



MINISTRY OF EDUCATION

ENGLISH LANGUAGE

For Senior High Schools

TEACHER MANUAL



YEAR TWO



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

English Language For Senior High Schools

Teacher Manual Year Two



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

ENGLISH LANGUAGE TEACHER MANUAL

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Introduction

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

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

This Teacher Manual for English Language is a single reference document which covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively teach Year Two of the new curriculum. It contains information for all 24 weeks of Year Two including the nine key assessments required for the Student Transcript Portal (STP).

Thank you for your continued efforts in teaching our children to become responsible citizens.

It is our belief that, if implemented effectively, this new curriculum will go a long way to transforming our Senior High Schools and developing Ghana so that we become a proud, prosperous and values-driven nation where our people are our greatest national asset.

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WEEK 1: ORAL LANGUAGE, READING AND GRAMMAR

1. STRAND: ORAL LANGUAGE

Sub-Strand: English Speech Sounds

Learning Outcome: Articulate English vowel(s) (diphthongs and triphthongs) and consonant sounds effectively in Oral Communication

Content Standard: Demonstrate knowledge and understanding of speech sounds in oral communication

2. STRAND: READING

Sub-Strand: Reading comprehension

Learning Outcome: Employ knowledge of text comprehension strategies and levels of comprehension to analyse and interpret different kinds of texts

Content Standard: Demonstrate understanding of different types of reading and text comprehension strategies, and use them to interpret a variety of level appropriate texts

3. STRAND: GRAMMAR

Sub-Strand: Grammar Usage

Learning Outcome: Employ knowledge of phrases and clauses and their functions in communication

Content Standard: Demonstrate command of clauses in sentences for communicative purposes

HINT



- The week's mode of assessment is group discussion for Focal Area 1.
- Teachers are encouraged to identify appropriate modes of assessment in the Teacher Assessment Manual and Toolkits (TAMTK) to assess learners in focal areas 2 and 3

INTRODUCTION AND WEEK SUMMARY

Welcome to Week One of Year Two English Language Teacher Manual. The lessons for this week comprise Oral Language, Reading and Grammar. The Oral Language lesson is on Diphthongs. It aims to help learners to improve their pronunciation and communication. The lesson on Reading Comprehension will broaden learners' knowledge and understanding of passages with strategies which will be applicable equally to real life situations. These might be in constructing speeches or instances where learners have to scan for the most important parts of texts or speeches for personal or future work. Learners will then be enabled to identify and apply the correct phrases and clauses in context. The more learners are able to link lessons to real life, the more likely they are to be serious and to participate fully. Teachers are encouraged to engage learners in discussing the relevance of the lessons in the week and in the subject in general. Class-wide participation is of increasing value by this stage; confident learning is based on responsible sharing and in making sincere efforts to encourage those who find participation difficult to collaborate with increasing confidence.

The focal areas covered by the week are:

1. Diphthongs in English Speech Sounds
2. A Guide to Reading and Answering Comprehension
3. Phrase/Clause

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars include innovative strategies such as collaborative learning, think-pair-share and gamification. These would ensure the integration of 21st century skills in the teaching and learning process as learners work in mixed ability pairs/groups. The strategies aim also to imbue in learners, values and skills such as respect, honesty, leadership and problem-solving. Resources such as videos and sample texts will be made relevant to support learners. Additional tasks may be given to the gifted and advanced learners as peer supporters during lessons.

ASSESSMENT SUMMARY

The assessment strategies for the week will range from recall to extended critical thinking. This will ensure a balanced evaluation of learners' understanding of lessons as well as of knowledge gained. Teachers are encouraged to employ a variety of formative assessment strategies to gather information about learners' performance while being deliberately mindful of linguistic difficulties and cultural backgrounds of learners. Teachers are encouraged to refer to the Teacher Assessment Manual and Toolkits (TAMTK) (NaCCA, 2023) on how to use the assessment strategies effectively and administer the recommended assessment for each week, record the results and submit them to the **student Transcript Portal (STP)** for documentation where appropriate. The mode of assessment for the week is *group discussion*.

Refer to the **“Hint”** at the key assessment for the week under focal area 3 or additional information on how to effectively administer the assessment mode. Always remember to score learners' work with rubric/marking scheme and provide feedback to learners on their performance.

Learning Indicator: Use diphthongs (closing and centring) in connected speech

Focal Area 1: Diphthongs in English Speech Sounds

A diphthong is a combination of two vowel sounds which manifests as an entirely new sound different from the individual sounds. Diphthongs are also known as glides. It is a gliding of sounds from one vowel sound to another (Diphthong Vowel Chart).

Examples: (/aɪ/, /aʊ/, /eɪ/, /ɔɪ/, /əʊ/, /eə/, /ɪə/, /ʊə/)

1. /aɪ/ - high, buy, five, lie, dye, byte
2. /aʊ/ - bow, now, foul, pound
3. /eɪ/ - day, bake, bait, break, ache
4. /ɔɪ/ - boy, oil, noise, joy, foil
5. /əʊ/ - go, sow, sew, boat, home, bold
6. /eə/ - air, heir, fare, fair, blur
7. /ɪə/ - ear, here, shea, mere, smear
8. /ʊə/ - poor, sure, tour, pure, your

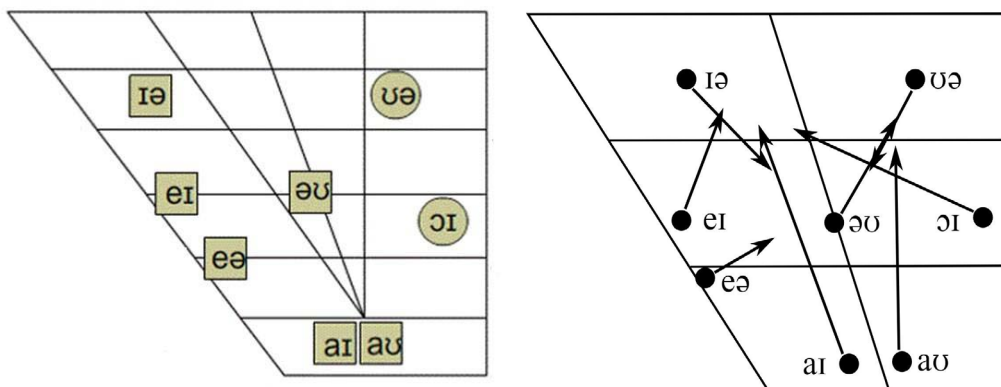
Classification of Diphthongs

Diphthongs can be classified into two types. Closing Diphthongs and Centring Diphthongs.

Closing Diphthongs: In the closing diphthong, the first vowel is open and the second is closed. They are: /aɪ/, /aʊ/, /eɪ/, /ɔɪ/ and /əʊ/.

Centring Diphthongs: In the centring diphthong, the first vowel sound is more peripheral while the second is central. They are: /eə/, /ɪə/ and /ʊə/

The Diphthong Chart



Learning Tasks

1. Learners brainstorm vowel sounds that can be put together to form diphthongs in specific words.
2. Learners explain the meaning of diphthongs with the help of a dictionary and give examples.

3. Learners read aloud a paragraph accurately articulating words that have diphthongs.
4. Learners write corresponding examples of words with diphthongs.
5. Learners classify diphthongs into the separate types.

Pedagogical Exemplars

Collaborative Learning

1. In mixed-ability/gender groups, learners brainstorm vowel sounds that can be put together to form diphthongs in specific words.
2. In mixed-ability groups, learners explain the meaning of diphthongs based on the previous activity.
3. In pairs, learners read aloud a paragraph accurately articulating words that have diphthongs.
4. Learners in their groups give examples of words that contain closing diphthongs (/aɪ/, /aʊ/, /eɪ/, /ɔɪ/, /əʊ/) and centring diphthongs (/eə/, /ɪə/, /ʊə/) E.g., /eɪ/ - bake, say, sail, pain, /ɔɪ/ - boy, foil, poise, etc. /eə/ - air, tear, bear, and so on.
5. In pairs, learners then use words containing the diphthongs above to form sentences.
Eg: I may break Kate's cage.



Note

Teachers should encourage learners to pronounce diphthongs correctly, irrespective of their various accents.

Key Assessment

Level 1

List at least five English diphthongs

Level 2

Using the diphthong chart, identify the types of diphthongs and write two corresponding examples each.

Level 3

1. Complete the diphthong chart.
2. Write at least two corresponding examples each of the diphthongs in the chart.
3. Write simple sentences with the examples provided.

Learning Indicator: Explore advanced comprehension text strategies to enhance understanding of a variety of increasingly complex texts

Focal Area 2: A Guide to Reading and Answering Comprehension

Comprehension means understanding. Reading comprehension is the ability to understand and interpret the meaning of written text. It involves;

1. **Decoding:** Recognising words and their role in sentences
2. **Vocabulary:** Understanding word meanings and using them appropriately
3. **Fluency:** Reading smoothly and confidently so that your audience understand the text easily
4. **Critical thinking:** Analysing and evaluating the text
5. **Inference:** Making connections and drawing conclusions

Reading comprehension skills

1. Identifying main ideas and supporting details
2. Understanding plot, characters, and settings
3. Recognising themes and the purpose of the writing
4. Making inferences and drawing conclusions
5. Analysing and evaluating text structure and organisation
6. Identifying and understanding figurative language and literary devices
7. Recognising and understanding different text types and genres

Strategies to improve reading comprehension

1. **Active reading:** Engaging with the text through questions and summaries
2. **Visualising:** Creating mental images to aid understanding
3. **Making connections:** Relating text to personal experiences and prior knowledge
4. **Note-taking:** Recording important information and ideas
5. **Discussing:** Engaging in conversations about the text
6. **Re-reading:** Reviewing difficult passages or texts
7. **Practising:** Regularly reading and engaging with various texts
8. **Cross-referencing in notes:** noting similarities in different texts

Learning Tasks

1. Learners in groups use several advanced text comprehension strategies to analyse and interpret selected passages and old newspapers.
2. Learners watch a video or a demonstration on how to use story maps to analyse and retrieve information in selected texts

3. Learners use information from the pre-recorded video or demonstration exercise to fill columns appropriately on the story map sheets
4. Learners think through before, during, and after the reading using pictures and keywords
5. Learners focus carefully on reading and analysing a given text, with specific purpose or questions in mind
6. Learners prove their understanding of the text by answering high-level comprehension questions (contextual, inferential and evaluative questions)

Pedagogical Exemplars

1. Group Work/Collaborative Learning

- a. In mixed-ability and gender groups, learners use several advanced text comprehension strategies to analyse and interpret selected passages and old newspapers.
 - b. Learners in groups watch a pre-recorded video or a demonstration on how to use story maps to analyse and retrieve information in selected texts.
 - c. In small groups, learners use information from the pre-recorded video or demonstration exercise to fill columns appropriately on the story map sheets.
2. **KWL: Know, Want to know, Learned:** In pairs, learners think through before, during, and after the reading using pictures and keywords.
 3. **Close Reading:** Learners in pairs / groups focus carefully on reading and analysing a given text, with specific purpose or questions in mind.
 4. **Answer text-based questions:** At the end of the reading session, learners prove their understanding of the text by answering high-level comprehension questions (contextual, inferential and evaluative questions).

Key Assessment

Level 1 - 4

Read the passage below and answer the questions that follow

Harmony in the Air

In the bustling streets of Accra, the air vibrates with anticipation. It's that time of year again—the Sing-a-thon season. These melodic battles have become a cultural phenomenon, drawing participants from all walks of life. Let's explore the harmonious and discordant aspects of this musical frenzy.

Sing-a-thons bring people together like a symphony orchestra tuning their instruments. Choirs, soloists, and even shower singers unite to celebrate their shared passion for music. The harmonies they create transcend language and background, weaving a tapestry of unity.

Sing-a-thons reveal hidden gems. That shy girl from the corner store? She belts out soulful ballads. The stern maths teacher? He moonlights as a rock star. These events provide a stage for ordinary folks to shine, proving that everyone has a song within.

The public rallies behind their favourite contestants. Families, friends, and even strangers become cheerleaders, waving banners and chanting lyrics. The sense of camaraderie is infectious, fostering a spirit of encouragement.

Beneath the harmonies lies fierce rivalry. Participants vie for the spotlight, sometimes sacrificing authenticity for showmanship. Backstage, nerves fray, and friendships strain. The pursuit of victory can drown out the joy of music.

As the Sing-a-thon fever spreads, so does the pressure. Sleepless nights rehearsing, vocal strain, and anxiety take their toll. Some contestants collapse under the weight of expectations, their dreams shattered like a broken high note.

The public clamours for tickets, turning the event into a mad scramble. Scalpers thrive, selling seats at exorbitant prices. Families argue over who gets to attend and disappointed fans resort to watching live streams, missing the electric atmosphere.

Social media buzzes with Sing-a-thon updates. Memes, hashtags, and live tweets flood timelines. Everyone becomes a critic, analysing vocal runs and costume choices. The water cooler conversations shift from politics to high notes.

Inspired by the Sing-a-thons, people dust off old guitars and join local choirs. The shower singers venture outdoors, hoping to audition next year. The dream of standing under the spotlight becomes contagious.

Elders reminisce about the golden days when they sang in school choirs. Some argue that Sing-a-thons lack the purity of those times, while others embrace evolution. Opinions clash like cymbals in a crescendo.

1. For each of the following words, find another word/phrase that means the same as used in the passage.
 - a. transcend -
 - b. infectious -
 - c. clamours -
2. What figure of speech is used in the underlined expression?
3. State two positive and negative effects each of sing-a-thons.
4. “Let’s explore the harmonious and discordant aspects of this musical frenzy.” What does this expression mean?
5. Describe one of such competitions that happen in your community. Give it a suitable title.

Learning Indicator: Identify and use the grammatical forms accurately in speech and writing

Focal Area 3: Phrase/Clause

Phrase

A phrase is a word or a group of words that performs functions as a single grammatical unit. A phrase lacks a subject and a predicate - when it has a subject, it will not have a predicate and vice versa. A phrase on its own does not make complete sense. It leaves a lot of questions to be answered - who, what, which, how. Phrases are essential to language, as they help convey meaning, structure sentences, and create rhythm and melody in speech and writing.

Example

1. [Mrs Manu] [bakes] [bread].
2. [The big red car belongs] [to] [my father].
3. [All the learners in the room] [are studying] [English Language].

All of the elements or bracketed parts in the above sentences are phrases.

Types of the Phrase

1. **Noun phrase (NP):** This is a word or a group of words whose head word is a noun and performs function as a noun in context. The noun phrase answers the question who, what. The NP may be simple, compound or complex. For example,
 - a. Kofi Mensa sings well.
 - b. Hamza and Esther are good friends.
 - c. The big red car behind the house belongs to my father.

In the examples above, all the underlined parts are noun phrases.

Identification of the noun phrase

The following are some clues to identifying the NP

The NP may be introduced with;

- a. Articles (a, an, the)
- b. Possessive adjectives (my, your, his, its, our)
- c. Demonstratives (this, these, that, those)
- d. Adjectives (some, each, all, blue, three, both)
- e. Titles (Mr, Mrs., Dr, Prof.)

Example

- i. Both learners have been recommended.
- ii. The environment is rather clean.
- iii. Prof. Fletcher is a good teacher.
- iv. They enjoy bread and eggs for breakfast.

