

INTRODUCTION

The English Language is the official language of the country and a high level of proficiency in reading, writing and speech is required both for official and unofficial purposes. This syllabus is inclusive of the learning needs of all students to enhance learners' competencies in the basic elements of English Language, including lexis and structure, vocabulary, reading comprehension, summary and the various aspects of English speech among others.

The General objectives for Grades 10 – 12 English:

1. Comply with the mechanics of grammar.
2. Respond to and compose a wide range of texts to enhance communication.
3. Plan, conduct and analyze research.
4. Demonstrate developmental skills utilizing a variety of strategies.
5. Recognize and appropriately address composition and speech according to purpose, audience and subject matter.
6. Think imaginatively and creatively about familiar and unfamiliar topics, simple ideas and the basic features of texts when responding or composing.

A learner-centered approach is emphasized in this curriculum. This is based on the firm belief that learning becomes more permanent, meaningful and exciting when learners themselves take ownership of the learning process. Instructors are therefore urged to contrive those classroom strategies that engage learners actively in the teaching and learning process.

SEMESTER ONE

GRADE: 10

PERIOD: I

TOPIC: GRAMMAR: NOUNS AND PRONOUNS

OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES EVALUATION
Learners are able to use correct nouns and pronouns in writing different types of compositions.	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Construct sentences using nouns and pronouns correctly. 2. Distinguish nouns from pronouns in different types of compositions 3. Use nouns and pronouns effectively in oral and written English 	<ol style="list-style-type: none"> 1. Nouns: <ul style="list-style-type: none"> • Common and Proper • Concrete and Abstract • Singular and Plural • Compound and Collective • Countable and Uncountable 2. Narration: Autobiographical Writing 3. Pronouns(Antecedents of Pronouns) <ol style="list-style-type: none"> a Personal Pronouns b Possessive Pronouns c Indefinite Pronouns d Demonstrative Pronouns e Interrogative Pronouns 4. Narration: Short Story 5. Vocabulary Development 	<p><u>Inclusive and Differentiated Learning Style</u></p> <p>Individual seatwork or work in small, mixed groups according to gender and learning styles</p> <ol style="list-style-type: none"> 1. Assign learners to point out that words that name persons, places, things, or ideas are nouns. Ask learners to list the different kinds of nouns in a given piece of work. 2. Learners should be grouped and given at least ten words every week Assign learners into groups to emphasize that pronouns replace nouns and ask them to give examples of words that stand in for nouns; discuss pronouns and their antecedents; help learners to understand the more difficult concepts of pronouns standing for entire groups of words and 	<p><u>A. Primary Text</u> Gateway to English for Senior High Schools N. Grant & A B K Dadzie (Eds.)(Students’ Books 1,(Longman & Sedco, 2008)</p> <p><u>B. Secondary Texts</u> Senior Secondary Guide English - Pearson</p> <p><u>C. Other Resources/Supplementary Readings</u> Living English Structure for Schools (Longman, 2008) □ W. Standard Allen</p> <ul style="list-style-type: none"> • Writing and Grammar--- Communication in Action, Prentice Hall Teacher’s and Student’s Editions • Longman Dictionary of Contemporary English (5th Edition) Workbooks 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Quizzes • Homework • Assignments • Oral Presentations • Projects

		<p>a) Definition of nouns and pronouns.</p> <p>6. Identify and use the kinds of nouns and pronouns correctly in spoken and written English</p>	<p>antecedents that follow pronouns.</p> <p>3. Vocabulary Development: Learners 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>• Audio/Visual English lesson DVDs</p> <p>Links:</p> <p>www.grammarly.com</p> <p>www.quora.com</p> <p>www.myenglishpages.com</p>	
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SEMESTER ONE

GRADE: 10

PERIOD: II

UNIT: GRAMMAR: VERBS – PART 1

OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES EVALUATION
<p>Learners are able to effectively construct composition using different tenses of verbs; learners will use verbs correctly when speaking.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Write sentences using verbs correctly 2. Distinguish between visible and mental action verbs; 3. Distinguish between transitive and intransitive verbs; 4. Identify helping verbs and how they are used. <p>Use the different tenses of verbs correctly</p>	<p>1. Verbs- Part 1</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>2. Progressive forms of Verbs</p> <p>a Descriptive Writing</p> <p>b Narrative Writing</p>	<p><u>Inclusive and Differentiated Learning Style</u></p> <p>Individual seatwork or work in small, mixed groups according to gender and learning styles</p> <ol style="list-style-type: none"> 1. Assign learners to construct sentences with appropriate action verbs and point out the action words, whether visible or mental in their discussion 2. Divide learners into small groups and have them identify transitive verbs in sentences and the objects that receive the action of the verb. Emphasize to learners that intransitive verbs do not. 3. Assign learners to distinguish between the main and helping verbs in passages. 	<p><u>A. Primary Text</u> Gateway to English for Senior High Schools (Students' Book 1) (Longman & Sedco, 2008) N. Grant & A B K Dadzie (Eds)</p> <p><u>B. Secondary Texts</u> Senior Secondary Guide English - Pearson</p> <p><u>C. Other Resources/Supplementary Readings</u> Living English Structure for Schools (Longman, 2008) □ W. Stannard Allen</p> <ul style="list-style-type: none"> • Writing and Grammar-- Communication in Action, Prentice Hall Teacher's and Student's Editions • Longman Dictionary of Contemporary English (5th Edition) • Workbooks 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Quizzes • Classwork • Homework/ Assignment • Oral Presentations and • Debates

