> <li>• Workbooks</li> <li>• Audio/Visual English lesson DVDs</li> <li>• Fully Equipped Library and Laboratory</li> </ul>	<p>passive voices.</p> <ul style="list-style-type: none"> <li>• Write effective paragraphs using the elements of a paragraph.</li> <li>• Use the mechanics of writing effectively.</li> <li>• Quizzes, Class work, Homework/Assignments, Oral Presentations, and Debates.</li> </ul>
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**SEMESTER: ONE**

**PERIOD: III**

**GRADE: 11**

**UNIT: GRAMMAR /TOPIC: VERB USAGE – PART 3**

**SPECIFIC OBJECTIVES:**

Upon completion of this topic, students will be able to:

1. Use verbs in the past progressive, present simple, and past simple, past continuous, and future tenses.
2. Identify the thesis statement of the essay.
3. Use the dictionary effectively in defining words.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
More proficient use of verbs in spoken and written English.	<b>1. Verb usage –Part 3</b> a) Using past continuous (progressive) e.g. I <b>am working</b> . (use only for actions and happenings; note: some verbs are not action verbs, e.g. seem, believe, love, hate etc... these are not used in the continuous tenses)  b) Using present simple; e.g. she <b>rides</b> taxi to work every day( for things in general or things that happen regularly)  c) Past simple; e.g. he <b>walked</b> to go. (Ends in ed; but some verbs are irregular; they do not end in ed).	<ol style="list-style-type: none"><li>1. Working in small groups, ask students to identify verb tenses listed in the outcomes of a few sentences.</li><li>2. Teacher must write sentences on the board using the various tenses listed.</li><li>3. Teacher must first explain what a thesis statement is, and get students to read the introduction a given essay and identify the statement with the central idea.</li><li>4. Students must identify supporting ideas in each body part that relates to the thesis statement;</li></ol>	<b><u>A. Primary Text</u></b> N. Grant & A B K Dadzie (Eds.) <i>Gateway to English for Senior Secondary Schools</i> (Students' Books 1, 2 &3) (Longman & Sedco, 2007) <b><u>B. Secondary Texts</u></b> Senior Secondary Guide English - Pearson <b><u>C. Other Resources/Supplementary Readings</u></b> <ul style="list-style-type: none"><li>• W. Stannard Allen, <i>Living English</i></li></ul>	Provide exercises for students to: <ul style="list-style-type: none"><li>• Use verbs in the past progressive, present simple, and past simple, past continuous, and future tenses.</li><li>• Identify the thesis statement of the essay.</li><li>• Use the</li></ul>

	<p>d) Using past continuous; I <b>was doing</b> my homework.</p> <p><b>2. Writing Essays</b></p> <p>a) Selecting writing topics</p> <p>b) The thesis statement</p> <p>Future; e.g. <b>He is playing football on Monday afternoon</b> (He has not yet played.)  <b>I'm going tomorrow.</b> (I have not yet gone.)  <b>Will/shall-</b> we use <u>I will</u> when we decide to do something at the of speaking. (I will come to see you.)</p> <p>c)The organization of the essay</p> <ol style="list-style-type: none"> <li>i. Introduction</li> <li>ii. Body</li> <li>iii. Conclusion</li> </ol> <p>d) Unity</p> <p>e) Coherence</p> <p>f) Mechanics</p> <p><b>3. Dictionary skills</b></p> <ol style="list-style-type: none"> <li>1. Words arranged in alphabetical order</li> <li>2. Using guide words at the top of every dictionary page</li> </ol> <p>Finding the meaning of each word</p> <ol style="list-style-type: none"> <li>1. Part of speech</li> <li>2. More than one meaning</li> <li>3. Plural and singular</li> </ol>	<ol style="list-style-type: none"> <li>5. Students must identify the concluding paragraph;</li> <li>6. Teacher gives a series of topics for students to select and formulate a thesis statement and then develop it.</li> <li>7. Teacher demonstrates using the dictionary, and encourages students to define a list of words using the skills demonstrated.</li> </ol>	<p><i>Structure for Schools</i> (Longman, 2008)</p> <ul style="list-style-type: none"> <li>• T.J. Fitikides, <i>Common Mistakes in English</i> (Longman, 2000)</li> <li>• Writing and Grammar--- <i>Communication in Action</i>, Prentice Hall Teacher's and Student's Editions</li> <li>• Longman Dictionary of Contemporary English (5<sup>th</sup> Edition)</li> <li>• Workbooks</li> <li>• Audio/Visual English lesson DVDs</li> <li>• Fully Equipped Library and Laboratory</li> </ul>	<p>dictionary effectively in defining words.</p> <ul style="list-style-type: none"> <li>• Quizzes, Class work, Homework/Assignments, Oral Presentations, and Debates.</li> </ul>
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**SEMESTER: TWO**