Functions of the Noun Phrase

The NP functions as **Subject, Object, Complement, Appositive and Object of preposition.**

Example

- a. Prof. Fletcher is a good teacher. – subject
 - b. Mrs Mensah bakes bread. – object
 - c. Prof. Fletcher is a good teacher. – complement
 - d. Miss Esther, the new English Language teacher, is a family friend. – appositive
 - e. They enjoy bread and eggs for breakfast. - object of preposition
2. **Verb phrase(V/VP):** The verb phrase is the verb(action) part of the clause. It may be a single verb or series of verbs that function(s) as a single verb.

Examples

- a. Manu will be running with Sabina in the race.
 - b. All learners study the English Language.
 - c. The Lord is my shepherd.
3. **Adjectival phrase:** An adjectival phrase is a phrase that functions as an adjective. It qualifies a noun or pronoun in a sentence. It typically consists of a group of words that begin with a modifier, such as an adjective or an adverb, followed by a verb or a verb phrase.

Examples of adjectival phrases in context

- a. The extremely tired athlete gave off her best.
- b. The beautifully decorated cake drew a lot of attention.
- c. The incredibly fast runner won the race.
- d. The wisely chosen investment will yield dividends.

Functions of Adjectival phrases

- a. Adjectival phrase qualifies nouns or pronouns.
 - b. Adjectival phrases provide more information about the noun or pronoun.
 - c. Adjectival phrases function as a single unit in a sentence.
 - d. Adjectival phrases can be used to describe a variety of things, such as size, shape, colour, temperature, age, and more.
4. **Adverbial phrase:** An adverbial phrase is a phrase that functions as an adverb. It modifies a verb, an adjective, or another adverb in a sentence. It provides information about manner, time, place, frequency, or degree, and typically answers the questions how, when, where, how often, or to what extent an action takes place.

Examples of adverbial phrases in context

- a. **Manner**
 - i. She sings beautifully.
 - ii. He plays the guitar skilfully.

b. **Time**

- i. We'll arrive tomorrow morning.
- ii. They'll finish the project by next week.

c. **Place**

- i. The conference is being held downtown.
- ii. The company is moving overseas.

d. **Frequency**

- i. We exercise regularly.
- ii. They rarely visit their grandparents.

e. **Degree**

- i. He is incredibly smart.
- ii. She is extremely happy.

Functions of the Adverbial phrases

- a. Adverbial phrase modifies verbs, adjectives, or other adverbs
 - b. Adverbial phrase provides more information about the manner, time, place, frequency, or degree of an action or state(verb)
 - c. Adverbial phrase functions as a single unit in a sentence
 - d. Adverbial phrases can be used to describe a variety of things, such as how something is done, when it happens, where it takes place, how often it occurs, or to what extent it happens.
5. **Prepositional phrase:** A prepositional phrase is a phrase that begins with a preposition (such as “in”, “on”, “at”, “by”, “with”, and so on) and ends with a noun or pronoun that is the object of the preposition. Prepositional phrases function as a single unit in a sentence, often providing information about location, direction, time, manner, or other relationships.

Examples of prepositional phrases context

- a. Mother is cooking in the kitchen
- b. The book on the table belongs to Manubea.
- c. At the store, a variety of food items is sold.
- d. The house by the lake was submerged during the flood.
- e. I completed the work with my friends.
- f. During the summer, travelling becomes easy.
- g. The shop under the bridge opens 24/7.
- h. The eagle soars above the clouds.

Functions of prepositional phrases

Prepositional phrases function as adjuncts (adverbials or adjectivals) in context.

- a. Prepositional phrases may modify verbs, nouns, or pronouns when used as adjuncts.

- b. Indicate location, direction, time, manner, or other relationships
- c. Prepositional phrases function as adjectives or adverbs
- d. Prepositional phrases can be used as complements or modifiers in sentences

Some common prepositions used in prepositional phrases

- a. Words of location: in, on, at, by, with, under, above, beside
 - b. Words of direction: to, from, up, down, in, out
 - c. Words of time: during, before, after, until, at
 - d. Words of manner: with, in, like
6. **Absolute phrase:** An absolute phrase is a phrase that modifies a whole sentence or clause, providing additional information about the sentence as a whole. It typically consists of a noun or pronoun followed by a participle or participial phrase and is usually set off by a comma or commas.

Examples of absolute phrases in context

- a. The sun setting, we headed home.
- b. The dog being tired, we decided to rest.
- c. The music playing softly, she fell asleep.

Functions of the Absolute phrases

- a. Absolute phrases provide additional information about the sentence as a whole.
 - b. They typically consist of a noun or pronoun followed by a participle or participial phrase.
 - c. They are usually set off by a comma or commas.
 - d. They can be used to add detail, background information, or context to a sentence
 - e. They can be moved to different positions in a sentence without changing the ideas.
 - f. Absolute phrases are often used to;
 - i. Add descriptive detail
 - ii. Provide background information
 - iii. Show cause and effect relationships
 - iv. Indicate time or condition
7. **Participial phrase:** Participial phrases are phrases that begin with a participle (a verb form ending in -ing or -ed) They function as adjectives, qualifying a noun or pronoun in a sentence. They can also provide additional information about the noun or pronoun, such as its condition, state, or action.

There are two types of participial phrases

- a. Present participial phrases (ending in -ing): describe an ongoing action
- b. Past participial phrases (ending in -ed or -en): describe a completed action

Examples of participial phrases in context

- a. The smiling face - The phrase “smiling” modifies the noun “face”.
- b. The exhausted athlete - The phrase “exhausted” modifies the noun “athlete”.
- c. The whispering winds - The phrase “whispering” modifies the noun “winds”.
- d. The worn-out shoes - The phrase “worn-out” modifies the noun “shoes”

Functions of the Participial phrase

- a. The participial phrase qualifies nouns or pronouns.
 - b. They provide additional information about the noun or pronoun
 - c. They function as adjectives
 - d. They can be used to describe a variety of things, such as condition, state, or action
9. **Gerund phrase:** A gerund phrase is a phrase that begins with a gerund (a verb form ending in -ing) and functions as a noun. Gerund phrases can be used as subjects, complements, or objects of a sentence.

Examples of gerund phrases

- a. Singing in the shower is my favourite hobby.
- b. I love playing guitar.
- c. Eating breakfast is essential for starting the day.

Functions of the Gerund phrases in context

- a. The gerund phrase functions as subjects, complements, or objects
- b. They can be used to describe activities, actions, or states
- c. They can also be modified by adjectives or adverbs
- d. They can be used in a variety of sentence structures

Some common ways to use gerund phrases

- a. As subjects: Eating healthily is important.
 - b. As complements: My favourite thing is playing soccer.
 - c. As objects: I enjoy writing stories.
10. **Infinitive phrase:** An infinitive phrase is a phrase that begins with an infinitive verb form (usually “to” + a verb) and functions as a noun, adjective, or adverb in a sentence. Infinitive phrases can provide additional information about purpose, intent, or direction.

Examples of infinitive phrases

- a. I want to eat dinner - Object
- b. Yaw wants to learn to play the guitar - Object
- c. To become a doctor is my desire - Subject
- d. To run quickly is what he should do - Subject
- e. To be happy in life is all I want – Subject

Functions of the Infinitive phrases

- The infinitive phrase can function as nouns, adjectives, or adverbs in context.
- They provide information about purpose, intent, or direction.
- They can also be used as subjects, complements, or objects.
- They can be modified by adjectives or adverbs.

Some common ways to use infinitive phrases

- To indicate purpose: “I went to the store to buy milk.”
- To indicate intent: “I plan to study medicine.”
- To indicate direction: “The road goes to the city.”

These phrase types help create variety and complexity in language, allowing us to express nuanced ideas and meanings.

Clause and Types

A clause is a group of words that contains a subject and a predicate (a verb). There are two main types of clauses.

- Independent/Main clause:** A clause that can stand alone as a complete sentence.

Example: I went to the store.

- Dependent/ Subordinate clause:** A clause that cannot stand alone as a complete sentence and relies on an independent clause to make sense.

Examples

- I ate breakfast because I needed milk
- Although it was raining, Adiza paid him a surprise visit.

Learning Tasks

- Learners identify phrases in selected texts, old newspapers
- Learners brainstorm the structure or form of phrases
- Learners name with examples, the phrase types
- Learners play games to identify and use phrases and clauses in connected speech
- Learners perform a role play on the usefulness of phrases and clauses

Pedagogical Exemplars

Experiential Learning: In mixed ability groups, learners work collaboratively to identify phrases/clauses using literary texts, old newspapers and classify them accordingly, supporting one another and showing respect for one another’s opinions.

Collaborative Learning: Learners communicate and collaborate confidently with one another, critically assessing clauses to write short paragraphs on selected themes and consolidating with activities to give learners more practice in clauses. **Example:** Using the Jigsaw Puzzle, learners

in their mixed gender groups play the clausal game on given themes - market scene, At the post office, At the bank and so on. Learners can also play Anna Erskin's 'fish game' or pretend to be DJs and play the clausal games.

Key Assessment

Level 1

1. Underline the phrases in the following Paragraph

Having finished my homework, I went to the store to buy some milk. Because I was thirsty, I grabbed a cold-water bottle as well. While I was shopping, I ran into my friend who was browsing through the bookshelf. After chatting for a bit, we decided to meet up for coffee next week. Having made plans, I headed home to relax and unwind.

2. Indicate the type of clauses underlined

- a. I went to the store because I needed milk.
- b. She sang beautifully although she was nervous.
- c. They will attend the party if they finish the project.
- d. The learner who answered correctly won the prize

Level 2: State the grammatical name and function of the phrases identified in the paragraph.

Level 3: Create a short story or poem using phrases and clauses.

HINT



The recommended mode of assessment for the week is **group discussion**. Refer to Key Assessment Level 2 under focal area 1 for an example of such a task.

WEEK 1 REVIEW

This week's lessons exposed learners to Articulating English Vowel diphthongs and employing knowledge of text comprehension strategies and levels of comprehension to analyse and interpret different kinds of texts while also employing knowledge of phrases and clauses and their functions in communication to boost the confidence in their use of language in everyday discourse - speech and writing.

The interactive use of 21st century skills and the inculcation of moral values throughout this course have aimed to enhance the participation of learners. The use of games and other interactive pedagogical strategies have also made lessons more appealing.

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

Additional Reading

An example of a phrase and clause poem

An Eagle's Hunt

Having soared through the sky (gerund phrase),

The eagle landed gracefully (main clause),

Because it spotted its prey (subordinate adverbial clause),
Which was hiding in the bushes (relative subordinate clause).
With its sharp talons extended (participial phrase),
It swooped down to grab its dinner (main clause),
After a long day of flying. (subordinate adverbial clause).

WEEK 2: GRAMMAR, WRITING AND LITERATURE

1. STRAND: GRAMMAR

Sub-strand: Grammar Usage

Learning outcome: *Employ knowledge of phrases and clauses and their functions in communication*

Content Standard: *Demonstrate command of clauses in sentences for communicative purposes*

2. STRAND: WRITING

Sub-strand: Production and distribution of texts

Learning outcome: *Employ cohesive devices including connectors that demonstrate contrasts, results and other relationships, with the purpose of enhancing the linkage and coherence between paragraphs*

Content Standard: *Develop, organise and express ideas coherently and cohesively in writing*

3. STRAND: LITERATURE

Sub-strand: Poetry, Narrative and Drama

Learning outcome: *Analyse different types of poems*

Content Standard: *Demonstrate understanding of how various elements of literary genres facilitate the understanding of a text*

HINT



- The week's mode of assessment is poetry appreciation for Focal Area 3.
- Teachers are encouraged to identify appropriate modes of assessment in the Teacher Assessment Manual and Toolkits (TAMTK) to assess learners in focal areas 1 and 2.
- Give individual portfolio assessment on diphthongs, cohesive devices, triphthongs, and consonant clusters. It should be due for submission in week 19, which should be marked and recorded. Refer to Appendix A for portfolio specification at the end of the week for further guidance.

INTRODUCTION AND WEEK SUMMARY

Welcome to Week Two of the Year Two Teacher Manual. There are three lessons this week. They are Grammar, Writing and Literature. The Grammar lesson takes a critical look at phrases and clauses. This lesson is relevant to real life situations as it will guide learners to construct correct grammatical sentences devoid of fragments in speech and in writing. Understanding subordinate clauses can help the learner build more complex and interesting sentences. The second lesson on Writing seeks to build on learners' knowledge on cohesive devices. In this lesson, learners will be able to use cohesive devices in connected speech. This will be an important tool in their speech and writing in the future as they will write and present speeches. The third lesson, Literature, will guide learners to use the genres of literature to understand texts. Teachers are therefore encouraged to guide students to apply the lessons to real-life situations so as to excite their interest in the lessons. The relevance of the lessons for the entire week must be projected to suit the real-life experiences of the learner.

The focal areas covered this week are:

1. The Subordinate Clause
2. Cohesive Devices in Paragraph Coherence: Connectors and Transitional Devices
3. Poetry (Selected Non-African Poem) Poetry Appreciation

SUMMARY OF PEDAGOGICAL STRATEGIES

Intentional use of pedagogical strategies such as talk for learning, brainstorming, building on what others say, think-pair-share and role-play will be used in the delivery of these lessons. The integration of 21st century communication skills will also be encouraged. The pedagogical strategies will aid in unlocking the cognitive capacity of learners. Learners will have the opportunities to work together in mixed ability or gender groups to share ideas on a variety of assignments and activities. Learners will also be encouraged to integrate cultural values such as respect, honesty and tolerance as they exchange and brainstorm ideas.

ASSESSMENT SUMMARY

The assessment strategies which will range from recall to critical thinking will engage and assist every learner to as great an extent as possible in developing skills such as strategic reasoning, recall or memorization, and extended critical thinking. The assessment strategies are level appropriate and aim to cater for the needs of all learners. Teachers are also encouraged to employ a number of assessment strategies (formative and summative) to gather much more about the learners' performance and participation by taking into account their cultural backgrounds. Refer to the Teacher Assessment Manual and Toolkits (TAMTK) (NaCCA, 2023) on how to use the assessment strategies effectively. The recommended mode of assessment for the week is *poetry appreciation*.

Refer to the “**Hint**” at the key assessment for the week under focal area 3 for additional information on how to assess and effectively administer the assessment mode. You are encouraged to administer the recommended assessment for the week, record and submit them to the Student Transcript Portal (STP) where appropriate. Always remember to score learners' work with rubric/marking scheme and provide feedback to learners on their performance.

Learning Indicator: Identify and use the selected grammatical forms accurately in speech and writing

Focal Area 1: The Subordinate Clause

A subordinate clause also called a dependent clause, is a clause that cannot stand alone as a complete sentence. It depends on a main clause (independent clause) to make sense or for completion.

A subordinate clause typically begins with a subordinating conjunction, such as: Because, since, after, although, though, unless, until, if, when, whenever, while, whether, so that, then, where, wherever, so, as, before, despite.