			<p>4. Assign learners to construct sentences using the three verb tenses</p> <p>5. Help learners go through the writing process and have them develop given topics into descriptive essays</p>	<ul style="list-style-type: none">• Audio/Visual English lesson DVDs <p>Links:</p> <p>www.khanacademy.org</p>	
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SEMESTER ONE

GRADE: 10

PERIOD: III

UNIT: GRAMMAR: VERBS – PART2

OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES EVALUATION
<p>Learners are able to construct different types of essays using the three verb tenses, regular and irregular verbs correctly</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1.Utilize the perfect tenses of verbs correctly; 2.Distinguish between regular and irregular verbs and how they form their past tenses; 3.Write persuasive essays using the relevant mechanics. 	<p>1. Verbs- Part 2.</p> <p>a) Tenses (present perfect, past perfect and future perfect tenses)</p> <p>b) Regular Verbs.</p> <p>c) Irregular Verbs</p> <p>1. Comparative and Superlative forms</p> <p>a) Persuasion: Persuasive Essay</p>	<p><u>Inclusive and Differentiated Learning Style</u></p> <p>Individual seatwork or work in small, mixed groups according to gender and learning styles</p> <ol style="list-style-type: none"> 1. Assign learners to explain and demonstrate the perfect tenses of verbs, 2. Group learners to construct sentences using the perfect tenses; 3. Assign learners to list regular and irregular verbs discussing how their past tense is formed; 4. Group learners to construct sentences using regular and 	<p><u>A. Primary Text</u> Gateway to English for Senior Secondary Schools (Students’ Books 1) (Longman & Sedco, 2008) N. Grant & A B K Dadzie (Eds.)</p> <p><u>B. Secondary Texts</u> Senior Secondary Guide English – Pearson</p> <p><u>C. Other Resources/Supplementary Readings</u> Living English Structure for schools (Longman, 2008) W. Stannard Allen,</p> <ul style="list-style-type: none"> • Writing and Grammar--- Communication in Action, Prentice Hall Teacher’s and Student’s Editions • Longman Dictionary of Contemporary English (5th Edition) • Workbooks • Audio/Visual English lesson DVDs 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Assignment • Quizzes • Debate

			<p>irregular verbs in their present and past tenses</p> <p>Group learners to do persuasive writing and discuss the issues involved for presentation.</p>	<p>Links:</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p>	
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SEMESTER: TWO

GRADE: 10

PERIOD: IV

UNIT: GRAMMAR: ADJECTIVES AND ADVERBS

OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES EVALUATION
<p>Learners are able to demonstrate proper use of Adjectives and Adverbs in compositions</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Distinguish adjectives from other parts of speech and explain how they modify nouns and pronouns 2. Apply adjectives and adverbs appropriately to make writing vivid or precise 3. Recognize adverbs and how they modify verbs, adjectives, and adverbs 4. Debate the four questions adverbs answer (Where? When? In what way? To what extent?) 5. Discuss adjectives and ask questions such as what kind, which one, how much, or how many 	<p>Adjectives and Adverbs</p> <p>a. Adjectives I) Proper Adjectives ii)Compound Adjectives</p> <p>b. Adverbs i. Conjunctive Adverbs</p>	<p><u>Inclusive and Differentiated Learning Style</u></p> <p>Individual seatwork or work in small, mixed groups according to gender and learning styles</p> <p>Learners identify adjectives and the nouns or pronouns they modify</p> <ol style="list-style-type: none"> 1. Learners write adjectives and adverbs in speech and writings 2. Learners classify adjectives and adverbs 	<p><u>A. Primary Text</u> Gateway to English for Senior High Schools (Students’ Books 1 (Longman & Sedco, 2008) N. Grant & A B K Dadzie (Eds.)</p> <p><u>B. Secondary Texts</u> Senior Secondary Guide English Pearson</p> <p><u>C. Other Resources/Supplementary Readings</u> Living English Structure for Schools (Longman, 2008) W. Stannard Allen, Writing and Grammar--- <i>Communication in Action</i>, Prentice Hall Teacher’s and Student’s Editions</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Quizzes • Classwork • Homework • Assignments

				<ul style="list-style-type: none"> • Longman Dictionary of Contemporary English (5th Edition) • Workbooks • Audio/Visual English lesson DVDs <p>Links:</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p> <p>www.dictionary.com</p>	<ul style="list-style-type: none"> • Oral Presentations • Projects
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SEMESTER TWO