**PERIOD: IV**

**GRADE: 11**

**UNIT: GRAMMAR /TOPIC: VOCABULARY AND SPELLING**

**SPECIFIC OBJECTIVES:**

Upon completion of this topic, students will be able to:

1. Use context clues in learning vocabulary.
2. Define synonyms, antonyms, and homophones.
3. Define and prefix, root, and suffix to learn words.
4. Apply spelling rules.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>1. Improved ability to use the dictionary.</p> <p>2. Improved vocabulary and spelling skills.</p>	<p><b>1. Vocabulary and Spelling</b></p> <p>a) Word Analysis</p> <p>b) Root and Meaning</p> <p>c) Affixes</p> <p><b>i) Prefixes and meaning</b></p> <p><b>ii) Suffixes and meaning</b></p> <p>a) Synonyms, Antonyms, and Homophones/Homographs</p> <p>1. Using Context Clues</p> <p>2. Spelling Rules</p> <p><b>iii) Commonly Misspelled Words</b></p>	<p>1. Encourage students to give examples of sentences containing difficult words and context clues for them.</p> <p>2. Have students take turns making up sentences with context clues but leaving out an unfamiliar word. Have other students substitute words until they supply the missing word. (E.g. My pet____ changes colors to match</p>	<p><b><u>A. Primary Text</u></b>                      N. Grant &amp; A B K Dadzie (Eds.)  <i>Gateway to English for Senior Secondary Schools</i> (Students' Books 1, 2 &amp;3) (Longman &amp; Sedco, 2007)</p> <p><b><u>B. Secondary Texts</u></b>                      Senior Secondary Guide English -</p>	<p>Create exercises for students to:</p> <ul style="list-style-type: none"> <li>• Use context clues in learning vocabulary.</li> <li>• Define synonyms, antonyms, and homophones.</li> </ul>



		<p>his surroundings. ( chameleon)</p> <ol style="list-style-type: none"> <li>3. Briefly review synonyms, antonyms, and homophones, making sure that students know the difference.</li> <li>4. Write words on the board and have students to come up with a synonym for each. Do likewise with antonyms and homophones.</li> <li>5. Review with students that another way to figure out the meaning of an unfamiliar word is to analyze its parts. Many words in English come from ancient Greek and Latin, the languages of the Roman Empire.</li> <li>6. Examine the common prefixes asking students to come up with additional examples of words beginning with the prefixes given.</li> <li>7. Write words on the board beginning with prefixes and ask students to define them.</li> <li>8. Explore the use of roots as a way of finding out the meanings of unfamiliar words.</li> <li>9. Write the ten common roots on the board and ask students to suggest</li> </ol>	<p>Pearson  <b><u>C. Other Resources/Supplementary Readings</u></b></p> <ul style="list-style-type: none"> <li>• W. Stannard Allen, <i>Living English Structure for Schools</i> (Longman, 2008)</li> <li>• T.J. Fitikides, <i>Common Mistakes in English</i> (Longman, 2000)</li> <li>• Writing and Grammar--- <i>Communication in Action</i>, Prentice Hall Teacher's and Student's Editions</li> <li>• Longman Dictionary of Contemporary English (5<sup>th</sup> Edition)</li> <li>• Workbooks</li> <li>• Audio/Visual English lesson DVDs</li> </ul>	<ul style="list-style-type: none"> <li>• Define and prefix, root, and suffix to learn words.</li> <li>• Apply spelling rules.</li> <li>• Quizzes, Class work, Homework/Assignments, Oral Presentation Debates.</li> </ul>
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		<p>other words with the same root.</p> <p>10. Explain the difference between a base word and a root word. Review that suffixes have an additional use: They can tell the part of speech.</p> <p>11. Write words on the board that have suffix endings and have students identify the part of speech.</p> <p>12. Following Spelling Rules</p> <ol style="list-style-type: none"> <li>a. Explain to students that many words follow spelling rules. Knowing these rules can be very helpful.</li> <li>b. Review the rules for regular plurals.</li> <li>c. Write some words on the board (at least 10) and ask them to write their plurals.</li> </ol>	<ul style="list-style-type: none"> <li>• Fully Equipped Library and Laboratory</li> </ul>	
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**SEMESTER: TWO**