Examples of subordinate clauses in context

1. Jane went to bed early because she was tired.
2. She didn't come to the party as she was suddenly taken ill.

Types of Subordinate Clause

The type of word which introduces the clause or the functions of the subordinate clause gives the clause its name. Subordinate clauses can function as;

1. Adverbial clauses (modifying verbs, adverbs, or adjectives)
2. Relative clauses (qualifying nouns or pronouns)
3. Noun clauses (functioning as nouns)

Subordinate clause

Subordinate Clause

promova

Types of subordinate clauses

Adverbial clause

helps modify the verb in the independent clause and answers questions such as where, when, why, how, and to what extent.

- After I finish my chores, I'll watch TV. (**answers when**)
- I talked to her because I was worried. (**answers why**)

Adjectival clause

helps modify a noun or pronoun in the independent clause and describes or identifies it.

- The book that I read last night was very interesting.
- The woman whose dog barked is my neighbor.

Nominal clause

functions as a noun in the sentence and can act as a subject, object, or complement.

- What you said hurt my feelings. (**subject**)
- I don't know where he went. (**object**)
- His biggest fear is that he'll fail. (**complement**)

Common subordinate conjunctions

• after	• than
• although	• though
• as	• unless
• as if	• until
• because	• when
• before	• whenever
• even though	• where
• if	• wherever
• in order that	• whether
• since	• while
• so that	

Identification of Subordinate Clause

To identify subordinate clauses, look out for these characteristics

1. Introduced with subordinating conjunctions such as because, since, after, although, though, unless, until, while, if.
2. Introduced with dependent words such as what, when, where, why, how.
3. **Lacks meaning:** A subordinate clause cannot stand alone as a complete sentence.

Examples are given below

- a. I went to bed early because I was tired.
- b. Since I had a meeting, I woke up early.
- c. If I study hard, I'll pass the exam.

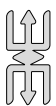
Learning Tasks

1. Learners brainstorm to explain the clause.
2. Learners examine varied sentences in a given passage to identify main and subordinate clauses.
3. Learners identify and name subordinate clauses.
4. Learners write out sentences and identify the subordinate clauses from them.

Pedagogical Exemplars

Collaborative Learning

1. In pairs/groups, learners brainstorm confidently with one another to explain the clause.
2. In mixed ability/gender groups, learners critically assess clauses to write short paragraphs on selected themes



Note

In forming the groups, teachers should take into consideration the ability levels and learning needs of students.

Talk for learning

In mixed ability groups, learners listen to pairs of sentences identifying the ones that have subordinate clauses.

Building on what others say

In mixed ability/gender groups, learners form sentences which can be directly linked with that of their elbow partners in a way that main and subordinate clauses are created.

Key Assessment

Level 1: Explain subordinate clauses in your own words and create at least three examples of sentences containing subordinate clauses.

Level 2: Identify and classify sentences into main and subordinate clause types from given texts and selected passages.

Level 3: From the paragraph below, identify and categorise into types the subordinate clauses stating the grammatical names and functions.

While I was studying for my exam, I realised that I had forgotten to review the most important chapter. What I needed was a break. Because I was feeling overwhelmed, I took a break to clear my mind. The chapter that I had neglected was the most crucial one. Although I was tired, I pushed through and finished my studies. If I had not persevered, I would not have felt confident on the exam. What I learned was that persistence pays off. The exam was easier than I thought.

Learning Indicator: Use an extended range of cohesive devices (e.g. connectors to show contrast, results,) to improve inter-paragraph linkage and coherence

Focal Area 2: Cohesive Devices in Paragraph Coherence: Connectors and Transitional Devices

Cohesive devices are words or phrases that help to connect your ideas and make one's writing more coherent and logical. They are also known as linking words and expressions, connectors or discourse markers. They show the relationship between sentences, paragraphs or sections of a text or speech.

Paragraph coherence refers to the ability of a paragraph to communicate its meaning clearly and effectively, with all sentences working together to convey a unified idea or a flow of thought. Below are some key characteristics a coherent paragraph has.

1. **Unity-** All sentences relate to a single main idea or topic.
2. **Cohesion-** Sentences are connected using transitional words, phrases, and pronouns.
3. **Logical order-** Sentences follow a logical sequence, with each sentence building on the previous one.
4. **Clear relationships-** The relationships between ideas are clear, using words and phrases that show how they connect.

How to achieve paragraph coherence

1. Start with a clear topic sentence. (While the topic sentence need not always be at the beginning, it is easier at the outset to follow that pattern.)
2. Use transitional words, phrases or expressions (**example:** however, in addition, therefore) to link ideas.
3. Repeat key words and phrases.
4. Use pronouns to refer to previously mentioned ideas or names. This avoids unnecessary repetition.
5. Use a consistent verb tense.

Learning Task

1. Learners explain what coherence in a paragraph is and identify at least three key characteristics of a coherent paragraph in sample essays or passages.
2. Learners write sample paragraphs and identify at least five of the key characteristics of the paragraphs.
3. Learners role-play the importance and impact of coherence in paragraphs.
4. Learners write at least a two-paragraph essay on given topics with the appropriate cohesive devices used.

Pedagogical Exemplars

1. **Talk for Learning (TfL):** Learners, collaborating with one another in mixed ability groups, discuss coherence in paragraphs examining sample materials (sample essay, passages from books, journals, sample texts from social media) and identify the key, shared characteristics in the observed structure of a linear narrative essay.
2. **Critical Thinking Skills/ Group work:** Learners use appropriate expressions to link ideas or sentences in a paragraph for coherence such as besides, in addition, moreover, again, furthermore, and so on.
3. **Individual Work:** Learners individually compose introductory paragraphs containing the following:
 - a. Central idea (suitable for an essay)
 - b. Supporting ideas
 - c. Linking expressions to create coherence on varied themes(topics).

Key Assessment

Level 1: What is paragraph coherence and what are its main characteristics?

Level 2: Using appropriate cohesive devices, write out a three-paragraph essay on a topic of your choice (agriculture, health, banking, education, politics).

Level 3: Develop at least four complete paragraphs on the importance of education.

Level 4: Rearrange a number of mixed-up sentences in a paragraph so that it is more meaningful and coherent to create a story.

Learning Indicator: Respond to and appreciate different types of non-African poems

Focal Area 3: Poetry (Selected Non-African Poem)

Poetry Appreciation

Poetry appreciation involves analysing and interpreting the meaning, themes, and literary devices used in a poem.

1. **Subject Matter:** This is the underlying idea or message that a text, conversation, or artwork conveys. It is the central idea or insight that the creator wishes to communicate to the audience. It includes the general meaning of the work of art.
2. **Structure in literature** refers to the organisation and arrangement of elements, such as plot, characters, themes, and language, to create a cohesive and meaningful work.
3. **Themes:** A theme is the underlying idea or message that a text, conversation, or artwork conveys. It's the central idea or insight that the work aims to communicate to the audience.
4. **Figures of Speech:** Figures of speech enrich language, making it more expressive, engaging, and memorable. They help convey complex ideas, emotions, and imagery, adding depth and nuance to the communication or work of art.

“Ozymandias” by Percy Bysshe Shelley is a sonnet that explores themes of the impermanence of human achievements and the passage of time.

*I met a traveller from an antique land
Who said: “Two vast and trunkless legs of stone
Stand in the desert... Near them, on the sand,
Half sunk, a shattered visage lies, whose frown,
And wrinkled lip, and sneer of cold command,
Tell that its sculptor well those passions read
Which yet survive, stamped on these lifeless things,
The hand that mocked them and the heart that fed:
And on the pedestal these words appear:
“My name is Ozymandias, king of kings:
Look on my Works, ye Mighty, and despair!”
Nothing beside remains. Round the decay
Of that colossal wreck, boundless and bare
The lone and level sands stretch far away.*

Here's an analysis of the poem “Ozymandias” focusing on subject matter, themes, structure, and figures of speech

Subject Matter

The poem depicts a traveller recounting his encounter with the ruins of a colossal statue in the desert. The statue is described as having a shattered visage, with its “trunkless legs” and “half-sunk” pedestal indicating that it once, when complete, portrayed a powerful and imposing figure. The inscription on the pedestal, “My name is Ozymandias, king of kings; Look on my Works, ye Mighty, and despair!” contrasts sharply with the desolate and barren surroundings, highlighting the irony of Ozymandias’ pride and ambition in the face of his empire’s eventual decay and oblivion.

Theme

The central theme of “Ozymandias” is **the transience of human achievements and the inevitable decline of all earthly power and glory**. It underscores how even the mightiest rulers and their empires are ultimately reduced to mere fragments and memories in the inexorable march of time. The poem serves as a poignant reminder of the folly of hubris and the fleeting nature of worldly greatness. Other discerning themes include:

The illusion of power: Ozymandias had power, but it did not bring him happiness, and it did not last.

The vastness of nature: the forces of nature have destroyed the statue of Ozymandias.

The survival of art: even though Ozymandias has been destroyed, art can survive and endure.

Futility: the pursuit of power and glory are fleeting and perhaps unworthy ambitions.

Structure

“Ozymandias” is structured as a sonnet, adhering to the traditional fourteen-line form with iambic pentameter. It is divided into two parts: an octet (eight lines) and a sestet (six lines). The rhyme scheme is ABABACDCEDFEFEF, typical of a Petrarchan or Italian sonnet. This structure allows Shelley to present a compact narrative of the traveller’s discovery and reflection on the ruined statue.

Figures of Speech

Irony: The poem is rich in irony, particularly in the contrast between Ozymandias’ boastful inscription and the actual state of his ruined statue. The phrase “Look on my Works, ye Mighty, and despair!” is especially ironic because it invites admiration and envy from other rulers, yet the reality is that there is nothing left to admire.

Metaphor: The shattered visage and the broken statue serve as metaphors for the inevitable decay of human power and pride. The statue, once a representation of grandeur and authority, now stands as a metaphor for the passage of time and the ephemeral nature of human accomplishments.

Alliteration: Shelley employs alliteration to emphasise certain words and enhance the poem’s rhythm and imagery. For example, “sneer of cold command” creates a harsh, cutting sound that suggests the arrogance and imperviousness of Ozymandias.

Symbolism: The statue itself becomes a powerful symbol of the rise and fall of civilizations. It symbolises the fleeting nature of earthly power and the ultimate insignificance of human achievements in the grand scheme of time.

In conclusion, “Ozymandias” is a profound meditation on the ephemeral nature of human greatness, conveyed through its subject matter, themes, structure, and effective use of figures of speech. Shelley’s exploration of these elements invites readers to contemplate the fragility of power and the enduring inevitability of time’s passage.

Learning Tasks

1. Learners recite the poem enthusiastically and meaningfully.
2. Learners brainstorm the meaning of a poem in relation to subject matter and poetry appreciation in simple terms using different sources, including the internet.
3. Learners use concept maps to identify key elements of the poem and make connections with real life experiences.
4. Learners brainstorm how the different elements contribute to the overall meaning of a poem.

Pedagogical Exemplars

1. **Experiential Learning /Role play:** Guide learners to recite poems dramatically, enthusiastically and meaningfully, paying particular attention to rhythm. Compare the structure and language of two non-African poems by different poets in mixed ability groups and explore how the writers portray meaning.
2. **Talk for Learning:** Using the talk for learning approach, guide learners in mixed ability groups to brainstorm the meaning of poems in relation to subject matter, themes and other techniques by appreciation.
3. Learners create poems using appropriate language, structure and other techniques identified in the poems used earlier to convey meaning.
4. **Collaborative learning:** Learners in their mixed ability groups, perform their poems orally and explore the meaning. Learners take into consideration diction, intonation and punctuation as well as tolerance and respect for one another as the reading is undertaken.

Key Assessment

Level 1

1. Explain in your own words Poetry appreciation.
2. Mention at least two of the elements to look out for when appreciating a poem.

Level 2: Briefly make reference to at least five elements of a poem.

Level 3: Study the poem below and produce a thorough appreciation. (You can do this with any other poem). Use these elements: theme, structure, figures of speech and subject matter

If we must die by the Jamaican-American poet **Claude McKay**

If we must die, let it not be like hogs

Hunted and penned in an inglorious spot,

While round us bark the mad and hungry dogs,

Making their mock at our accursed lot.

If we must die, O let us nobly die,

*So that our precious blood may not be shed
 In vain; then even the monsters we defy
 Shall be constrained to honour us though dead!
 O kinsmen! we must meet the common foe!
 Though far outnumbered let us show us brave,
 And for their thousand blows deal one death-blow!
 What though before us lies the open grave?
 Like men we'll face the murderous, cowardly pack,
 Pressed to the wall, dying, but fighting back!*

3. Present a PowerPoint (or any other form of) presentation on at least the four elements of poetry with explanations, real life scenarios or experiences.

HINT



- The recommended mode of assessment for week 2 is **poetry appreciation for focal area 3**. Refer to the key assessment level 3 under focal area 3 for an example of a poetry appreciation question.
- Teachers are encouraged to identify appropriate modes of assessment in the Teacher Assessment Manual and Toolkits (TAMTK) to assess learners in focal areas 1 and 2.

WEEK 2 REVIEW

This week's lessons have provided for learners the appropriate ways of employing knowledge of phrases and clauses and their functions in communication. They have employed cohesive devices including connectors that demonstrate contrasts, conclusions, and other relationships, with the purpose of enhancing the coherence between paragraphs. How to analyse poems has also been investigated. The application of 21st century skills and the national values were not left out, but fully developed through the strategies used in the teaching and learning of the lessons. The assessment strategies ranging from DOK 1 to 3 helped improve learners' problem-solving skills and power of reasoning. The pedagogical strategies used encapsulate the varied needs of learners, which made the lesson interactive.



APPENDIX A: SAMPLE PORTFOLIO ASSESSMENT

HINT



- *This portfolio assessment will be administered in week 2 and collected at the end of week 19 of the second semester, scored and recorded.*
- *Teachers should check the portfolio assessment for learners every two weeks to determine its state.*
- *Provide feedback at each checkpoint, etc.*

Examples

1. Learners make a word list of 20 diphthongs and triphthongs.
2. Make a word list of 20 consonant clusters.
3. Make a word list of 10 cohesive devices to indicate the following:
 - a. Time and sequence
 - b. Addition of information, etc

How to Administer

Example

Prepare learners' minds at the beginning of the lesson by giving them rubrics for portfolio assessment, etc.

Organisation of the Portfolio

Example

Give the following pieces of information to learners

1. 1 my clear bag as a file (my clear bag used in year 1)
2. Student name and Class boldly written on the file
3. 1 exercise book in which the assessment will be written/ or typed, etc.

Marking scheme

Examples

1. Score 2 marks for neatly kept portfolio bag
2. Score 1 mark each for question A (20 marks)
3. Score 1mark each for question B (20 marks)
4. Score 1 mark each for question C (20 marks), etc.

Total mark: 62 scaled to 10%

Feedback

Example

Allow learners to talk about their work, their challenges when working, etc.