GRADE: 10

PERIOD: V

UNIT: GRAMMAR: PREPOSITIONS, CONJUNCTIONS, AND INTERJECTIONS

OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES EVALUATION
<p>Learners are able to effectively demonstrate the correct use of Prepositions, Conjunctions, and Interjections in written and spoken English</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Establish that a prepositional phrase consists of a preposition and a noun or pronoun; 2. Distinguish prepositions with their objects from adverbs 3. Pinpoint coordinating, subordinating, and correlative conjunctions 4. Properly use conjunctive adverbs 5. Demonstrate that interjections express feelings or emotions 	<ol style="list-style-type: none"> 1. Prepositions, Conjunctions, and Interjections <p>A. Prepositions:</p> <ol style="list-style-type: none"> a) Prepositions and Prepositional phrase b) Telling Prepositions and Adverbs apart <p>B. Conjunctions:</p> <ol style="list-style-type: none"> a) Coordinating conjunctions b) Correlative conjunctions c) Subordinating conjunctions; d) Conjunctive adverbs <p>C. Interjections:</p> <ol style="list-style-type: none"> a) Persuasion: Advertisement 	<p><u>Inclusive and Differentiated Learning Style</u></p> <p>Individual seatwork or work in small, mixed groups according to gender and learning styles</p> <ol style="list-style-type: none"> 1. Assign learners in groups to discuss that prepositions perform the important task of relating words in a sentence; they show relationships between separate things, including location, direction, cause, and possession. 2. Learners identify prepositions in sentences and point out the relationships by the preposition and the type of relationship that is shown. 3. Teacher writes sentences on the board omitting the conjunctions and have learners to supply the conjunctions to complete the sentences. 	<p><u>A. Primary Text</u> Gateway to English for Senior High Schools (Students' Books 1, (Longman & Sedco, 2008) N. Grant & A B K Dadzie (Eds.</p> <p><u>B. Secondary Texts</u> Senior Secondary Guide English Pearson</p> <p><u>C. Other Resources/ Supplementary Readings</u> Living English Structure □ W. Stannard Allen</p> <p>Links: www.eslbuzz.com www.englishhints.com www.languagelearningbase.com www.dictionary.com</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Quizzes • Classwork • Homework • Assignments • Oral Presentations • Project

	<p>and function independently of a sentence</p>	<p>Learners select approved topics and compose, incorporating:</p> <ul style="list-style-type: none"> • Prepositions • Conjunctions • Adverbs • Interjections 	<p>4. Learners discuss the functions of conjunctions;</p> <p>5. Divide learners in groups to identify the different types of conjunctions (coordinating, correlative, and subordinating) and provide examples.</p> <p>6. Learners discuss what a conjunctive adverb is, and list several examples; learners identify conjunctive adverbs in given sentences and explain the correlation between two ideas (contrast, similarity, emphasis).</p>		
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SEMESTER: TWO

GRADE: 10

PERIOD: VI

UNIT: GRAMMAR /TOPIC: PHRASES

OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES EVALUATION
<p>Learners are able to demonstrate the ability to use correct English phrases in written and spoken English.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Recognize kinds of phrases in sentences. 2. Distinguish prepositional phrases from adjective and adverb phrases in sentences. 3. Identify appositives and appositive phrases and the words they name. 4. Apply participle and participial phrases in sentences. 5. Identify gerunds and gerund phrases in sentences. 	<p>1. Phrases Noun phrase a) Verb phrase</p> <p>2. Verbal Phrases a) Participle Phrase b) Gerund Phrase c) Infinitive Phrase</p> <p>2. Phrasal Verbs; Verb followed by a preposition or adverb: Examples –ran-across, broke down, get away.</p> <p>Prepositional Phrases;</p> <p>3. Clauses:</p> <ol style="list-style-type: none"> a) Independent Clauses; b) Dependent Clauses c) Noun Clauses d) Adjective Clauses e) Adverb Clauses 	<p><u>Inclusive and Differentiated Learning Style</u></p> <p>Individual seatwork or work in small, mixed groups according to gender and learning styles</p> <ol style="list-style-type: none"> 1. Learners discuss kinds of phrases and provide examples 2. Learners differentiate between noun phrases and verb phrases 3. Learners brainstorm and generate examples of various phrases. 4. Learners explain what appositives are, and identify them in sentences; give examples of appositive phrases in sentences and 	<p><u>A. Primary Text</u> Gateway to English for Senior High Schools (Students’ Books 1,) (Longman & Sedco, 2008) N. Grant & A B K Dadzie (Eds.)</p> <p><u>B. Secondary Texts</u> Senior Secondary Gude</p> <p>English - Pearson</p> <p><u>C. Other Resources/ Supplementary Readings</u> Living English Structure for Schools (Longman, 2008) W. Stannard Allen</p> <ul style="list-style-type: none"> • Writing and Grammar--- Communication in Action, Prentice Hall Teacher’s and Student’s Editions • Longman Dictionary of Contemporary English (5th Edition) • Workbooks 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Quizzes • Classwork • Homework • Assignments • Oral Presentations

	<p>6. Construct sentences using infinitives and infinitive phrases</p> <p>7. Compare and contrast independent and subordinate clauses</p>	<p>4. Exposition: Comparison -and contrast Literature</p>	<p>brainstorm more examples constructing sentences.</p> <p>5. Organize learners into groups to discuss gerunds, infinitives, and participles in various sentences with examples; learners must actively and correctly identify and use gerunds, infinitives, and participle phrases in sentences.</p> <p>6. Learners classify verbal phrases that function as noun, adjective, or adverb.</p> <p>7. Learners write comparison-and-contrast essay; learners should develop topics.</p>	<ul style="list-style-type: none"> • Audio/Visual English lesson DVDs <p>Links:</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p> <p>www.dictionary.com</p>	
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SEMESTER: ONE