**PERIOD: IV**

**GRADE: 11**

**UNIT: GRAMMAR /TOPIC: LIBRARY SKILLS**

**SPECIFIC OBJECTIVES:**

Upon completion of this topic, students will be able to:

1. Use the card catalog or on-line catalog to find information in the library.
2. Provide correct answers to comprehension and critical thinking questions from given text.
3. Apply the various reading methods to get meaning from reading passages.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
<p>More efficient use of the library.</p> <p>Development of critical thinking and reading skills.</p>	<p><b>1. Library Skills</b></p> <p>A. Using Card Catalog/Online Catalog to find materials in the library</p> <p>a) Call number</p> <p>b) Information in the catalog</p> <p>B. Materials In the Library</p> <p><b>2. Reading Comprehension</b></p> <p>A. Answering reading comprehension questions</p> <p>a) Direct questions</p> <p>b) Critical thinking questions</p> <p>B. Active Reading</p> <p>a) Activity before reading</p> <p>b) Activity when reading</p> <p>c) Activity after reading</p> <p>C. Scanning</p> <p>D. Skimming</p>	<ol style="list-style-type: none"> <li>1. Demonstrate the use of card catalog to find material in the library.</li> <li>2. Encourage students to role play finding material in the library.</li> <li>3. Organize a class visit to the nearest library.</li> <li>4. Provide a reading passage for students to read and answer comprehension questions.</li> <li>5. Explain each of the reading methods listed in the contents.</li> </ol>	<p><b><u>A. Primary Text</u></b> N. Grant &amp; A B K Dadzie (Eds.) <i>Gateway to English for Senior Secondary Schools</i> (Students' Books 1, 2 &amp;3) (Longman &amp; Sedco, 2007)</p> <p><b><u>B. Secondary Texts</u></b> Senior Secondary Guide English - Pearson</p> <p><b><u>C. Other Resources/Supplementary Readings</u></b></p> <ul style="list-style-type: none"> <li>• W. Stannard Allen, <i>Living English Structure for Schools</i> (Longman, 2008)</li> <li>• T.J. Fitikides, <i>Common</i></li> </ul>	<p>Practical exercises for students to:</p> <ul style="list-style-type: none"> <li>• Use the card catalog or on-line catalog to find information in the library.</li> <li>• Provide correct answers to comprehension and critical thinking questions from given text.</li> </ul>

	<p>E. SQ4R Method( Survey, question, read, record, recite, review)</p>		<p><i>Mistakes in English</i> (Longman, 2000)</p> <ul style="list-style-type: none"> <li>• Writing and Grammar-- - <i>Communication in Action</i>, Prentice Hall Teacher's and Student's Editions</li> <li>• Longman Dictionary of Contemporary English (5<sup>th</sup> Edition)</li> <li>• Workbooks</li> <li>• Audio/Visual English lesson DVDs</li> <li>• Fully Equipped Library and Laboratory</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the various reading methods to get meaning from reading passages.</li> <li>• Quizzes, Class work, Homework/Assignments, Oral Presentations, and Debates.</li> </ul>
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**SEMESTER: TWO**