WEEK 3: ORAL LANGUAGE, READING AND GRAMMAR

1. STRAND: ORAL LANGUAGE

Sub-strand: English Speech Sounds

Learning outcome: Articulate English vowel(s) (diphthongs and triphthongs) and consonant sounds effectively in Oral Communication

Content Standard: Demonstrate knowledge and understanding of speech sounds in oral communication

2. STRAND: READING

Sub-strand: Reading Comprehension

Learning outcome: Employ knowledge of text comprehension strategies and levels of comprehension to analyse and interpret different kinds of texts

Content Standard: Demonstrate understanding of different types of reading and text comprehension strategies, and use them to interpret a variety of level appropriate texts

3. STRAND: GRAMMAR

Sub strand: Grammar Usage

Learning outcome: Employ knowledge of phrases and clauses and their functions in communication

Content Standard: Demonstrate command of clauses in sentences for communicative purposes

HINT



- The week's mode of assessment is group project work for Focal Area 2.
- Teachers are encouraged to identify appropriate modes of assessment in the Teacher Assessment Manual and Toolkits (TAMTK) to assess learners in focal areas 1 and 3
- Assign Group Project Work for this week. See Appendix B at the end of the week detailing the structure of the group project. The group project will be submitted in week 11

INTRODUCTION AND WEEK SUMMARY

Welcome to Week Three of Year Two Teacher Manual. There are three lessons this week. The first lesson, Oral Language, continues the discussion on diphthongs and triphthongs. This is geared further towards improving learners' pronunciations for effective communication. The second lesson is on Reading and this seeks to help learners to use their knowledge of text comprehension strategies and levels of comprehension to analyse and interpret different kinds of texts. Learners should through this lesson develop a certain skill in self-awareness and be able to interpret texts based on its circumstances. The third lesson, Grammar, gives further clarification on the functions of phrases and clauses. Learners will be able to interpret texts or speeches using the functions of clauses. Teachers must make all the lessons of the week as relevant and relatable to the learners as possible to encourage the full participation of everyone.

The focal areas covered in this week are:

1. Triphthongs in English speech sounds
2. Reading comprehension question types
3. Subordinate clause

SUMMARY OF PEDAGOGICAL EXEMPLARS

English language teachers are expected to choose learner-centred pedagogical strategies to enhance the interactive nature of their lessons in order to facilitate successful teaching and learning. The teaching and learning process should make use of pedagogical strategies such as role-playing, talk for learning, collaboration, critical thinking, and group/individual tasks. It is imperative for the facilitator or teacher to guarantee that students are placed in mixed-ability/ gender groups in order to improve their leadership, critical thinking, creativity, teamwork, and personal growth. 21st century skills must be integrated in the teaching and learning process. Resources for learning should be pertinent to the subject matter, and students with unique or exceptional needs should get carefully structured support.

ASSESSMENT SUMMARY

A fair evaluation of both skill development and strategic reasoning is guaranteed by the assessment techniques for this week's lessons. For the lessons, question-and-answer sessions, group projects, individual work, and oral/aural responses are just a few of the planned assessment techniques. In order to obtain data regarding each student's performance, including grades, comments, and developmental trajectory, teachers are urged to use an array of formative and summative assessment techniques. To prevent learners from becoming uninvolved, facilitators should be aware of linguistic and culturally specific background difficulties. Last but not least, the facilitator or teacher needs to match the different assessments to the assigned work and student exercises. Teachers are encouraged to administer the recommended assessment for the week, record the results and submit them to the **Student Transcript Portal (STP)** for documentation. The week's recommended assessment mode is *group project work*.

Refer to the **“Hint”** at the key assessment for the week for further information on how to administer the assessment mode. Remember to score learners' work with rubric/marking scheme and provide prompt feedback on their performance.

Learning Indicator 1: Use triphthongs in connected speech**Focal Area 1: Triphthongs in English Speech Sounds****Triphthongs**

Triphthongs are a combination of three vowel sounds produced in a single syllable. The first vowel gradually changes into the sound of the second and then the third.

Examples of Triphthongs

/aɪə/ - fire, flyer, tire, liar, tyre

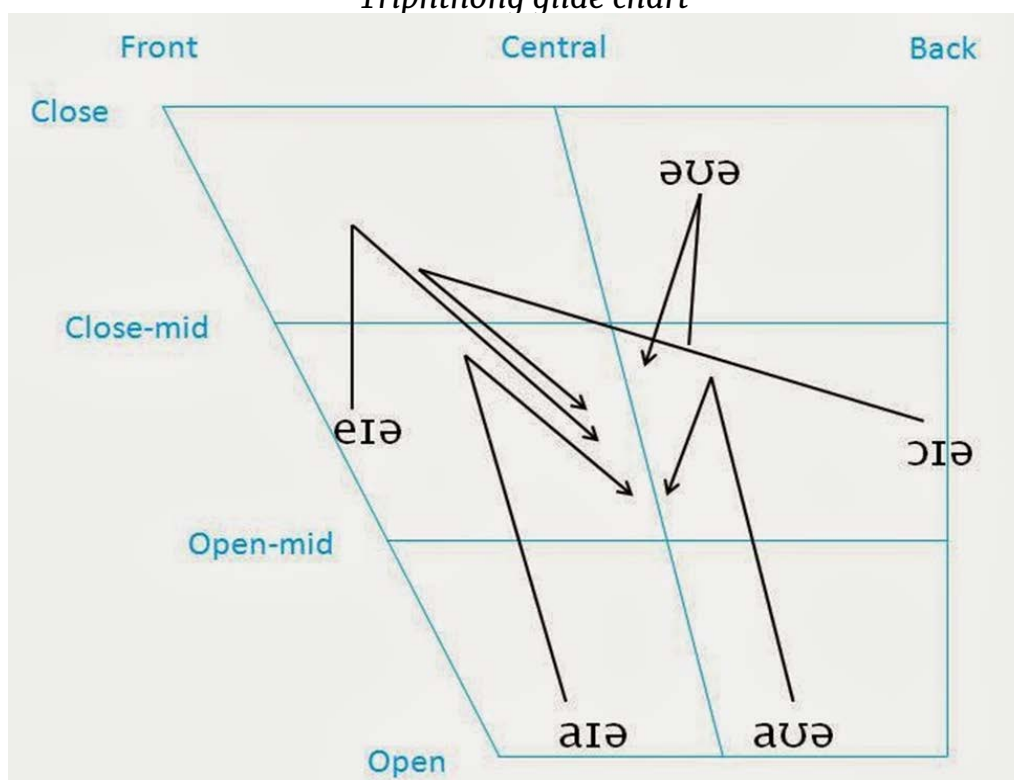
/eɪə/ - player, mayor, sayer, layer, buyer

/aʊə/ - hour, flour, power, flower, tower

/əʊə/ - lower, slower, widower, mower

/ɔɪə/ - lawyer, royal, loyal

Triphthong glide chart

**Identification and Usage of triphthongs in Connected Speech**

Triphthongs are sequences of three vowel-based sounds pronounced within the same syllable. Here are some key points to help identify and understand triphthongs.

Triphthongs consist of three distinct vowel sounds that smoothly glide together within one syllable. Unlike diphthongs, which involve two vowel sounds, triphthongs involve three.

Examples of common triphthongs in English

/aʊə/ as in “hour” (/aʊ.ər/)

/aɪə/ as in “fire” (/faɪ.əɪ/)

/eɪə/ as in “player” (/pleɪ.əɪ/)

These examples show how three vowel sounds merge into one syllable in English pronunciation.

Identification

1. **Sound Quality:** Triphthongs are characterised by a continuous and smooth transition between three vowel sounds. They are often found in unstressed syllables in English.
2. **Single Syllable:** Triphthongs are contained within a single syllable, which distinguishes them from sequences of vowels across syllables.
3. **Phonetic Representation:** Triphthongs are represented using the International Phonetic Alphabet (IPA), where each vowel sound is individually transcribed to reflect its pronunciation. For example, the triphthong in “fire” is represented as /aɪə/ (/faɪ.əɪ/).
4. **Language Variations:** The presence and usage of triphthongs can vary between languages. English has several triphthongs, as seen in the examples above, but other languages may have different combinations or fewer instances of triphthongs.

Learning Tasks

1. Learners listen to an audio on the production of triphthongs
2. Learners produce the triphthongs on their own as they role play what they listened to from the audio.
3. Learners use triphthongs accurately in speech, forming new words and using them to construct sentences.

Pedagogical Exemplars

1. **Collaborative Learning:** Learners work in mixed-ability groups to critically assess the sound combination of triphthongs in English and creatively blend them into meaningful words.

For example: /eɪə/- layer, prayer,

/aɪə/- liar, fire,

/ɔɪə/-loyal, royal,

/əʊə/- lower, mower

/aʊə/ - power, hour

2. **Talk for Learning:** In pairs/groups, learners engage in conversations using at least three words which contain triphthongs. Learners then in pairs use the words to form sentences.

Example

- a. Loyalty is a virtue.
- b. It is bad to be a liar.
- c. The fire burned fiercely in the hearth.
- d. The buyer carefully examined the merchandise.
- e. The coinage of the ancient empire was highly valued.

- f. The player skilfully navigated the video game's higher levels.
 - g. The sailor expertly tied the sailor's knot with a flourish.
 - h. The scientist carefully measured the temperature of the liquid mixture.
 - i. The traveller marvelled at the beauty of the exotic islands.
 - j. The historian meticulously researched the origins of the ancient coinage.
3. **Building on what others say:** In mixed ability/gender groups, learners form words which rhyme the word that will be mentioned by their friends and mates which also contains triphthongs.

Example

- a. In the fire, the price is nice.
- b. A treasure trove, beyond a buyer's vice.
- c. On the coinage, a stamp of usage high.
- d. A symbol of value, passing by.

Key Assessment

Level 1

- 1. What are triphthongs?
- 2. Identify and underline words that contain triphthongs from a list of words (power, sage, layer, sparrow, major, soldier).

Level 3 and 4: Write a poem using words that contain triphthongs as end rhyme words.

Learning Indicator 2: Use understanding of text at literal, inferential and critical levels to evaluate a variety of level- appropriate texts.

Focal Area 2: Reading Comprehension Question Types

Reading comprehension questions are used to assess a reader's understanding of a text/passage, an article, or a larger piece of literature. They can vary widely in complexity and purpose.

- 1. **Literal questions (Contextual Questions):** These questions require the reader to recall specific details directly stated in the text. These questions test the reader's ability to understand facts, events, and information presented explicitly.

For example:

The Ghanaian farmer, Mr. Mensah, woke up early to attend to his crops. He walked through the dewy fields, inspecting the maize and beans for any signs of diseases or pests. After hours of work, he took a break to enjoy a hearty breakfast of fufu and soup. As he ate, he listened to the birds singing in the nearby trees. Feeling refreshed, he returned to his fields, ready to face the challenges of the day.

Sample literal questions on the above extract

- a. What is the farmer's name according to the passage?

- b. What did Mr. Mensah do early in the morning?
- c. What types of crops did he grow?
- d. What did he eat for breakfast?
- e. What did he listen to while eating?
- f. Where did he go after breakfast?

2. **Inferential questions:** These questions ask the reader to make logical inferences based on information that is implied but not directly stated in the text. They test the reader's ability to deduce meaning and draw conclusions.

Examples of inferential questions follow the passage below

Regular exercise and a balanced diet are essential for maintaining good health. A healthy lifestyle helps to prevent diseases like diabetes, hypertension, and obesity. In Ghana, many people suffer from these diseases owing to their sedentary lifestyle and poor eating habits. By making healthy choices, individuals can improve their overall well-being and reduce their risk of chronic diseases.

- a. What can be said about the health of many people in Ghana?
 - b. What is the likely consequence of a sedentary lifestyle and poor eating habits?
 - c. What does the passage say about the relationship between healthy choices and chronic diseases?
 - d. What is the author's tone on the subject of the importance of a healthy lifestyle? Explain your answer.
 - e. What are the benefits of regular exercise and a balanced diet?
3. **Critical Level Questions:** Critical level questions typically refer to questions that require critical thinking skills to answer. These questions go beyond simple recall of facts or information and instead demand analysis, evaluation, and interpretation.

Such questions focus on figures of speech, vocabulary questions, literary questions and attitudinal questions.

They often require the reader to

- a. Assess the validity, relevance, or credibility of information presented.
- b. Break down information into its constituent parts to understand relationships or patterns.
- c. Combine different pieces of information or perspectives to form a coherent understanding.
- d. Explain the meaning or significance of information based on context or evidence.

Example: The earth is a fragile planet, and our reckless activities are *piercing its lungs, suffocating its breath, and draining its lifeblood*. The once-pristine rivers are now choked with plastic waste, and the skies are shrouded in a thick haze of pollution. It's high time we take drastic measures to salvage our planet from the brink of collapse.

Questions

Figures of Speech: What figure of speech is used in "*piercing its lungs, suffocating its breath, and draining its lifeblood*"?

Vocabulary: What does the word "pristine" mean in the passage?

Attitudinal

- What is the author's attitude towards the state of the environment?
- What does the author imply should be done to address the environmental issues?

Learning Tasks

- Learners brainstorm and classify a set of comprehension questions according to the level of understanding the questions are testing.
- Learners explain what comprehension questions are.
- Learners write down the types of comprehension questions they are familiar with.
- Learners answer questions based on the different types of comprehension questions being studied.

Pedagogical Exemplars

- Group Work/Collaborative Learning:** Learners classify a set of comprehension questions according to the level of understanding the questions are tested.
- Think-pair-share/Gallery Walk:** Learners explain what comprehension questions are and generate comprehension questions on a variety of level appropriate texts and post on walls for a gallery walk.
- Talk for Learning (TFL):** In pairs, learners search for information on easy and interesting ways to find information for answering literal, inferential (interpretive) and critical comprehension questions (answers to Literal questions are stated clearly in the text with almost all the words in question appearing in the answer. (Such as Who invented the first bicycle? The first bicycle was invented by...)).

Key Assessment

Level 1: Match the following question types to their meanings

S/N	QUESTION TYPE	MEANING
1	Literal questions	Ask about the reader's opinion or judgement.
2	Critical Level Question	Ask about implied meanings or interpretations.
3	Inferential questions	Ask about specific details or facts mentioned in the text.

Level 2

- Explain the literal question types.
- Explain the inferential question type.
- Explain the critical level question.

Level 4: Suggest suitable titles to given passages.

(Sample texts or passages could be provided for learners to use. Learners can equally give titles to the passages provided under each of the types of comprehension questions)

Learning Indicator 3: Apply the knowledge of noun clauses in sentences for communicative purposes

Focal Area 3: Subordinate Clause

Noun/Nominal Clause

A nominal clause, also known as a noun clause, is a dependent clause that functions as a noun in a sentence. It is a clause that begins with a subordinating conjunction (such as “that”, “what”, “which”, “who”, “whom”, “whose”, “why”, “how”) and contains a subject and a predicate.

Examples of nominal clauses in context

1. What she said was true.
2. The fact is that he upset her.
3. Why he was fired was his poor performance.

Key Components of a Noun Clause

1. Subordinating Conjunction or Relative Pronoun: Noun clauses often begin with words like that, what, whatever, who, whom, whoever, whomever, whether, if, how, why, where, when.
2. Subject: The noun or pronoun that performs the action is described to answer the questions who, what.
3. Predicate: The part of the clause that tells something about the subject, typically containing a verb and possibly an object or complement.

Examples

- a. What she said was true. (What she said = nominal clause)

Subordinating conjunction: What

Subject: she

Verb: said

- b. That he was late upset her. (That he was late = nominal clause)

Subordinating conjunction: That

Subject: he

Verb: was

- c. Why they chose him is a mystery. (Why they chose him = nominal clause)

Subordinating conjunction: Why

Subject: they

Verb: chose

The structure of the noun or nominal clause is subordinating conjunction + subject + verb

The subordinating conjunctions that introduce nominal clauses include:

That, What, Which, Who, Whom, Whose, Why, How

The Structure of Noun/Nominal Clause

A noun clause may come in the following forms

1. **That-Clauses:** These clauses often begin with “that.” The word “that” can sometimes be omitted in casual speech or writing.