GRADE: 11

PERIOD: 1

UNIT: GRAMMAR: VERB USAGE – PART 1

OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES EVALUATION
<p>Learners are able to apply previous knowledge gained to use verbs correctly in written composition and write book report.</p>	<p>Upon completion of this topic, learners will:</p> <p>Classify and use the six tenses of verb correctly, including the progressive forms</p> <p>2. Use the five forms of verbs correctly.</p> <p>3. Write effective book report</p>	<p>Verb usage - Part 1</p> <p>1. The five forms of a verb:</p> <p>a. Base form: Start. b. s/form: starts c. ing form: starting d. Past tense: started e. Past Participle: has/have started</p> <p>2. Using the six tenses of verb correctly(including the progressive forms)</p> <p>3. Writing book reports in the context of literature</p>	<p><u>Inclusive and Differentiated Learning Style</u></p> <p>Individual seatwork or work in small, mixed groups according to gender and learning styles</p> <p>1. Assign learners to write a cause and effect passage and state the problem.</p> <p>2. Learners discuss contemporary issues to develop topics into cause-and-effect essay.</p> <p>3. Learners read passages from any given text and identify as many verb tenses as possible; , then classify the identified verbs into verb tenses. Learners incorporate sentences using the six tenses of verb.</p> <p>4. Assign learners to read short stories and write book report using the standard format.</p>	<p><u>A. Primary Text</u> Gateway to English for Senior Secondary Schools (Students’ Book 2) (Longman & Sedco, 2007) N. Grant & A B K Dadzie (Eds.</p> <p><u>B. Secondary Texts</u> Senior Secondary Guide English - Pearson</p> <p><u>C. Other Resources/ Supplementary Readings</u> W. Stannard Allen, <i>Living English Structure for Schools</i> (Longman, 2008)</p> <ul style="list-style-type: none"> • T.J. Fitikides, <i>Common Mistakes in English</i> (Longman, 2000) <p>Writing and Grammar--- Communication in Action, Prentice Hall Teacher’s and Student’s Editions</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Quizzes, • Classwork • Homework • Assignments • Oral Presentations

				<ul style="list-style-type: none">• Longman Dictionary of Contemporary English (5th Edition)• Workbooks• Audio/Visual English lesson DVDs <p>Links:</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p> <p>www.dictionary.com</p>	
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SEMESTER: ONE

GRADE: 11

PERIOD: II

TOPIC: GRAMMAR: VERB USAGE

OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES EVALUATION
<p>Learners are able to write effective paragraphs</p> <p>Using passive and active voices of the verb tenses.</p>	<p>Upon completion of this topic learners will:</p> <p>1. Classify the active and passive voices of sentences, and construct sentences effectively</p> <p>2. Construct effective paragraphs using the elements of a paragraph</p> <p>3. Apply proper mechanics to write sentences effectively</p>	<p>1. Verb usage –</p> <p>A. Proper verb usage.</p> <p>B. Active and Passive voices; use either of them appropriately in speech and writing</p> <p>2. Writing Paragraph</p> <p>a) The Topic Sentence</p> <p>b) The Body</p> <p>c) The Conclusion</p> <p>d) Unity</p> <p>e) Coherence</p> <p>3. Proofreading</p> <p>a) Mechanics of grammar</p> <p>b) Misspelled words</p> <p>c) Grammatical errors:</p> <p>d) run-on sentences;</p> <p>e) sentence fragments;</p>	<p><u>Inclusive and Differentiated Learning Style</u></p> <p>Individual seatwork or work in small, mixed groups according to gender and learning styles</p> <p>1. Learners review previous lesson on the verb tenses.</p> <p>2. Learners write the past tense of given irregular verbs.</p> <p>3. Learners construct verbs whose present principal part ends in ‘y’ by</p>	<p><u>A. Primary Text</u></p> <p>N. Grant & A B K Dadzie (Eds.) Gateway to English for Senior Secondary Schools (Students’ Books 1, 2 &3) (Longman & Sedco, 2007)</p> <p><u>B. Secondary Texts</u></p> <p>Senior Secondary Guide English - Pearson</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> • W. Stannard Allen, Living English Structure for Schools (Longman, 2008) • T.J. Fitikides, Common Mistakes in English (Longman, 2000) 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Quizzes • Classwork • Homework • Assignments

		<p>f) shift in pronouns; wrong</p> <p>g) capitalization &</p> <p>h) abbreviation</p>	<p>adding 'I' to form the third person singular.</p> <p>4. Learners read short paragraphs and identify the main idea; develop topic sentences and supporting details using current events topics, compose effective paragraphs explicitly stating an opinion.</p>	<ul style="list-style-type: none"> • Writing and Grammar--- Communication in Action, Prentice Hall Teacher's and Student's Editions • Longman Dictionary of Contemporary English (5th Edition) • Workbooks • Audio/Visual English lesson DVDs <p>Links: www.eslbuzz.com www.englishhints.com www.languagelearningbase.com www.dictionary.com</p>	<ul style="list-style-type: none"> • Oral Presentations
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SEMESTER: ONE