**PERIOD: VI**

**GRADE: 11**

**UNIT: GRAMMAR /TOPIC: LETTER WRITING**

**SPECIFIC OBJECTIVES:**

Upon completion of this topic, students will be able to:

1. Recognize the five parts of formal and informal letters.
2. Identify acceptable forms for letters.

<b>OUTCOMES / OBJECTIVES</b>	<b>CONTENTS</b>	<b>ACTIVITIES</b>	<b>MATERIALS / RESOURCES</b>	<b>EVALUATION</b>
<p>Improved skills in writing formal and informal letters.</p> <p>Improved reading and speaking skills</p>	<p><b>1. Letter Writing</b></p> <p>a) Informal Letter</p> <p>b) Formal/Business Letter</p> <p>c) Letter of Application</p> <p>d) Letter of Excuse/Request/Thanks</p> <p><b>2. Speech Writing</b></p> <p><b>3. Report Writing</b></p> <p><b>4. Oral Reading/Speaking</b></p> <p><b>5. Listening to Speeches and</b></p> <p><b>6. Oral Presentations For Critical Evaluation</b></p>	<p>1. Explain parts of formal and informal letters.(heading, inside address, salutation, body and closing).</p>	<p><b><u>A. Primary Text</u></b>                      N. Grant &amp; A B K Dadzie (Eds.)  <i>Gateway to English for Senior Secondary Schools</i> (Students' Books 1, 2 &amp;3) (Longman &amp; Sedco, 2007)</p> <p><b><u>B. Secondary Texts</u></b>                      Senior Secondary Guide English - Pearson</p> <p><b><u>C. Other Resources/Supplementary Readings</u></b></p> <ul style="list-style-type: none"> <li>• W. Stannard Allen, <i>Living English Structure for Schools</i> (Longman, 2008)</li> <li>• T.J. Fitikides, <i>Common Mistakes in English</i> (Longman, 2000)</li> <li>• Writing and Grammar---</li> </ul>	<ul style="list-style-type: none"> <li>• Practical exercises for students to write different kinds of letters.</li> <li>• Quizzes, Class work, Homework/Assignments, Oral Presentations, and Debates.</li> </ul>

			<p><i>Communication in Action</i>, Prentice Hall Teacher's and Student's Editions</p> <ul style="list-style-type: none"> <li>• Longman Dictionary of Contemporary English (5<sup>th</sup> Edition)</li> <li>• Workbooks</li> <li>• Audio/Visual English lesson DVDs</li> <li>• Fully Equipped Library and Laboratory</li> </ul>	
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**SEMESTER: ONE**

**PERIOD: I**

**GRADE: 12**

**UNIT: GRAMMAR /TOPIC: THE THREE CASES / VERB USAGE – PART 4**

**SPECIFIC OBJECTIVES:**

Upon completion of this topic, students will be able to:

1. Effectively do speech writing and use the perfect tenses.
2. Differentiate among the three cases of nouns and pronouns.
3. Recognize different kinds of speeches.
4. Prepare and present speeches.
5. Summarize a passage