Example

- a. She believes that he is honest.
- b. She believes he is honest.

2. **Wh-Clauses:** These clauses begin with a wh-word (what, when, where, why, how, who, whom, which).

Example

- a. I don't know where she went.
- b. Can you tell me how it works?

3. **If/Whether Clauses:** These clauses begin with “if” or “whether,” often used to express uncertainty or conditions.

Example

- a. I wonder if it will rain tomorrow.
- b. She asked whether he was coming.

Learning Tasks

1. Learners brainstorm what noun clauses are.
2. Learners discuss what subordinate clauses are.
3. Learners explain the meaning of a noun clause.
4. Learners identify and explain two ways of identifying a noun clause.
5. Learners analyse some clauses and group the noun clauses they identify.

Pedagogical Exemplars

Collaborative Learning: Learners brainstorm what noun clauses are identifying noun clauses from given texts.

Task-Based Learning: Learners in mixed ability groups discuss what subordinate clauses are and carefully identify noun clauses from given passages.

Experiential Learning: Using recorded TV programmes, YouTube videos on noun clauses, learners in their mixed ability groups, work collaboratively, tolerating one another's views to consolidate their learning on the noun clause by identifying and stating the structure with examples.

Key Assessment

Level 1

1. Explain a noun clause.
2. Give at least three examples of sentences that have noun clauses.

Level 2

1. Identify the noun clauses in given sentences.
2. Explain three ways by which noun clauses can be identified.

Level 3: Form your own sentences and underline the noun clauses in them.

HINT

Remember to assign group project work. See Appendix B below for guidance.

WEEK 3 REVIEW

This lesson exposed learners to articulating English vowel triphthongs effectively in oral communication. It also exposed learners to some types of comprehension questions and to help them to how they can apply the knowledge of noun clauses in sentences for communication purposes. The essence of this is to help develop learners' confidence in everyday conversations in real-life contexts. The use of learner-centred activities, interactive pedagogical strategies and relevant cross-cutting issues is to make the lessons exciting and enhance learners' participation. The important goal in this lesson is to guide learners to build 21st century skills and competencies and develop national core values to enable them to function well in society and the world of work. The assessment strategies ranging from assessment level 1 to 4 are carefully designed to improve learners' problem-solving skills and power of reasoning and extensive thinking



APPENDIX B: SPECIFICATION FOR GROUP PROJECT

1. The length of the story should be 450 words
2. The story should have a suitable title
3. An introduction
4. A main Body
5. A suitable conclusion

Rubrics for scoring

criteria	Excellent	Very good	Satisfactory	Needs improvement
	6 marks	5 marks	4 marks	3 marks
Content	Story with 3 series of events that initially appear to be a misfortune, problem or setback, but eventually turn out to have positive, unexpected advantages or opportunities which ends with the statement "it was a blessing in disguise"	Story with 2 series of events that initially appear to be a misfortune, problem or setback, but eventually turn out to have positive, unexpected advantages or opportunities which ends with the statement "it was a blessing in disguise"	Story with 1 event that initially appears to be a misfortune, problem or setback, but eventually turns out to have positive, unexpected advantages or opportunities which ends with the statement "it was a blessing in disguise"	Merely writing a relevant story but does not portray events that initially appears to be a misfortune, problem or setback, but eventually turns out to have positive, unexpected advantages or opportunities.
	Excellent (4 marks)	Good (3 marks)	Average (2 marks)	Needs Improvement (1 mark)
Organisation	A well-organised story with a beginning, a climax and a conclusion. Identifiable setting, character/characters, Logical presentation of events, good paragraphing, coherence of ideas.	A story with a beginning, and a conclusion. Identifiable setting, character/characters, Logical presentation of events, good paragraphing, coherence of ideas Without a climax	A story with a beginning, and a conclusion. No identifiable setting, character/characters, Logical presentation of events, good paragraphing, coherence of ideas Without a climax	A story with a beginning, and a conclusion. No identifiable setting, character/characters, No logical presentation of events, lack of coherence
	Excellent 7 marks	Very good 6 marks	Good 5 marks	Average 4 marks

<i>Expression</i>	<i>4 varieties of sentence structure and type, storytelling techniques like figures of speech, flashbacks, appropriate use of vocabulary to create a vivid picture in the reader's mind, clarity and appropriateness of style for story writing, skilful use of punctuation</i>	<i>3 varieties of sentence structure and type, storytelling techniques like figures of speech, flashbacks, appropriate use of vocabulary to create a vivid picture in the reader's mind, clarity and appropriateness of style for informal letters, skilful use of punctuation</i>	<i>2 varieties of sentence structure and type, storytelling techniques like figures of speech, flashbacks appropriate use of vocabulary to create a vivid picture in the reader's mind, clarity and appropriateness of style for informal letters, skilful use of punctuation</i>	<i>Any of the varieties of sentence structure and type, storytelling techniques like figures of speech, flashbacks clarity and appropriateness of style for informal letters, skilful use of punctuation</i>
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Mechanical Accuracy (MA) – 5 marks

Scoring Guidelines for Mechanical Accuracy (MA)

Half a mark (½) should be deducted for each error identified in the essay up to a maximum allowed for 10 marks.

10 errors and above identified is = 0 mark for MA

9 errors identified is = ½ mark for MA

8 errors identified is = 1 mark for MA

7 errors identified is = 1 ½ mark for MA

6 errors identified is = 2 marks for MA

5 errors identified is = 2 ½ mark for MA

4 errors identified is = 3 marks for MA

3 errors identified is = 3 ½ marks for MA

2 errors identified is = 4 marks for MA

1 error identified is = 4 ½ marks for MA

No errors identified is = 5 marks for MA

(Total 22 marks)

WEEK 4: GRAMMAR, WRITING AND LITERATURE

1. STRAND: GRAMMAR

Sub-Strand: Grammar Usage

Learning Outcome: *Employ knowledge of phrases and clauses and their functions in communication*

Content Standard: *Demonstrate command of clauses in sentences for communicative purposes*

2. STRAND: WRITING

Sub-Strand: Production and distribution of text

Learning Outcome: *Employ cohesive devices including connectors that demonstrate contrasts, results and other relationships, with the purpose of enhancing the coherence between paragraphs*

Content Standard: *Develop, organise and express ideas coherently and cohesively in writing*

3. STRAND: LITERATURE

Sub-Strand: Poetry, Narrative and Drama

Learning Outcome: *Analyse different types of poems*

Content Standard: *Demonstrate understanding of how various elements of literary genres facilitate the understanding of a text*

HINT



- The week's mode of assessment is individual class exercise for Focal Area 2.
- Teachers are encouraged to identify appropriate modes of assessment in the Teacher Assessment Manual and Toolkits (TAMTK) to assess learners in focal areas 1 and 3
- Scores on individual class exercises for this week or an average of the various class exercises you have conducted over the past three weeks should be scored and submitted to the Student Transcript Portal (STP).

INTRODUCTION AND SECTION SUMMARY

Welcome to week four. There are three lessons this week. The first lesson is a continuation of noun or nominal clauses discussed in the previous week. This week's lesson specifically focuses on the grammatical name and function of nominal clauses. The second lesson is on cohesive devices in paragraph coherence. Just like in communication, learners will learn more about how to communicate their ideas or thoughts and transition from one point in a conversation to another smoothly using the appropriate transitional words and expressions. The third lesson on poetry appreciation highlights subject matter, structure, themes and figures of speech. These are essential and will be of great use to learners who love and would want to be writers or poets. Connecting these lessons to the world of work and higher levels of education must be regularly emphasised.

The focal areas for this week are:

1. Noun/Nominal Clause
2. Cohesive devices in paragraph Coherence
3. Poetry (selected non-African poems)

SUMMARY OF PEDAGOGICAL EXEMPLARS

Learners will be given opportunities to work collaboratively, either in pairs or groups and individually as they analyse noun clauses and their functions grammatically from given texts, learn more about cohesive devices and poetry appreciation. Learners will also be given tasks where they bring out some examples or samples as instructed by the teacher. Pre-recorded video or audio tapes are essential to the lessons this week.

They will help deepen understanding and sustain interest in the subject. As learners work collaboratively and independently, they build and/or sharpen their 21st century skills and national values.

ASSESSMENT SUMMARY

The assessment levels have been carefully selected to range from levels one to four. Learners will be made to try hands-on texts or extracts and bring out specific requirements such as clauses or subject matter on their own to ascertain understanding. Oral responses are equally accepted during assessment. This is to ensure equity in situations where the need arises. Remember that this is language and speaking plays a key role here. Giving such opportunities to learners is not out of place. Refer to the Teacher Assessment Manual and Toolkits (TAMTK) (NaCCA, 2023) on how to use the assessment strategies effectively. The assessment mode for the week is *individual class exercise*.

Refer to “**Hint**” at the key assessment under focal area 3 for additional information on how to effectively administer assessment. Teachers are encouraged to administer the recommended assessment mode.

Learning Indicator: Apply the knowledge of noun clauses in sentences for communicative purposes

Focal Area 1: Noun/Nominal Clause

(This lesson is a continuation of focal area three of week three.)

A nominal clause, also known as a noun clause (NC), is a dependent clause that functions as a noun in a sentence. It is a clause that begins with subordinating conjunctions such as *that*, *what*, *which*, *who*, *whom*, *whose*, *why*, *how* and contains both a subject and predicate(verb).

Noun clauses function as **subject of a verb**, **object of a verb**, **complement**, **appositive or in apposition to the noun** and **object of a preposition**.

The following are some examples of the functions of the nominal clauses in context.

1. NC as Subject of a verb

Example: What I need to do is to buy some more wood.

In this sentence, the grammatical name (GN) is the nominal/noun clause. Its grammatical function (GF) is the subject of the verb phrase “is to buy”.

More examples

- a. Whatever we complained of was the matter.
- b. Whoever beat the girl is wrong.

2. NC as Object of a verb

- a. I know that he is coming.

GN: Nominal Clause

GF: object of the verb “know”

- b. I believe what you said.
- c. We know where they live.

3. NC as Complement of a verb

- a. The fact is that I’m delighted to be able to work here.

GN: Nominal Clause

GF: Complement of the verb “is”.

- b. The obvious is that he is talented.
- c. The CEO has become whoever she desired to be.

4. NC as Appositive to a noun

- a. “His ambition, whether he is entering Cambridge or Oxford, is what drives him.

GN: Nominal Clause

GF: appositive / in apposition to the noun phrase “his ambition”

- b. The rumour, that the company was bankrupt, spread quickly.
- c. The news, that he had won the election, was announced publicly

5. NC as Object of Preposition

- a. I am thinking about what to wear.

GN: Nominal Clause

GF: object of the preposition “about”

- b. He is dreaming of where to travel next.
c. They are talking about what happened last night.

More examples of nominal clauses

1. Why he was crying is unknown to his father.
2. Tell me frankly why you did this.
3. Pay careful attention to what I say.
4. My belief is that he will not come.
5. There is a rumour that he has been arrested.
6. I know that the students studied their assignment
7. I wonder what is making Tracy so unhappy.

Learning Tasks

1. Learners identify noun clauses from pre-recorded videos.
2. Learners analyse and name noun clauses and their functions from given texts or sentences.
3. Learners use the identified noun clauses to provide meaningful information through writing and oral responses
4. Learners write down their own examples of noun clauses to ascertain understanding

Pedagogical Exemplars

1. **Experiential Learning:** Using recorded TV programmes, YouTube videos on noun clauses, learners in their mixed ability groups, watch, brainstorm and work collaboratively to identify noun clauses.
2. **Collaborative Learning:** Learners work in pairs to analyse and name noun clauses and their functions grammatically from given texts. Encourage full participation of all.
3. **Task-Based Learning:** Learners in mixed ability groups use the identified noun clauses to provide meaningful information through writing or oral presentations.

Key Assessment

Level 1- 2

1. Write down five sentences and underline the noun clauses in them.
2. State the functions of the underlined noun clauses.

Level 3 – 4

State the grammatical names and functions of the identified noun clauses.

1. In the bustling city, **what she wanted most** was peace and quiet.
2. The teacher asked **whether we had completed our homework**.
3. His only concern was **where they would stay during the trip**.
4. The question of **whether they would succeed** lingered in everyone's mind.
5. **Whoever arrives first** will get the best seat.
6. They weren't sure **how they would manage without her**.
7. Identify noun clauses in the paragraph below. State the grammatical functions.

The decision on whether to accept the job offer weighed heavily on her mind. She had always dreamed of living in a big city, where opportunities seemed endless. However, what concerned her most was leaving her family behind. Whoever advised her to follow her heart had spoken wisely, but what she needed now was clarity. Whether this move would bring her happiness remained uncertain. How she would adapt to the new environment was a mystery she was eager to solve.

Learning Indicator: Develop a paragraph focusing on the elements of coherence – direct references and transitional words

Focal Area 2: Cohesive Devices in Paragraph Coherence

Cohesive Devices (Use of Connectors/Transitional Words and Expressions)

(Refer to Weeks four and twelve of year one and week two of year two for lessons on cohesive devices.)

ADDING and as well as moreover furthermore in addition too on top of that another point is	SEQUENCING first, firstly, first of all second, secondly.. third next meanwhile now subsequently	ILLUSTRATING for example such as for instance in the case of as shown by illustrated by take... one example is..
COMPARING similarly likewise as with like equally in the same way	QUALIFYING but however although unless except apart from as long as if	CONTRASTING whereas alternatively unlike on the other hand conversely having said that nevertheless however

The image below gives some examples of cohesive devices and how they are used. This could be used for revision to be applied in the development of the narrative essays.

Linear Narrative Essay

A linear narrative essay is an essay that begins, builds up and ends in a sequential manner. In linear narrative essays, the story begins and continues to progress all the way to the end. Linear narrative structure is a straightforward storytelling method that usually takes this structure:

1. Exposition
2. Introduction of characters
3. Setting
4. Rising Action
5. Climax
6. Falling action
7. Resolution or denouement.

An example of a linear narrative essay is given below

Kweku Ananse lived with his wife and three children in a small town. Each morning, all the children go with their father to the farm whereas his wife, Okonore stays home to prepare lunch and take it to them later on the farm. They eat together after which she helps for a while and goes ahead of them to prepare supper.

Immediately they get home, they freshen up and dine together when the meal is ready. Suddenly, Ananse became greedy. He started eating from the moment the food was still on fire and almost ready, all in the name of tasting. He stops tasting when his wife dishes out the meal and he sits to eat with them like there is nothing in his stomach. This behaviour went on for some time. Since their mother had not increased the portions of the meals she usually prepares, the children started grumbling. This was because the food was no longer enough to satisfy their hunger.