GRADE: 11

PERIOD: III

TOPIC: GRAMMAR: VERB USAGE – PART 3

OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES EVALUATION
<p>Learners are able to demonstrate more proficient use of verbs in spoken and written English by writing proper expositions.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 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. <p>Use the dictionary effectively in defining words</p>	<p>1. Verb usage – Part 3</p> <ol style="list-style-type: none"> a. Using past continuous b. Using present simple c. Past simple d. Using past continuous <p>2. Writing Essays</p> <ol style="list-style-type: none"> a. Selecting writing topics b. The thesis statement c. The Organization of the Essay d. Unity e. Coherence f. Mechanics 	<p><u>Inclusive and Differentiated Learning Style</u></p> <p>Individual seatwork or work in small, mixed groups according to gender and learning styles</p> <ol style="list-style-type: none"> 1. Assign learners in groups to discuss thesis statement and have them identify the central idea as the thesis statement of a paragraph. 2. Learners must identify supporting ideas in each body part that relates to the thesis statement; 3. Learners must identify the 	<p><u>A. Primary Text</u> Gateway to English for Senior High Schools (Students' Books 2 (Longman & Sedco, 2008) N. Grant & A B K Dadzie (Eds.</p> <p><u>B. Secondary Texts</u> Senior Secondary Guide English Pearson</p> <p><u>C. Other Resources/Supplementary Readings</u> Living English Structure for Schools (Longman, 2008) □ W. Stannard Allen</p> <ul style="list-style-type: none"> • Writing and Grammar--- Communication in Action, Prentice Hall Teacher's and Student's Editions • Longman Dictionary of Contemporary English (5th Edition) 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Quizzes • Classwork • Homework • Assignments • Oral Presentations

		<p>Dictionary skills</p> <p>1. Words arranged in alphabetical order</p> <p>2. Using guide words at the top of every dictionary page</p> <p>Finding the meaning of each word</p> <p>3. Parts of speech</p>	<p>concluding paragraph;</p> <p>4. Learners give a series of topics; formulate thesis statements on various topics.</p> <p>5. Learners demonstrate usage of the dictionary</p>	<ul style="list-style-type: none"> • Workbooks • Audio/Visual English lesson DVDs <p>Links:</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p> <p>www.dictionary.com</p>	
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SEMESTER: TWO

GRADE: 11

PERIOD: IV

UNIT: GRAMMAR: VOCABULARY AND SPELLING

OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES EVALUATION
<p>Learners are able to demonstrate proper use of words with similar meanings, opposite meanings, prefixes, suffixes, and root words in compositions.</p>	<p>Upon Completion of this topic learners will:</p> <ol style="list-style-type: none"> 1. Explain the differences amongst synonyms, antonyms, and homophones 2. Define prefix, root, and suffix to learn words. 3. Apply spelling rules 	<ol style="list-style-type: none"> 1. Synonyms, Antonyms, and Homophones/ Homographs 2. Prefixes and meaning <ul style="list-style-type: none"> • Word Analysis • Root and Meaning Affixes ii) Suffixes and meaning iii) Commonly Misspelled 3. Vocabulary and Spelling <ol style="list-style-type: none"> i. Using Context Clues ii. Spelling Rules 	<p><u>Inclusive and Differentiated Learning Style</u></p> <p>Individual seatwork or work in small, mixed groups according to gender and learning styles</p> <ol style="list-style-type: none"> 1. Learners discuss Synonyms, Antonyms, Homophones, and Homographs and indicate examples of each. 2. Learners review and discuss root words and use context clues to arrive at word meanings 3. Learners review commonly misspelled words for proper spellings. 	<p><u>A. Primary Text</u> Gateway to English for Senior High Schools (Students' Books 2) (Longman & Sedco, 2008) N. Grant & A B K Dadzie (Eds.)</p> <p><u>B. Secondary Texts</u> Senior Secondary Guide English – Pearson</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> • W. Stannard Allen, Living English Structure for Schools (Longman, 2008) • T.J. Fitikides, Common Mistakes in English (Longman, 2000) • Writing and Grammar--- Communication in Action, Prentice Hall Teacher's and Student's Editions 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Quizzes • Classwork • Homework • Assignments • Oral Presentations

			<p>4.Learners take turns constructing sentences using context clues</p> <p>5.Learners generate a list of synonyms, homographs, antonyms and homophones.</p> <p>6. Learners write words with prefixes and suffixes.</p> <p>7. Learners explore the use of roots as a way of finding out the meanings of unfamiliar words.</p> <p>8.Learners review and discuss the difference between base words and root words</p> <p>9. Learners analyze word parts to distinguish meaning</p>	<ul style="list-style-type: none"> • Longman Dictionary of Contemporary English (5th Edition) • Workbooks • Audio/Visual English lesson DVDs <p>Links:</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p> <p>www.dictionary.com</p>	
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SEMESTER: TWO