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Improved ability to write and present speeches.	<p><b>1. The three cases:</b> Nominative, Objective and Possessive.</p> <p><b>2. Verb Usage Part 4.- Perfect tenses</b></p> <p>a) Present Perfect b) Present Perfect Progressive c) Past Perfect d) Past Perfect Progressive e) Future Perfect f) Future Perfect Progressive</p> <p><b>3. Speech Writing</b></p> <p><b>4. Summary Writing</b></p>	<ol style="list-style-type: none"> <li>Teacher explains and demonstrates each of the <i>three cases</i>.</li> <li>Students are to identify cases in series of sentences.</li> <li>In a contrived scenario, students are asked to use the appropriate tense.</li> <li>Students are given texts to read and summarize.</li> <li>Students are given samples of different kinds of speeches( informative, persuasive entertaining and extemporaneous), and encouraged to identify how they differ</li> <li>Exercises in the writing of different kinds of speeches are given to students</li> </ol>	<p><b><u>A. Primary Text</u></b> N. Grant &amp; A B K Dadzie (Eds.) <i>Gateway to English for Senior Secondary Schools</i> (Students' Books 1, 2 &amp;3) (Longman &amp; Sedco, 2007)</p> <p><b><u>B. Secondary Texts</u></b> Senior Secondary Guide English - Pearson</p> <p><b><u>C. Other Resources/Supplementary Readings</u></b></p> <ul style="list-style-type: none"> <li>W. Stannard Allen, <i>Living English Structure for Schools</i> (Longman, 2008)</li> <li>T.J. Fitikides, <i>Common Mistakes in English</i> (Longman, 2000)</li> <li>Writing and Grammar--- <i>Communication in Action</i>, Prentice Hall Teacher's and Student's Editions</li> <li>Longman Dictionary of Contemporary English (5<sup>th</sup> Edition)</li> <li>Workbooks</li> <li>Audio/Visual English lesson DVDs</li> <li>Fully Equipped Library and Laboratory</li> </ul>	<p>Exercises for students to:</p> <ul style="list-style-type: none"> <li>Write speeches and use the perfect tenses.</li> <li>Differentiate among the three cases of nouns and pronouns.</li> <li>Recognize different kinds of speeches.</li> <li>Summarize a passage</li> <li>Quizzes, Class work, Homework/Assignments, Oral Presentations, and Debates.</li> </ul>

**SEMESTER: ONE**

**PERIOD: II**

**GRADE: 12**

**UNIT: GRAMMAR /TOPIC: REVIEW ESSAY WRITING / CREATIVE WRITING / REVIEW VERB USAGE**

**SPECIFIC OBJECTIVES:**

Upon completion of this topic, students will be able to:

1. Create an original work of art such as a poem, a story, a play or a novel.
2. Further demonstrate effective speech writing and use of the perfect tenses.
3. Further recognize different kinds of speeches.
4. Demonstrate the ability to prepare and present speeches.

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Creation of an original work of literary art.	<p><b>1. Review Essay Writing</b></p> <p>a) Creative Writing</p> <p>b) Review Verb Usage</p> <p><b>2. Five forms/principal parts of a verb</b></p> <p>a) Present simple</p> <p>b) Past Simple</p> <p>c) Future simple</p> <p>d) Present perfect</p> <p>e) Past Perfect</p> <p>f) Future Perfect</p>	<ol style="list-style-type: none"> <li>1. Students are encouraged to write poems, plays or short stories using their imagination and creativity.</li> <li>2. Teacher provides for Students to have more practice in using the tenses.</li> </ol>	<p><b><u>A. Primary Text</u></b>                      N. Grant &amp; A B K Dadzie (Eds.)  <i>Gateway to English for Senior Secondary Schools</i> (Students' Books 1, 2 &amp;3) (Longman &amp; Sedco, 2007)</p> <p><b><u>B. Secondary Texts</u></b>                      Senior Secondary Guide English - Pearson</p> <p><b><u>C. Other Resources/Supplementary Readings</u></b></p> <ul style="list-style-type: none"> <li>• W. Stannard Allen, <i>Living English Structure for Schools</i></li> </ul>	<ul style="list-style-type: none"> <li>• Exercises for the preparation and presentation of original works – speeches, poems, plays, and speeches.</li> <li>• Quiz, Class work, Homework/ Assignments, Oral Presentations,</li> </ul>



			(Longman, 2008) <ul style="list-style-type: none"> <li>• T.J. Fitikides, <i>Common Mistakes in English</i> (Longman, 2000)</li> <li>• Writing and Grammar--- <i>Communication in Action</i>, Prentice Hall Teacher's and Student's Editions</li> <li>• Longman Dictionary of Contemporary English (5<sup>th</sup> Edition)</li> <li>• Workbooks</li> <li>• Audio/Visual English lesson DVDs</li> <li>• Fully Equipped Library and Laboratory</li> </ul>	and Debates.
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**SEMESTER: ONE**