One day, Ntikuma, Ananse's first born, decided to outsmart his father and take revenge on him since he was only being greedy. He feigned diarrhoea while on the farm and did not do much work because of that. He incessantly told them of his urge to use the washroom and did not return until after an unreasonably long period. After taking lunch on the farm, their mother left to go and prepare supper. Ntikuma followed her after about an hour, with the excuse of going to the washroom again. Contrary to what everybody thought, Ntikuma left the farm for home. When he got home, he quickly went to the kitchen, he took about six large slices of yam from the boiling pot, ate two and hid the rest in a nearby bush and went back to the farm. When he returned to the farm, his father, who had not suspected this because he was swift about this plan, told them that it was time to go home. Therefore, his brothers packed their machetes and they came home. Their mother, who did not know how the quantity of yam had reduced on the fire, blamed it on the type of yam. They thought the yam had shrunk while boiling. Due to this, she warned Ananse against eating from the boiling pot as usual because the food had shrunk and was not enough. Ananse was not happy about it but kept his calm.

On the other hand, because Ntikumah was sick, his food was served separately. He used the opportunity to ask for more than he could eat and he got just that. Satisfied about his mischief, Ntikumah ate everything in haste despite his father's warnings. After the meal, he went into the bush in the name of diarrhoea again and brought out the stolen yam. While they were in

their room, he woke his brothers up and they ate acrimoniously, hastily. Of course, what will you expect from hungry little children? That night, they thanked Ntikumah for saving them from hunger and went back to sleep.

At dawn, Ntikumah felt uneasy. He was nauseous. He had over-eaten and could neither breathe well nor sleep. He had no option but to throw it off. His parents woke up and before they could think of what to do to make him feel better, his little brother confessed and told their parents all what he did. Okonore's emotions switched from pity to anger. She and her husband Ananse beat him mercilessly until even his own brother felt sorry for him. He apologised and Ananse learned the hard way not to be greedy to his children after both Ntikumah and their mother pointed it out to him.

Learning Tasks

1. Identify the cohesive devices in the above passage (Teacher can use another passage or text with a linear narrative structure)
2. Learners in mixed ability groups identify and discuss each of the features of the structure of a narrative essay from the above or given narrative
3. Learners use appropriate expressions to link ideas in a paragraph for coherence.
4. Learners compose an introductory paragraph containing the exposition, introduction of characters, setting and rising action.
5. Learners brainstorm the moral lessons and values learned from the story.
6. A variety of tenses is used, which can be confusing at the outset. What do you think is the purpose here?

Pedagogical Exemplars

1. **Talk for Learning (TfL):** Learners, collaborating with one another in mixed ability groups, examine sample materials (sample essays, passages from books, journals, sample texts from social media) and discuss the structure of a linear narrative essay.
2. **Critical Thinking Skills:** Learners use appropriate expressions to link ideas or sentences in a paragraph for coherence. **Example:** besides, in addition, moreover, again, furthermore...
3. **Individual Work:** Learners individually compose an introductory paragraph containing the following: exposition, introduction of characters and setting or rising action.

Key Assessment

Level 1 – 2: List and explain the features of the structure of a linear narrative essay.

Level 4: Create a two-paragraph linear narrative essay on an unforgettable school experience which reflects at least five of the elements of structure of a linear narrative essay. Use appropriate cohesive devices to create a flow of thought.

Learning Indicator: Respond and appreciate different types of non-African poems

Focal Area 3: Poetry (selected Non-African Poem)

Poetry Appreciation: Subject Matter, Structure, Themes, Figures of Speech

(This is a continuation from focal area 3 of week 2)

Poetry appreciation involves analysing and interpreting the meaning, themes, and literary devices used in a poem. Both of these poems were written more than 200 years ago; their language, deceptively simple, reflects concerns of their times - concerns which remain relevant today.

Compare the following poems based on the lesson on how to appreciate a poem from the previous lesson.

“DAFFODILS” BY WILLIAM WORDSWORTH

*I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.
Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.
The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:
For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.*

“THE SCHOOL BOY” BY WILLIAM BLAKE

*I love to rise in a summer morn,
When the birds sing on every tree;*

*The distant huntsman winds his horn,
 And the skylark sings with me:
 O what sweet company!
 But to go to school in a summer morn,
 O it drives all joy away!
 Under a cruel eye outworn,
 The little ones spend the day
 In sighing and dismay.
 Ah then at times I drooping sit,
 And spend many an anxious hour;
 Nor in my book can I take delight,
 Nor sit in learning's bower,
 Worn through with the dreary shower.
 How can the bird that is born for joy
 Sit in a cage and sing?
 How can a child, when fears annoy,
 But droop his tender wing,
 And forget his youthful spring?
 O father and mother if buds are nipped,
 And blossoms blown away;
 And if the tender plants are stripped
 Of their joy in the springing day,
 By sorrow and care's dismay,
 How shall the summer arise in joy,
 Or the summer fruits appear?
 Or how shall we gather what griefs destroy,
 Or bless the mellowing year,
 When the blasts of winter appear?*

Learning Tasks

1. Learners recite poems enthusiastically and meaningfully.
2. Learners use the titles of poems to determine the general meaning.
3. Learners discuss the subject matter, structure and themes of poems.
4. Learners role play the moral lessons or values portrayed in the poems for real life experiences.

5. Learners create poems based on their real-life experiences and appreciate them relating to key techniques.

Pedagogical Exemplars

1. **Experiential Learning:** Learners recite poems enthusiastically and meaningfully and then compare the structure and language of two non-African poems by different poets - in mixed ability groups and explore how the poems express meaning.
2. **Talk for Learning Approaches:** Using the talk for learning approach, learners in mixed ability groups, create poems using appropriate language, structures and techniques identified in the poems used earlier to convey meaning.
3. **Communication and Collaboration Skills:** Learners in their mixed ability groups, perform their poems orally and explore the meaning. Learners take into consideration diction, intonation and punctuations as well as other techniques in tolerance and respect for one another.

Key Assessment

Level 4: Critically appreciate a given poem looking at the themes, subject matter, structure and figures of speech and value.

HINT



- The recommended mode of assessment for week 4 is an **individual class exercise**. Refer to the key assessment level 4 under focal area 2 for an example question.
- Refer to Appendix C on the sample scoring rubric for the individual class exercise.

WEEK 4 REVIEW

This week's lessons have been challenging in a different way, with the pedagogical strategies exposing learners to applying the knowledge of noun clauses in sentences for communicative purposes, developing paragraphs focusing on the elements of coherence such as direct and transitional words, and to responding to and appreciating different types of non-African poems. The lessons also inculcated in learners the 21st century skills and competencies to make them functional in real life situations. Learners will develop leadership skills from the groupings and learn to tolerate one another and the need to support each other to achieve a common goal. The opportunity to read poetry from a different culture and from a different era creates a tangible awareness of common humanity through its literary expression.



APPENDIX C: SAMPLE SCORING RUBRIC FOR INDIVIDUAL CLASS EXERCISE

Example

Write a two-paragraph narrative essay on an unforgettable school experience. Use appropriate cohesive devices to create a flow of thought.

Criteria	Good	Average	Needs Improvement
	4 marks	2 marks	1 mark
Content	2 unforgettable school experiences like excursions, sports day, receiving an award, overcoming a challenge well-developed	1 unforgettable school experience like excursions, sports day, receiving an award, overcoming a challenge well-developed	Points raised not relevant to unforgettable school experiences.
Organisation	2 marks 2 paragraphs with at least 3 appropriate cohesive devices such as; also. However, as a result, Title/Heading, suitable opening, a logical presentation of ideas and a suitable conclusion	1 mark 1 paragraph with at least 2 appropriate cohesive devices such as; also. However, as a result, a suitable opening, a logical presentation of ideas and a suitable conclusion	1/2 mark No identifiable paragraph with at least 2 cohesive devices such as also. However, as a result
Expression	4 marks 3 varieties of sentence structure and type, good use of figurative language, clarity of expression, skilful use of punctuation	3 marks 2 varieties of sentence structure and type, good use of figurative language, clarity of expression, skilful use of punctuation	1 mark 1 variety of sentence structure and type, good use of figurative language, clarity of expression, skilful use of punctuation

WEEK 5: ORAL LANGUAGE, READING AND GRAMMAR

1. STRAND: ORAL LANGUAGE

Sub-Strand: English Speech Sounds

Learning Outcome: *Articulate consonants and consonant clusters effectively in oral communication*

Content Standard: *Demonstrate knowledge and understanding of speech sounds in oral communication*

2. STRAND: READING

Sub-Strand: Reading Comprehension

Learning Outcome: *Employ knowledge of text comprehension strategies and levels of comprehension to analyse and interpret different kinds of texts*

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

3. STRAND: GRAMMAR

Sub-Strand: Grammar Usage

Learning Outcome: *Employ knowledge of phrases and clauses and their functions in communication*

Content Standard: *Demonstrate command of clauses in sentences for communicative purposes*

HINT



- The week's mode of assessment is concept maps for Focal Area 1.
- Teachers are encouraged to identify appropriate modes of assessment in the Teacher Assessment Manual and Toolkits (TAMTK) to assess learners in focal areas 2 and 3

INTRODUCTION AND WEEK SUMMARY

The lessons this week cover three focal areas: identification and use of specific consonant sound-types, grammatical questions and subordinate clauses. The first lesson explores the use of affricates and approximants while the second lesson on grammatical questions explores knowledge of grammatical structures and how they help in deducing specific demands of questions and how to answer them. The third lesson is a continuation of the previous week's lesson on clauses. In this lesson however, the focus is on subordinate, relative or adjective clauses and structure.

The focal areas covered by the week are:

1. Consonant sounds (Affricates and Approximants)
2. Grammatical Structures
3. Subordinate Clauses

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars range from different collaborative learning approaches such as think-pair-share, mixed ability groupings, talk for learning to experiential learning. These pedagogical approaches will give learners the chance to explore and present their understanding through different levels of creativity and understanding. Tolerance, respect, honesty and confidence will be developed as learners engage in these pedagogical strategies.

ASSESSMENT SUMMARY

Learners will be assessed at all four depth of knowledge (DoK) levels. It must be noted that learners' progress must be assessed to ascertain progress and the way forward. Different modes of assessment such as group projects, individualised tasks and oral/aural responses have been incorporated into the manual. This will go a long way to helping learners improve as they are being prepared for the world of work, adult life and lifelong learning. Teachers are encouraged to refer to the Teacher Assessment Manual and Toolkits (TAMTK) (NaCCA, 2023) on how to use the assessment strategies effectively. Teachers are encouraged to administer the recommended assessment for the week. The recommended assessment mode for the week is ***concept maps***.

Refer to the “**Hint**” at the key assessment under focal area 3 for additional information on how to assess learners.

Learning Indicator: Use consonant sounds (affricates and approximants) in connected speech

Focal Area 1: Consonant Sounds: (Affricates and Approximants); and Identification and Use of Affricates in Connected Speech

Affricate consonant sounds are made by starting with a plosive (full block of air) and immediately blending into a fricative (partial block). English pronunciation has 2 affricate phonemes: /tʃ/ and /dʒ/.

The affricate /tʃ/ occurs in words like church, Dutch, match, question.

Examples of words that have the sound /tʃ/ in them

<i>Initial</i>	<i>Medial</i>	<i>Final</i>
Chin	Richer	Catch
Chick	Teaches	Such
Check	Reaching	Coach
Chew	Feature	Church (Both initial and final)
Cheap	Lecture	Lunch

1. The chef cooked a delicious meal.
2. The chicken crossed the road.
3. The child chose a chocolate chip cookie.
4. The champion cyclist raced down the hill.
5. The chef chopped fresh vegetables for the salad.
6. The church choir sang a beautiful hymn.
7. The child carefully held her cherished teddy bear.
8. The chief added a pinch of cheese to the sauce.
9. The champion chess player made a clever move.
10. The child happily chased after the butterflies.

The affricate /dʒ/ occurs in words like judge, jury, adjourn, age, jeep

/dʒ/ shows itself in spelling as 'dg' – edge, judge; 'dj' – adjacent, adjudge;

'gg' – suggest, piggy; 'di' – soldier, pager.

Approximant consonant sounds are made by bringing two articulators close together without them touching as sound leaves the body. The result is a smooth, vowel-like sound. English pronunciation has four approximant phonemes: /w/, /r/ and /j/, /l/.

The approximant /w/ occurs in words like: west, woman, now, one, quiet, wink, own, brow.

The approximant /r/ occurs in words like: rest, era, crown,

The approximant /j/ occurs in words like: you, fuel, few, boy, mayor, young,

The approximant /l/ occurs in words like: love, allow, total, entertain, track.

Learning Tasks

1. Learners articulate affricate and approximant sounds clearly and correctly.
2. Learners write corresponding examples to the affricate and approximant sounds.
3. Learners watch recorded videos, YouTube videos on the sounds and imitate.
4. Learners create rhymes, short stories and tongue twisters with words that have affricates and approximants.

Pedagogical Exemplars

1. Collaborative Learning

- a. In groups, learners listen to a group of words or a short passage from an audio recording or a video (e.g. YouTube, movienglish.net), containing the consonant sounds affricates (/tʃ/, /dʒ/) and approximants /w/, /j/, /l/, /r/.
- b. Learners then work collaboratively, using the sounds and paying attention to their peers' unique individual differences in articulating the sounds in connected speech. Emphasise that this strategy has to focus on developing acute listening skills.

2. **Think-Pair-Share:** Learners use think-pair-share to practise the pronunciation of the consonant sounds in the words in a given passage. Learners then, in pairs, form sentences with words containing the consonant sounds like; church, judge, water, red, yes...

Examples

- a. The cheerleader read the well-written letter yesterday.
 - b. The judge sent Jim to jail for stealing gin and jam.
3. **Group work:** Learners finally create dialogues, rhymes, short stories with words containing the consonant sounds to consolidate their new knowledge and improve their communication skills, by aiming to communicate with clarity and confidence.

Key Assessment

Level 1: Group the following words under the corresponding affricate sound: age, chest, agenda, rich, jar, large, perch, jeer. Jail, chair, cheer, gin, lunch, edge, urge, rage, Japan, John, siege, joy, chew.

Level 2: Mention 10 words each containing the following sounds:

1. /tʃ/
2. /dʒ/
3. /w/
4. /r/
5. /j/
6. /l/

Level 3: Write out sentences with words formed using affricates and approximants.

Level 4: Create a short story on the affricate and approximant sounds to be read as news in class or during morning assembly.

Learning Indicator: Explore knowledge of grammatical structures of language and context clues to interpret complex structures in text

Focal Area 2: Grammatical Structures

Grammatical structures refer to the way words are organised to form phrases, clauses, and sentences that convey meaning. They are the building blocks of language, and they help convey relationships amongst ideas, actions, and entities. Understanding grammatical structures helps you construct clear, effective sentences and communicate your ideas with precision and clarity. Some common grammatical structures include Phrase structures, Clause structures, Sentence structures, Modifiers and Verb structures.

Grammatical structures and context clues to interpret complex structures in comprehension

Expert usage in a language comes with confidence, careful listening and appropriate copying of patterns discovered. Grammatical structures play a crucial role in comprehending and interpreting passages by:

1. **Establishing relationships:** They help connect ideas, actions, and entities, making it clear how they relate to each other.
2. **Conveying meaning:** Grammatical structures aid in understanding the meaning of words, phrases, and sentences, enabling readers to interpret the author's intended message.
3. **Organising information:** They provide a framework for organising ideas, making it easier to follow the author's train of thought and understand the passage's structure.
4. **Signalling importance:** Certain grammatical structures, like subordinate clauses, can indicate which information is most important or relevant.
5. **Creating emphasis:** Structures like passive voice can draw attention to specific elements or ideas for emphasis.
6. **Facilitating inference:** Grammatical structures can provide clues for making inferences, helping readers fill in gaps and understand implicit meanings.
7. **Enhancing coherence:** They contribute to the overall coherence of the passage, making it easier to follow and understand.
8. **Supporting genre identification:** Grammatical structures can help readers recognize the type of text (e.g., narrative, argumentative, descriptive) and adjust their reading approach accordingly.
9. **Aiding text analysis:** Understanding grammatical structures facilitates analysis and interpretation of the author's purpose, tone, and intended audience.
10. **Improving reading efficiency:** Familiarity with grammatical structures enables readers to process text more efficiently, focusing on the content rather than struggling with the structure.