GRADE: 11

PERIOD: V

UNIT: GRAMMAR: LIBRARY SKILLS

OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES EVALUATION
<p>Learners are able to demonstrate proper use of Card Catalog to find materials in library to develop critical thinking and reading skills.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 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 passages 	<ol style="list-style-type: none"> 1. Library Skills <ol style="list-style-type: none"> a. Using Card Catalog/Online Catalog to find materials in the library a) Call number b. Information in the catalog c. Materials In the Library 2. Reading Comprehension <ol style="list-style-type: none"> a. Answering reading comprehension questions <ol style="list-style-type: none"> 1. Direct questions 2. Critical thinking questions 3. Active Reading 4. Activity before reading 5. Activity when reading 6. Activity after reading <ol style="list-style-type: none"> a. Scanning b. Skimming 	<p><u>Inclusive and Differentiated Learning Style</u></p> <p>Individual seatwork or work in small, mixed groups according to gender and learning styles</p> <ol style="list-style-type: none"> 1. Group learners to demonstrate the use of card catalog to find materials in the library. 2. Divide learners into groups to set up a library in the class with a librarian and prepare card catalog with poster sheet and have learners' role play to find materials. 3. Assign learners to organize a class visit to the nearest library as a follow-up. 	<p><u>A. Primary Text</u> Gateway to English for Senior High Schools (Students' Books 2) (Longman & Sedco, 2008) N. Grant & A B K Dadzie (Eds.)</p> <p><u>Secondary Texts</u> Senior Secondary Guide English Pearson</p> <p><u>Other Resources/Supplementary Readings</u></p> <p>Living English Structure for Schools (Longman, 2008) W. Stannard Allen</p> <p>T.J. Fitikides, Common Mistakes in English (Longman, 2000)</p> <ul style="list-style-type: none"> • Writing and Grammar-- Communication in Action, Prentice Hall Teacher's and Student's Editions Longman 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p>Assessment Strategies that can be used to measure competencies</p> <ul style="list-style-type: none"> • Quizzes • Classwork • Homework • Assignments • Role Play

		<p>c. SQ4R Method(Survey, question, read, record, recite, review)</p>	<p>4. Learners read passages and answer comprehension questions.</p> <p>5. Learners discuss and explain reading methods listed in the content.</p>	<p>Dictionary of Contemporary English (5th Edition)</p> <ul style="list-style-type: none"> • Workbooks • Audio/Visual English lesson DVDs <p>Links:</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p> <p>www.dictionary .</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p> <p>www.dictionary .com</p>	
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GRADE: 11
PERIOD: VI
UNIT: GRAMMAR: LETTER WRITING

OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES EVALUATION
<p>Learners are able to use the parts of formal letter writing to appropriately write business letter, letter of application, excuse, request, and thank you. Learners will write speeches as well as reports based on prior knowledge gained.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Distinguish the five parts of formal and informal letters. 2. Pinpoint acceptable forms of letter writing 	<p>1. Letter Writing Informal Letter Formal/Business Letter</p> <ol style="list-style-type: none"> a) Letter of Application b) Letter of Excuse/ Request/Thanks <p>2. Speech Writing</p> <p>3. Report Writing</p> <p>4. Oral Reading/Speaking</p> <p>5. Listening to Speeches and</p> <p>6. Oral Presentations For Critical Evaluation</p>	<p><u>Inclusive and Differentiated Learning Style</u></p> <p>Individual seatwork or work in small, mixed groups according to gender and learning styles</p> <ol style="list-style-type: none"> 1. Learners explain parts of formal and informal letters. 2. Divide learners in groups to construct different kinds of writings: Business, Application, Excuse, Request, Speech, and Report 3. Learners listen to colleagues as they present for critical evaluation 	<p><u>A. Primary Text</u> Gateway to English for Senior High Schools (Students' Book 2) (Longman & Sedco, 2008) N. Grant & A B K Dadzie (Eds.)</p> <p><u>B. Secondary Texts</u> Senior Secondary Guide English - Pearson</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> • Living English Structure for Schools (Longman, 2008) W. Stannard Allen • Writing and Grammar Communication in Action, Prentice Hall Teacher's and Student's Editions Longman Dictionary of Contemporary English (5th Edition) • Workbooks 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Quizzes • Classwork • Homework • Assignments • Oral Presentations

				<ul style="list-style-type: none">• Audio/Visual English lesson DVDs <p>Links:</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p> <p>www.dictionary.com</p>	
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SEMESTER: ONE

GRADE: 12

PERIOD: I

UNIT: GRAMMAR: THE THREE CASES OF PRONOUNS AND VERB USAGE

OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES EVALUATION
<p>Learners are able to write incorporating the cases of pronouns and perfect tenses of verbs</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Construct speeches effectively using the perfect tenses 2. Differentiate the three cases of pronouns. 3. Recognize different kinds of speeches. 4. Prepare and present speeches. <p>Summarize passages</p>	<ol style="list-style-type: none"> 1. The three Pronoun cases: Nominative, Objective and Possessive. 2. Verb Usage Part <ol style="list-style-type: none"> a. Perfect tenses b. Present Perfect c. Present Perfect Progressive d. Past Perfect e. Past Perfect Progressive f. Future Perfect g. Future Perfect Progressive 3. Speech Writing 4. Summary Writing 	<p><u>Inclusive and Differentiated Learning Style</u></p> <p>Individual seatwork or work in small, mixed groups according to gender and learning styles</p> <ol style="list-style-type: none"> 1. Divide learners in groups to review and discuss the three cases: Nominative, Objective, and Possessive -- provide examples 2. In a contrived scenario, learners are asked to use the appropriate tense. 3. Group learners to read and summarize given texts. 	<p><u>A. Primary Text</u> Gateway to English for Senior High Schools (Students' Books 3 (Longman & Sedco, 2008) N. Grant & A B K Dadzie (Eds.</p> <p><u>B. Secondary Texts</u> Senior Secondary Guide English - Pearson</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> • Living English Structure for Schools (Longman, 2008) W. Stannard Allen • Writing and Grammar--- Communication in Action, Prentice Hall Teacher's and Student's Editions 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • QUIZZES • CLASSWORK • HOMEWORK • ASSIGNMENT • ORAL PRESENTATION