**PERIOD: III**

**GRADE: 12**

**UNIT: GRAMMAR /TOPIC: REVIEW PHRASAL VERBS / REVIEW COMMON**

**SPECIFIC OBJECTIVES:**

Upon completion of this topic, students will be able to:

1. Spell and use difficult/troublesome words correctly.
2. Develop and deliver public speeches

OUTCOMES / OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Improved spelling ability, and the skill to write and deliver speeches.	<p><b>1. Review Phrasal Verbs</b></p> <p><b>2. Review common mistakes and troublesome Words. e.g.: belief/believe- deer/dear</b></p> <p><b>3. Review Past WAEC Papers</b></p> <p><b>4. Speech Development/oral practice</b>  A. Tips for taking public tests.</p>	<ol style="list-style-type: none"> <li>1. Drill students in the use of Phrasal Verbs.</li> <li>2. Review the different kinds of tests and know how to answer questions</li> </ol>	<p><b><u>A. Primary Text</u></b>  N. Grant &amp; A B K Dadzie (Eds.) <i>Gateway to English for Senior Secondary Schools</i> (Students' Books 1, 2 &amp;3) (Longman &amp; Sedco, 2007)</p> <p><b><u>B. Secondary Texts</u></b>  Senior Secondary Guide English - Pearson</p> <p><b><u>C. Other Resources/Supplementary Readings</u></b>  W. Stannard Allen, <i>Living English Structure for Schools</i> (Longman, 2008)</p> <ul style="list-style-type: none"> <li>• T.J. Fitikides, <i>Common Mistakes in English</i> (Longman, 2000)</li> <li>• Writing and Grammar--- <i>Communication in Action</i>, Prentice Hall Teacher's and Student's Editions</li> <li>• Longman Dictionary of Contemporary English (5<sup>th</sup> Edition)</li> <li>• Workbooks</li> <li>• Audio/Visual English lesson DVDs</li> <li>• Fully Equipped Library and Laboratory</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes, Class work, Homework/Assignments, Oral</li> <li>• Presentations and Debates.</li> </ul>

**SEMESTER: ONE**

**PERIOD: III**

**GRADE: 12**

**UNIT: GRAMMAR /TOPIC: REVIEW PHRASAL VERBS / REVIEW COMMON**

**SPECIFIC OBJECTIVES:**

Upon completion of this topic, students will be able to:

3. Spell and use difficult/troublesome words correctly.
4. Develop and deliver public speeches

OUTCOMES / OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Improved spelling ability, and the skill to write and deliver speeches.	<ol style="list-style-type: none"> <li>1. Review Phrasal Verbs</li> <li>2. Review common mistakes and troublesome Words. e.g: belief/believe- deer/dear</li> <li>3. Review Past WAEC Papers</li> <li>4. Speech Development/oral practice               <ol style="list-style-type: none"> <li>B. Tips for taking public tests.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Drill students in the use of Phrasal Verbs.</li> <li>2. Review the different kinds of tests and know how to answer questions</li> </ol>	<p><b><u>A. Primary Text</u></b>            N. Grant &amp; A B K Dadzie (Eds.) <i>Gateway to English for Senior Secondary Schools</i> (Students' Books 1, 2 &amp;3) (Longman &amp; Sedco, 2007)</p> <p><b><u>B. Secondary Texts</u></b>            Senior Secondary Guide English - Pearson</p> <p><b><u>C. Other Resources/Supplementary Readings</u></b></p> <ul style="list-style-type: none"> <li>• W. Stannard Allen, <i>Living English Structure for Schools</i> (Longman, 2008)</li> <li>• T.J. Fitikides, <i>Common Mistakes in English</i> (Longman, 2000)</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes, Class work, Homework/Assignments, Oral</li> <li>• Presentations and Debates.</li> </ul>

			<ul style="list-style-type: none"><li>• Writing and Grammar--- <i>Communication in Action</i>, Prentice Hall Teacher's and Student's Editions</li><li>• Longman Dictionary of Contemporary English (5<sup>th</sup> Edition)</li><li>• Workbooks</li><li>• Audio/Visual English lesson DVDs</li><li>• Fully Equipped Library and Laboratory</li></ul>	
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**SEMESTER: TWO**