By recognising and understanding grammatical structures, readers can navigate passages more effectively, uncover the author's message, and enhance their overall comprehension.

Learning Tasks

1. Learners identify parts of speech in context.
2. Learners review comprehension questions using past examination comprehension passages.
3. Learners discuss the grammatical names and functions of parts of speech in context.
4. Learners practise answering comprehension texts with particular reference to grammatical structures of language and context clues to interpret.

Pedagogical Exemplars

1. **Group Work/Collaborative Learning:** Learners identify the complex grammatical structures that pose difficulty in text interpretation.
2. **Talk for Learning (TFL):** Learners work collaboratively in mixed ability/gender groups to watch a video and discuss critically the parts of speech and function of certain words, or phrases in the structure of given sentences.

Example: The Ghanaian footballers are skilful. ('Ghanaian' here is qualifying footballers so it is an adjective).

(QR code to the video is attached below)

An additional video on parts of speech (verbs)



Key Assessment

Level 3: State the grammatical name and function of the underlined parts of speech in each sentence.

1. I will run tomorrow.
2. She is a happy person.
3. I live in the city.
4. She quickly finished her work.
5. Look up the answer.
6. I love to laugh.
7. He is very smart.
8. She sings well.
9. Turn on the light.
10. The book is under the table.

Learning Indicator: Apply the knowledge of clauses in sentences for communicative purposes

Focal area 3: Subordinate Clauses

Relative/Adjective Clause: A relative clause is a type of dependent clause that provides additional information about a noun in the main clause. It begins with a relative pronoun such as *who*, *whom*, *whose*, *which*, or *that* and describes the noun in the main clause. It is also called the adjectival clause. It answers the question ‘which?’ or ‘which one?’.

Some examples of relative clauses in context

The book which is on the table is mine.

The person who is smiling is my friend.

The city whose capital is Paris is France.

The dog that continues barking is my neighbour’s.

Structure: The structure of a relative/adjectival clause typically follows this pattern:

Relative Pronoun + Verb + Subject + Additional Information

Types of the relative/adjectival clauses

1. **Restrictive Relative Clause:** Provides essential information about the noun, without which the sentence would not make sense.

Example: The book that is on the table is mine.

1. **Non-Restrictive Relative Clause:** Provides additional but non-essential information about the noun. It is parenthesised by commas.

For example: The book, which is on the table, is mine.

2. **Defining Relative Clause:** Identifies the particular person or thing is being referred to.

Example: The woman who is smiling is my sister.

3. **Non-Defining Relative Clause:** Provides additional information about a person or thing already identified.

Example: My sister, who is smiling, is a doctor.

Learning tasks

1. Learners identify relative pronouns from old newspapers and other selected texts.
2. Learners brainstorm and explain the relative clause in context.
3. Learners use relative pronouns to create relative clauses.

Pedagogical Exemplars

Experiential Learning: In mixed ability groups, learners creatively use adjectival/relative clauses to convey meaning, encouraging and supporting their peers to analyse texts, adding variety, interest and richness to writing or oral presentations of information in varied contexts.

Key Assessment

Level 1: Explain the relative clause to a friend who missed the lesson.

Level 2 -4

Identify the relative clauses in the paragraph below. Categorise them into the types worked on above on the previous page.

As I walked into the party, I saw my friend, who was wearing a red dress, laughing with a group of people. She was the one whom I had been trying to reach all day. Her husband, whose name is John, was standing next to her, smiling at me. I had always liked him, because he was the kind of person who made everyone feel welcome. Their daughter, whose birthday we were celebrating, was playing with her friends in the corner. She was the one who had brought so much joy to our lives. As I approached the group, my friend turned to me and said, 'I'm so glad you're here!' She was the one who always knew how to make me feel loved.

HINT



- Refer to Appendix D for sample scoring rubric for the assessment on **Concept Maps** for focal area 1.
- Refer to assessment level 4 in the key assessment in focal area 1 for an example of a concept map question.
- Remind learners about their Group Project Work and offer them support if they have any challenges.

WEEK 5 REVIEW

The lessons this week have taken learners through the identification and use of consonant sounds and approximants, other types of comprehension questions – grammatical structures, questions, and the discussion of the usage of grammar – adjective or relative clause and its structure have improved learners' perspective to the study and use of English Language as well as boosted the confidence in their use of language in everyday discourse – speech and writing. The use of interactive pedagogical strategies also made lessons demanding but stimulating. The assessment strategies ranging from DoK Levels 1 to 4 have improved learners' problem-solving skills and powers of reasoning.

Additional Reading

Classification and Description of Consonants, Phonetic Symbols and their Three-Term descriptions

1 [p]	Voiceless bilabial plosive	13 [v]	Voiced labio-dental fricative
2 [b]	Voiced bilabial plosive	14 [θ]	Voiceless dental (or interdental) fricative
3 [t]	Voiceless alveolar plosive	15 [ð]	Voiced dental (or interdental) fricative
4 [d]	Voiced alveolar plosive	16 [s]	Voiceless alveolar fricative
5 [k]	Voiceless velar plosive	17 [z]	Voiced alveolar fricative
6 [g]	Voiced velar plosive	18 [ʃ]	Voiceless palato-alveolar fricative
7 [tʃ]	Voiceless palato-alveolar affricate	19 [ʒ]	Voiced palato-alveolar fricative

8 [dʒ]	Voiced palato-alveolar affricate	20 [h]	Voiceless glottal fricative
9 [m]	Voiced bilabial nasal	21 [l]	Voiced alveolar lateral
10 [n]	Voiced alveolar nasal	22 [ɹ] or [ɻ]	Voiced post-alveolar frictionless continuant
11 [ŋ]	Voiced velar nasal	23 [j]	Voiced palatal semi-vowel
12 [f]	Voiceless labio-dental fricative	24 [w]	Voiced labio-velar semi-vowel



APPENDIX D: SAMPLE SCORING RUBRIC FOR CONCEPT MAPS

Example

Create a concept map for each of the following affricates, giving examples and characteristics for each sound.

/tʃ/ and /dʒ/

Criteria	Very good (4 marks)	Good (3 marks)	Satisfactory (2 marks)	Needs improvement (1 mark)
Content	The concept map shows any 4 examples of affricates /tʃ/ – chin, teaches, richer, catch, church, etc. /dʒ/ – judge, age, jeep, etc.	The concept map shows any 3 examples of affricates /tʃ/ – chin, teaches, richer, catch, church, etc. /dʒ/ – judge, age, jeep, etc.	The concept map shows any 2 examples of affricates /tʃ/ – chin, teaches, richer, catch, church, etc. /dʒ/ – judge, age, jeep, etc.	The concept map shows any 1 example of affricates /tʃ/ – chin, teaches, richer, catch, church, etc. /dʒ/ – judge, age, jeep, etc.
	Very good (4 marks)	Good (3 marks)	Average (2 marks)	Fair (1 mark)
Creativity	The concept map shows creativity and organisation of any 4 of these: a layout that draws attention to examples of affricates. Visuals are eye-catching, relevant, and enhance understanding of the content.	The concept map shows creativity and organisation of any 3 of these: a layout that draws attention to examples of affricates. Visuals are eye-catching, relevant, and enhance understanding of the content.	The concept map shows creativity and organisation of any 2 of these: a layout that draws attention to examples of affricates. Visuals are eye-catching, relevant, and enhance understanding of the content.	The concept map shows creativity and organisation of any 1 of these: a layout that draws attention to examples of affricates. Visuals are eye-catching, relevant, and enhance understanding of the content.

Total: 8 marks

WEEK 6: GRAMMAR, WRITING AND LITERATURE

1. STRAND: GRAMMAR

Sub-Strand: Grammar Usage

Learning Outcome: *Employ knowledge of phrases and clauses and their functions in communication*

Content Standard: *Demonstrate command of clauses in sentences for communicative purposes*

2. STRAND: WRITING

Sub-Strand: Production and distribution of text

Learning Outcome: *Engage in critical analysis and construct concluding paragraphs pertaining to a provided topic*

Content Standard: *Create different paragraphs within a composition on a given topic*

3. STRAND: LITERATURE

Sub-Strand: Poetry, Narrative and Drama

Learning Outcome: *Analyse common themes that make up poems*

Content Standard: *Demonstrate understanding of how various elements of literary genres facilitate the understanding of a text*

HINT



Mid-Semester Examination for the first semester is this week. Refer to **Appendix E** for a table of specification to guide you to set the questions. Set questions to cover all the indicators covered for weeks 1 to 5

INTRODUCTION AND SECTION SUMMARY

Welcome to week six of the English Language Teacher Manual. The strands for the week are Grammar, Writing and Literature. The focal point of the grammar lesson is the identification of and functions of subordinate clauses in context. It is a continuation of the previous lesson. This aspect of grammar is quite difficult for learners; teachers are encouraged to use interactive strategies and the incorporation of 21st century skills as well as ICT tools to make the lesson accessible and exciting, and thus to increase learners' involvement and confidence. The Writing lesson takes a look at the structure of an essay in which learners should appreciate being guided to practise their writing skills with varied topical issues and essay types, and including the building of introductory and concluding paragraphs. The core Literature lesson also focuses on the identification of themes in poetry. It is expected that the lesson will be made relatable to the life experiences/real life, thus shaping the learners for further studies and lifelong learning.

This week's focal areas are:

1. Relative/Adjectival Clause
2. The Structure of an Essay: Concluding
3. Poetry: Identification of Common Themes Across Poems

SUMMARY OF PEDAGOGICAL EXEMPLARS

Pedagogical strategies to use this week include group work, talk – for learning, experiential learning, collaborative learning and gamification among others. These will bring up the cognitive potential of learners as they collaboratively share ideas on various tasks/group activities giving room for shy ones to break out of their shyness. It is expected that the teacher will guide learners to put to practise the cultural values such as tolerance, respect for one another's opinions, and honesty.

ASSESSMENT SUMMARY

Assessment shall aim for approaches that ensure that learners are fully involved in lessons to be able to recall, build skills, reason strategically and provide evidence of extended critical thinking of knowledge gained (Level 1 – 4). Learners will need ample time to provide satisfactory responses under the teacher's guide. Refer to the Teacher Assessment Manual and Toolkits (TAMTK) (NaCCA, 2023) on how to use the assessment strategies effectively. The week's recommended mode of assessment is *Mid-Semester Examination*.

Teachers are encouraged to administer the recommended assessment for the week, carefully record the results and submit them to the **Student Transcript Portal (STP)** for documentation.

Learning Indicator: Demonstrate command of relative/adjectival clauses in sentences for communicative purposes.

Focal Area 1: Relative/Adjectival Clause

(Grammatical Names and grammatical functions)

Types of the Relative Clause

There are two types of relative clauses.

1. Restrictive/Defining Relative Clause

This type of relative clause defines the particular noun in context.

Example: The journalist whose story I read yesterday won prizes for her work.

The student who sits in the back of the class asks a lot of questions.

In the examples above, the relative clauses are restrictive because they qualify the antecedent noun and none other.

2. Non-Restrictive/Non-Defining Relative Clause

This type gives additional information to the sentence about the noun antecedent. It uses commas to show that the information is additional.

Relative/Adjectival Clause

The relative clause provides additional information about the noun in the main clause (antecedent).

Relative clauses begin with relative pronouns - who, what, whom, that, whose, which...

The Relative Pronouns

Who (subject)

Whom (object)

Whose (possessive)

Which (subject/object)

That (subject/object)

Whom (object/formal)

Examples

- The student who is studying in the room is my friend.
- The tape which is used in measuring distance belongs to Simon.
- The book that she read was important for her Literature review.
- The parent that came here today is rather the patient.
- I'd like to thank my teacher, Mr Ebenezer Mensah, for all his love and support.
- I have found the essay, which I wrote for the competition.



Note

The above examples indicate that the additional information could be omitted and still have the idea expressed.

Functions of the Relative/Adjectival Clause

The major function of the relative clause is to qualify the noun/pronoun (antecedent). This it does by connecting the relative pronoun. Other general functions include:

1. **Describe a noun:** Provide additional information about a noun, making its meaning more specific and vivid.
2. **Identify a specific noun:** Help distinguish which person or thing is being referred to, especially when there are multiple possibilities.
3. **Provide additional information:** Offer further details about a noun, beyond what is already known.
4. **Establish relationships:** Show connections between people, places, things, or ideas.
5. **Add emphasis or contrast:** Highlight a particular aspect or contrast with something else.
6. **Create vivid imagery:** Conjure up a more detailed picture in the reader's or listener's mind.
7. **Show cause and effect:** Indicate how one thing leads to another.
8. **Provide background information:** Offer context that helps understand the main clause better.
9. **Add tone and atmosphere:** Convey emotions, attitudes, or moods associated with the noun.
10. **Enhance clarity and precision:** Make the meaning more specific and accurate.

Learning Tasks

1. Learners identify relative pronouns from old newspapers and other selected texts.
2. Learners brainstorm and explain the relative clause in context.
3. Learners use relative pronouns to create relative clauses.
4. Learners discuss the functions of the relative/ adjectival clause.

Pedagogical Exemplars

1. **Experiential Learning:** In mixed ability groups, learners work collaboratively to identify phrases/clauses using literary texts, old newspapers and classify them accordingly, supporting one another and showing respect for one another's opinions.
2. **Collaborative Learning:** Learners communicate and collaborate confidently with one another, critically assessing clauses to write short paragraphs on selected themes and consolidating with activities to give learners more practice in clauses. E.g. Using the Jigsaw Puzzle, learners in their mixed gender groups play the clausal game on given themes - market scene, At the post office, At the bank and so on.

3. **Experiential Learning:** In mixed ability groups, learners creatively use adjectival/relative clauses to convey meaning, encouraging and supporting their peers to analyse texts, adding variety, interest and richness to writing or oral presentations of information in varied contexts.

Key Assessment

Level 1

1. Identify the relative /adjectival clauses from given texts.
2. Identify the type of relative clause in each sentence.
3. The book, which is on the table, is mine. (Defining / non-defining)
4. My sister, who is a doctor, is very smart. (Defining / non-defining)
5. The city where I grew up is very large. (Defining / non-defining)

Level 2

Complete the sentence with an appropriate relative/adjectival clause

1. The movie _____ won several awards was amazing.
2. The person _____ helped me was very kind.
3. The city _____ I visited last year was Paris

Level 3

Identify the relative/ adjectival clause, state its function

1. The book, which is on the table, is mine.
2. The woman who is smiling is my friend.
3. The city where I grew up is very large.

Level 4

State the grammatical name and function of the adjectival clauses in the following:

1. The woman who is smiling is my friend,
2. The book, which is on the table, is mine.
3. The person whose car is red is my neighbour.
4. The city where I grew up is very large.
5. The person who helped me was very kind.