			<p>4. Assign learners to read different kinds of speeches (informative, persuasive entertaining and extemporaneous), and distinguish identifying characteristics</p> <p>5. Divide learners into groups to develop and present speeches regularly:</p> <p>a) .Socio-economic issues</p> <p>b) Risky behaviors</p> <p>c) Teenage pregnancies</p> <p>d) Drug and Alcohol Abuse</p> <p>e) Gender Based Violence</p>	<ul style="list-style-type: none"> • Longman Dictionary of Contemporary English (5th Edition) • Workbooks • Audio/Visual English lesson DVDs • Fully Equipped Library and Laboratory <p>Links:</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p> <p>www.dictionary.com</p>	
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SEMESTER: ONE

GRADE: 12

PERIOD: II

TOPIC: GRAMMAR: POEM, PROSE, DRAMA, SPEECH WRITING AND REVIEW OF VERB USAGE

OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES EVALUATION
<p>Learners are able to prepare and present original work of art such as poems, short stories, and different kinds of speeches.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Create an original work of art such as a poem, a story, or a drama 2. Demonstrate effective speech writing skills 3. Recognize different kinds of speeches 4. Compose and present speeches 	<ol style="list-style-type: none"> 1. Review Essay Writing 2. Creative Writing 3. Review Verb Usage 4. Five forms/principal parts of a verb 5. Present simple <ul style="list-style-type: none"> • Past Simple • Future simple • Present perfect • Past Perfect • Future Perfect 	<p><u>Inclusive and Differentiated Learning Style</u></p> <p>Individual seatwork or work in small, mixed groups according to gender and learning styles</p> <ol style="list-style-type: none"> 1. Divide learners into group to write poems, plays or short stories using their imaginations and creativity. 2. Group learners to have more practice in using the tenses. 	<p><u>A. Primary Text</u> (Eds.) Gateway to English for Senior High Schools (Students' Book3) (Longman & Sedco, 2008) N. Grant & A B K Dadzie</p> <p><u>B. Secondary Texts</u> Senior Secondary Guide English - Pearson</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <p>Living English Structure for Schools (Longman, 2008) □ W. Stannard Allen</p> <ul style="list-style-type: none"> • Writing and Grammar--- Communication in Action, Prentice Hall Teacher's and Student's Editions 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Quizzes • Classwork • Homework • Assignments • Oral Presentations

				<ul style="list-style-type: none">• Longman Dictionary of Contemporary English (5th Edition)• Workbooks• Audio/Visual English lesson DVDs <p>Links:</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p> <p>www.dictionary.com</p>	
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SEMESTER: ONE

GRADE: 12

PERIOD: III

UNIT: GRAMMAR: PHRASAL VERBS, COMMON MISTAKES AND PAST WASSCE PAPERS

OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES EVALUATION
<p>Learners are able to use phrasal verbs and improve their spelling ability and the skills to write and deliver speeches.</p>	<p>Upon completion of this topic, learners will:</p> <p>Construct compositions using proper phrasal verbs</p> <p>1. Demonstrate correct use of words to avoid common mistakes Review past WASSCE Papers</p>	<p>1. Review Phrasal Verbs</p> <p>2. Review common mistakes and troublesome words</p> <p>3. Review Past WASSCE Papers</p> <p>4. Speech Development/oral practice</p> <p>A. Tips for taking public tests.</p>	<p><u>Inclusive and Differentiated Learning Style</u></p> <p>Individual seatwork or work in small, mixed groups according to gender and learning styles</p> <p>Learners demonstrate use of Phrasal Verbs.</p> <p>Learners discuss and review troublesome words and common mistakes.</p> <p>Assign learners to practice writing speeches and present in the classroom for critical evaluation</p> <p>Assign learners to review past WASSCE Papers in preparation to be successful in public test taking.</p>	<p><u>A. Primary Text</u> Gateway to English for Senior High Schools (Students' Book 3) (Longman & Sedco, 2008) N. Grant & A B K Dadzie (Eds.)</p> <p><u>B. Secondary Texts</u> Senior Secondary Guide English - Pearson</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <p>W. Stannard Allen, Living English Structure for Schools (Longman, 2008)</p> <ul style="list-style-type: none"> • T.J. Fitikides, Common Mistakes in English (Longman, 2000) • Writing and Grammar--- <i>Communication in Action</i>, Prentice Hall Teacher's and Student's Editions 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Quizzes • Classwork • Homework • Assignments • Oral Presentations

				<ul style="list-style-type: none">• Longman Dictionary of Contemporary English (5th Edition)• Workbooks • Audio/Visual English lesson DVDs <p>Links:</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p> <p>www.dictionary.com</p>	
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SEMESTER: TWO