**PERIOD: IV**

**GRADE: 12**

**UNIT: GRAMMAR /TOPIC: REVIEW VOCABULARY**

**SPECIFIC OBJECTIVES:**

Upon completion of this topic, students will be able to:

1. Demonstrate the improved use of context clues in learning vocabulary.
2. Improved application of spelling rules.

OUTCOMES / OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Objectives as stated supra	<p><b>1. Review vocabulary development and spelling rules.</b></p> <p><b>2. Review Phrases and Clauses.</b></p>	<p>1. Activities in review lessons should actively involve students in revision and rehearsal exercises. Teacher is to provide ample opportunity for practice; and use feedback-corrective mechanisms.</p>	<p><b><u>A. Primary Text</u></b>                      N. Grant &amp; A B K Dadzie (Eds.) <i>Gateway to English for Senior Secondary Schools</i> (Students' Books 1, 2 &amp;3) (Longman &amp; Sedco, 2007)</p> <p><b><u>B. Secondary Texts</u></b>                      Senior Secondary Guide English - Pearson</p> <p><b><u>C. Other Resources/Supplementary Readings</u></b></p> <ul style="list-style-type: none"> <li>• W. Stannard Allen, <i>Living English Structure for Schools</i> (Longman, 2008)</li> <li>• T.J. Fitikides, <i>Common Mistakes in English</i> (Longman, 2000)</li> </ul>	<p>Revision exercises, Quizzes, Class work, Homework/Assignments, Oral</p> <p>Presentations and Debates.</p>

			<ul style="list-style-type: none"><li>• Writing and Grammar--- <i>Communication in Action</i>, Prentice Hall Teacher's and Student's Editions</li><li>• Longman Dictionary of Contemporary English (5<sup>th</sup> Edition)</li><li>• Workbooks</li><li>• Audio/Visual English lesson DVDs</li><li>• Fully Equipped Library and Laboratory</li></ul>	
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**SEMESTER: TWO**

**PERIOD: V/VI**

**GRADE: 12**

**UNIT: GRAMMAR /TOPIC: MORE REVIEW WITH WAEC PAPERS**

**SPECIFIC OBJECTIVES:**

Upon completion of this topic, students will be able to:

1. Provide correct responses using past WAEC papers

OUTCOMES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	EVALUATION
Demonstrated confidence in successfully attempting past WAEC papers	<b>1. More Review with WAEC papers</b>	1. Actively involvement of students in revision and rehearsal exercises. Teacher is to provide ample opportunity for practice; and use feedback-corrective mechanisms.	<p><b><u>A. Primary Text</u></b>                      N. Grant &amp; A B K Dadzie (Eds.)  <i>Gateway to English for Senior Secondary Schools</i> (Students' Books 1, 2 &amp;3) (Longman &amp; Sedco, 2007)</p> <p><b><u>B. Secondary Texts</u></b>                      Senior Secondary Guide English - Pearson</p> <p><b><u>C. Other Resources/Supplementary Readings</u></b></p> <ul style="list-style-type: none"> <li>• W. Stannard Allen, <i>Living English Structure for Schools</i> (Longman, 2008)</li> <li>• T.J. Fitikides, <i>Common Mistakes in English</i> (Longman, 2000)</li> <li>• Writing and Grammar---</li> </ul>	<ul style="list-style-type: none"> <li>• Revision exercises using past WAEC papers.</li> <li>• Quizzes, Class work, Homework/Assignments, Oral</li> <li>• Presentations and Debates.</li> </ul>

			<p><i>Communication in Action</i>, Prentice Hall Teacher's and Student's Editions</p> <ul style="list-style-type: none"><li>• Longman Dictionary of Contemporary English (5<sup>th</sup> Edition)</li><li>• Workbooks</li><li>• Audio/Visual English lesson DVDs</li><li>• Fully Equipped Library and Laboratory</li></ul>	
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