GRADE: 12

PERIOD: IV

UNIT: GRAMMAR: ESSAY WRITING/CREATIVE WRITING/VERB USAGE

OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES EVALUATION
<p>Learners are able to write and deliver different kinds of speeches.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Compose different kinds of speeches 2. Develop and deliver public speeches 	<p>Reviewing Essay Writing</p> <ol style="list-style-type: none"> 1. Creative Writing 2. Review Verb Usage <p>Five forms/principal parts of a verb</p> <p>Present Simple, Past Simple, Future Simple, Present Perfect, Past Perfect, Future Perfect</p> <ol style="list-style-type: none"> 3. Speech Development/oral practice 	<p><u>Inclusive and Differentiated Learning Style</u></p> <p>Individual seatwork or work in small, mixed groups according to gender and learning styles</p> <ol style="list-style-type: none"> 1. Divide learners into group of five in writing expositions: essay, narrative, descriptive, persuasive 2. Assign learners to be able to use the principal parts of a verb properly in given texts. 3. Group learners to evaluate different kinds of writings in the classroom. 	<p><u>A. Primary Text</u> Gateway to English for Senior High Schools (Students' Book3) (Longman & Sedco, 2008)N. Grant & A B K Dadzie (Eds.)</p> <p><u>Secondary Texts</u> Senior Secondary Guide English - Pearson</p> <p><u>B. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> • Living English Structure for Schools (Longman, 2008) W. Stannard Allen, • Writing and Grammar--- Communication in Action, Prentice Hall Teacher's and Student's Editions • Longman Dictionary of Contemporary English (5th Edition) 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Quizzes • Classwork • Homework • Assignments • Oral Presentations

				<ul style="list-style-type: none">• Workbooks• Audio/Visual English lesson DVDs <p>Links:</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p> <p>www.dictionary.com</p>	
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SEMESTER: TWO

GRADE: 12

PERIOD: V

UNIT: GRAMMAR: REVIEW VOCABULARY

OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES EVALUATION
<p>Learners are able to apply improved context clues, review of spelling rules, and the discussion and revision of phrases and clauses to construct stories, speeches and other documents.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Demonstrate the improved use of context clues in learning vocabulary. 2. Improved application of spelling rules. 	<ol style="list-style-type: none"> 1. Review vocabulary development and spelling rules. 2. Review Phrases and Clauses. 	<p><u>Inclusive and Differentiated Learning Style</u></p> <ul style="list-style-type: none"> • Individual seatwork or work in small, mixed groups according to gender and learning styles • Assign learners to review and discuss vocabulary development through rehearsal exercises. • Group learners to solicit feedback and provide corrective measures • Divide learners to review and discuss context clues and spelling rules • Assign learners in group of five to review and 	<p><u>A. Primary Text</u> Gateway to English for Senior High Schools (Students' Book 3) (Longman & Sedco, 2008) N. Grant & A B K Dadzie (Eds.)</p> <p><u>B. Secondary Texts</u> Senior Secondary Guide English - Pearson</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> • Living English Structure for Schools (Longman, 2008) W. Stannard Allen, • Writing and Grammar--- Communication in Action, Prentice Hall Teacher's and Student's Editions • Longman Dictionary of Contemporary English (5th Edition) 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p>Assessment that will be used to measure competencies</p> <ul style="list-style-type: none"> • Revision Exercises • Quizzes • Classwork • Homework • Assignments • Oral Presentations

			discuss Phrases and Clauses	<ul style="list-style-type: none">• Workbooks• Audio/Visual English lesson DVDs Links: www.eslbuzz.com www.englishhints.com www.languagelearningbase.com www.dictionary . com	
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SEMESTER: TWO

GRADE: 12

PERIOD: VI

UNIT: GRAMMAR: MORE REVIEW WITH WASSCE PAPERS

OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES EVALUATION
<p>Learners are able to respond positively to questions in past WASSCE Papers and make successful pass in future examinations.</p>	<p>Upon completion of this topic, learners will:</p> <p>1.Provide correct responses using past WASSCE papers</p>	<p>More Review with WASSCE papers</p>	<p><u>Inclusive and Differentiated Learning Style</u></p> <p>Individual seatwork or work in small, mixed groups according to gender and learning styles</p> <p>Divide learners in groups to review and discuss past WASSCE Papers.</p> <p>Assign learners for continuous rehearsal of past WASSCE Papers to be successful in taking public examinations.</p>	<p><u>A. Primary Text</u> Gateway to English for Senior High Schools (Students’ Book 3) (Longman & Sedco, 2008) N. Grant & A B K Dadzie (Eds.)</p> <p><u>B. Secondary Texts</u> Senior Secondary Guide English - Pearson</p> <p><u>C. Other Resources/Supplementary Readings</u></p> <ul style="list-style-type: none"> • Living English Structure for Schools (Longman, 2008) W. Stannard Allen • Writing and Grammar--- Communication in Action, Prentice Hall Teacher’s and Student’s Editions • Longman Dictionary of Contemporary English (5th Edition) 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Quizzes • Classwork • Homework • Assignments • Oral Presentations

				<ul style="list-style-type: none">• Workbooks• Audio/Visual English lesson DVDs <p>Links:</p> <p>www.eslbuzz.com</p> <p>www.englishhints.com</p> <p>www.languagelearningbase.com</p> <p>www.dictionary.com</p>	
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