Learning Indicator: Critically analyse and compose concluding paragraphs on a given topic

Focal Area 2: The Structure of an Essay: Concluding

Refer to the Year One Teacher Manual on the structure of an essay. Review the features and structure of the essay with learners. Guide Learners to apply knowledge on writing of varied topics and essays on the introduction and conclusion.

Steps to writing concluding paragraphs of an essay

1. Restate the thesis: Reiterate the main argument or point in different words.
2. Summarise the main points: Briefly review the key points made in the essay.
3. Emphasise the significance: Highlight the importance and relevance of the topic.
4. Provide a final thought: Offer a concluding insight or perspective.
5. Avoid introducing new information: Stick to what has already been discussed.
6. Use rhetorical devices: Incorporate literary techniques like repetition, metaphors, or allusions to add depth and emotion.
7. Keep it concise: Aim for a few sentences or a short paragraph.
8. End with a strong statement: Leave the reader with a lasting impression or call to action.
9. Proofread and edit: Ensure the conclusion is well-written, clear, and free of errors.
10. Link to the introduction: Create a sense of closure by referencing the opening paragraph or idea.

A well-crafted conclusion should reinforce the main argument, provide a sense of completion and leave a lasting impression on the reader's mind. You should show that you are in full control of the material you have been using.

Steps to writing a letter

1. Determine the purpose: Define the reason for writing the letter.
2. Choose the format: Decide on the type of letter (formal, informal, business, personal).
3. Select the recipient: Identify the person or organisation you are writing to.
4. Write the date: Include the date you are writing the letter.
5. Address the recipient: Write the recipient's name and address (or title and organisation).
6. Start with a greeting: Begin with a formal (Dear Sir/Madam) or informal (Hi/Hello) greeting.
7. State the purpose: Clearly express the reason for writing in the opening paragraph.
8. Develop the content: Write the body of the letter, dividing it into paragraphs as needed.
9. Conclude with a closing: End with a polite closing (Sincerely, Best regards, Thank you).
10. Sign your name: Add your signature above your printed name.
11. Include enclosures: Mention any attachments, such as documents or photos.
12. Proofread and edit: Review the letter for spelling, grammar, and clarity.

Learning Tasks

1. Learners brainstorm the structure and features of an essay.
2. Learners outline and discuss the features of specified essay types
3. Learners compose introductory and concluding paragraphs on given topics.

Pedagogical Exemplars

Group Work/Collaborative Learning: In mixed ability groups, learners examine sample essays (sample essays and passages from books, journals and the internet) to identify their features. Learners work collaboratively and employ appealing strategies to compose their concluding paragraphs for example by restating, by paraphrasing the central idea of the entire essay and its supporting ideas.

Key Assessment

Level 1

Answer the following questions

1. What is the key purpose of a formal letter?
 - a. To express personal opinions
 - b. To persuade the reader
 - c. To convey formal information or requests
 - d. To tell a story
2. Which of the following is a key feature of an informal letter?
 - a. Formal salutation
 - b. Structured format
 - c. Use of contractions and colloquial language
 - d. Objective tone
3. What is the typical structure of a business letter?
 - a. Introduction, body, conclusion, salutation
 - b. Salutation, introduction, body, conclusion
 - c. Introduction, body, salutation, conclusion
 - d. Salutation, body, introduction, conclusion
4. When writing a complaint letter, what should you include?
 - a. Aggressive language and personal attacks
 - b. A clear description of the issue and desired resolution
 - c. Unrelated details and anecdotes
 - d. Jokes and humour

5. What is the purpose of a letter of recommendation?
 - a. To introduce yourself
 - b. To apply for a job
 - c. To endorse someone's skills and character
 - d. To make a complaint

Level 2 – 4

1. Write an introductory and concluding paragraphs to any Two of the following
2. Write a letter to a pen pal in another country.
3. Write a letter to a historical figure.
4. Write a letter to a company requesting sponsorship for an event.
5. Write a letter to a newspaper editor about a current issue.

Learning Indicator: Explore common themes in poems

Focal Area 3: Poetry: Identification of Common Themes Across Poems

Steps to identify themes in a poem

Read the poem multiple times: Familiarise yourself with the poem's language, imagery, and structure.

1. Identify key images and symbols: Note recurring images, metaphors, and symbols, as they often carry thematic significance.
2. Determine the tone: The tone can indicate the poet's attitude towards the theme, helping you understand the theme's nuances.
3. Look for repetition: Repeated words, phrases, or ideas may emphasise a particular theme.
4. Analyse the speaker's perspective: Consider the speaker's voice, emotions, and experiences, as they often relate to the theme.
5. Identify the central idea or message: Distil the poem's main idea or message, which can reveal the underlying theme.
6. Consider the historical and cultural context: The poem's themes may be influenced by the time period, culture, or social issues in which it was written.
7. Look for universal connections: Themes often resonate with universal human experiences, making the poem more relatable and impactful.
8. Support your interpretation with evidence: Use quotations and specific examples from the poem to justify your identification of the theme.

Some common themes in poetry

Love, Nature, Identity, Mortality, Social justice, Memory, Hope, Loss, Freedom

Learning Tasks

1. Learners recite poems enthusiastically and meaningfully.
2. Learners use the titles of poems to determine the general meaning.
3. Learners discuss the subject matter, structure, and themes of poems.
4. Learners role play the moral lessons or values portrayed in the poems for real life experiences.
5. Learners create poems based on their real-life experiences and appreciate them relating to key techniques.

Pedagogical Exemplars

1. **Gamification:** Learners in mixed ability/gender groups read out poems meaningfully, brainstorming the meaning, subject matter and themes as they play games. (Using Warm-up games learners sit in a circle and choose a word—everyone must take turns coming up with a rhyme but if they repeat a word or take too long, the game is over. It's just a fun little way to start off the lesson)
2. **Talk for Learning:** Learners in mixed ability groupings compare how a common theme is presented in different poems. Learners need to tolerate one another's views in the discussion.
3. **Build on What Others Say:** Learners in pairs, build on what others say to elaborate their points/ideas about the poems they compared without any restrictions.

Key Assessment

Level 1: Explain the following: Subject matter, Theme

Level 2-4: Read once again Kofi Awoonor's 'The Weaver Bird'. Identify the major themes.

The weaver bird built in our house

And laid its eggs on our only tree.

We did not want to send it away.

We watched the building of the nest

And supervised the egg-laying.

And the weaver returned in the guise of the owner.

Preaching salvation to us that owned the house.

They say it came from the west

Where the storms at sea had felled the gulls

And the fishers dried their nets by lantern light.

Its sermon is the divination of ourselves

And our new horizon limits at its nest.

But we cannot join the prayers and answers of the communicants.

We look for new homes every day,

*For new altars we strive to rebuild
The old shrines defiled by the weaver's excrement.*

HINT



- The recommended mode of assessment for this week is **Mid-Semester Examination**.
- Refer to appendix E for table of specification to guide you to set the questions. Set questions to cover all indicators covered for weeks 1 to 5.
- Assist learners to prepare for the mid-semester examination.

WEEK 6 REVIEW

This week's lessons have further improved learners' use of language with the discussions on the identification and use of adjectival clauses for communicative purposes, analysing and composing concluding paragraphs and exploring common themes in poems. These have changed learners' perspective to the study and use of English Language as well as boosted the confidence in their use of language in everyday communication. The pedagogical strategies used in the discussions ensured a full participation of learners as they freely shared their opinions during the lessons. The integration of ICT tools made the lessons exciting. Learners' moral values such as respect for one another, honesty and tolerance have been enhanced by the use of group work, collaborative learning. The assessment strategies ranging from DoK Levels 1 to 4 have made room for learners to work within their abilities.



APPENDIX E: MID-SEMESTER EXAMINATION (FIRST SEMESTER)

Mid semester examination questions should cover lessons (focal areas) taught in weeks 1-5

Nature of examination

Multiple choice questions (40 questions).

Time: 1 hour

Sample question

Choose from the alternatives lettered A to D the one that best completes the sentence.

Every constituency in the countryits Members of Parliament.

- A. elect
- B. elects
- C. has elect
- D. have elected

Resources

1. Answer booklets
2. Learner materials
3. Teacher manual
4. Assessment Toolkits, etc.

TABLE OF SPECIFICATION

Weeks	Focal Area(s)	Type of Question	DoK Levels				Total
			1	2	3	4	
1	Diphthongs in English Speech Sounds A Guide to Reading and Answering Comprehension Phrase/Clause	Multiple Choice	3	3	2	-	8
2	The Subordinate Clause Cohesive Devices in Paragraph Coherence: Connectors and Transitional Devices Poetry (Selected Non-African Poem)	Multiple Choice	2	5	2	-	9
3	Triphthongs in English Speech Sounds Reading Comprehension Question Types Subordinate Clause	Multiple Choice	2	3	3	-	8
4	Noun/Nominal Clause Cohesive Devices in Paragraph Coherence Poetry (selected Non-African Poem)	Multiple Choice	2	3	-	-	5

5	Consonant Sounds: (Affricates and Approximants) Grammatical Structures Subordinate Clauses	Multiple Choice	3	2	5	-	10
	Total		12	16	12	-	40

WEEK 7: ORAL LANGUAGE, READING AND GRAMMAR

1. STRAND: ORAL LANGUAGE

Sub-Strand: English Speech Sounds

Learning Outcome: Articulate consonants and consonant clusters effectively in oral communication

Content Standard: Demonstrate knowledge and understanding of speech sounds in oral communication

2. STRAND: READING

Sub-Strand: Reading Comprehension

Learning Outcome: Employ knowledge of text comprehension strategies and levels of comprehension to analyse and interpret different kinds of texts

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

3. STRAND: GRAMMAR

Sub-Strand: Grammar Usage

Learning Outcome: Employ knowledge of phrases and clauses and their functions in communication

Content Standard: Demonstrate command of clauses in sentences for communicative purposes

HINT



- The week's mode of assessment is gamification for Focal Area 3.
- Teachers are encouraged to identify appropriate modes of assessment in the Teacher Assessment Manual and Toolkits (TAMTK) to assess learners in focal areas 1 and 2

INTRODUCTION AND WEEK SUMMARY

Welcome to week seven of the manual. The lessons this week focus on Oral Language, Reading and Grammar. The Oral Language lesson aims to develop learners' ability to listen and speak for lifelong learning and adult life. The Reading lesson introduces learners to the importance of reading and reading for pleasure, and the Grammar lesson continues with the grammatical functions of subordinate clauses in context. The lessons seek to impact learners' confidence with speech and writing skills, avoiding dryness and rote learning by guiding learners to interact positively with one another.

The focal areas covered in the week are:

1. Consonant Sounds (Patterns of Consonant Clusters)
2. Reading for Pleasure
3. Subordinate Clause - Adverbial Clause

SUMMARY OF PEDAGOGICAL EXEMPLARS

Pedagogical strategies such as collaborative learning, brainstorming, think – pair – share, gamification and building on what others say among others, shall be used bring up learners' potentials, taking into accounts the integration of universal design for learning principles and the practice of values such as honesty, integrity, tolerance and respect for all.

ASSESSMENT SUMMARY

A varied approach to assessment in the week's lessons will be required to encourage learners' success and develop confidence, enthusiasm in the use of the English Language. Assessment Levels 1 – 4 shall be employed. Teachers are encouraged to consult the Teacher Assessment Manual and Toolkits (TAMTK) (NaCCA, 2023) on how to use the assessment strategies effectively. The recommended mode of assessment for the week is ***gamification***.

Learning Indicator: Identify patterns of consonant clusters occurring at syllable initial and final positions in connected speech

Focal Area 1: Consonant Sounds: Patterns of Consonant Clusters

Consonant Clusters at Syllable Initial and Syllable Final

Consonant clusters are groups of two or three consonants that appear together in a word without any vowels between them. They can be found in many English words, and can be classified into initial and final.

Examples of Two consonant clusters

Initial Position

/br/ - brain, bridge, bread, bright

/fr/ - free, phreak, phrase, fruit.

/gr/ - green, grey, grin, great

/kl/(cl) - clean, clay, clap, cloud

/kr/(cr) – cream, crate, crane, crew

/sk/(sc) - skit, score, scold, school

/sl/ - slit, slate, slot, slum,

tr/ - treat, tray, trim, trait, and so on

/bl/ - black, blue, bless, bling

Here are some positions of consonant clusters

1. **Initial consonant clusters:** These occur at the beginning of a word.

Examples are below

a. /bl/ in black, blue, blow, blown, ...

b. /spl/ in split, splash, spleen, ...

c. /str/ in stretch, straight, strength, ...

2. **Medial consonant clusters:** These occur in the middle of a word.

Examples are below

a. /nd/ in handing, standard, London...

b. /ng/ in singers, banger, stranger, ...

c. /ld/ in folded, scolding, folder...

3. **Final consonant clusters:** These occur at the end of a word.

Examples are below

- a. /nd/ in hand, brand, sand...
- b. /ld/ in old, bold, wield...
- c. /rst/ in first, burst, thirst...

Learning Tasks

1. Learners articulate consonant clusters clearly and correctly.
2. Learners write corresponding examples to the consonant clusters.
3. Learners watch recorded videos, YouTube videos on the sounds and imitate.
4. Learners play games to find more examples to use in spelling and pronunciation.
5. Learners create rhymes, short stories and tongue twisters with words that have consonant clusters.

Pedagogical Exemplars

1. **Collaborative Learning:** In mixed-ability groups, learners brainstorm on common consonant clusters occurring at syllable initial and final positions. Learners pay attention to patterns of the consonant cluster formation in the English Language and use that in their everyday interaction, with clarity and confidence.

Examples: Using Two consonant clusters

- a. *Initial Position* /br/ - brain, bridge, bread, bright, /fr/ - free, phreak, phrase, fruit, etc.
/gr/ - green, grey, grin, great, /kl/(cl) -clean, clay, clap, cloud, etc. /kr/(cr) – cream, crate, crane, crew, /sk/(sc) - skit, score, scold, school, etc. /sl/ - slit, slate, slot, slum, etc. tr/ - treat, tray, trim, trait.
- b. *Final Position:* groups, shells, ant, rent, strand, prompt, exempt, bags, intend, strength, phlegm
2. **Talk for learning:** In convenient mixed ability groups, learners identify and/or generate words containing the consonant clusters.
3. **Group work/Gamification:** In group or class presentations, learners articulate consonants and consonant clusters appropriately through language games.

Tongue Twisters can be used as shown in the examples below

- a. She sells seashells at the seashore.
- b. The shells she sells at the seashore are seashore shells.
- c. Through three cheese trees three free fleas flew.
- d. While these fleas flew, frenzy breeze blew.

4. **Collaborative Learning:** Make or write consonant cluster sounds and let learners in their groups search for as many words that match the sounds within a given number of minutes. Through pair/group activities, learners will cultivate team spirit, tolerance, apply critical thinking and be able to work collaboratively.

Key Assessment

Level 1: Write at least four corresponding examples each to the following consonant clusters at both initial and final positions.

1. /sh/
2. /ch/
3. /th/

Level 3: Tease out the consonant cluster words from the passage below. Group them into initial and final:

As I walked through the street, I saw a black cat splashing in a pond. I struggled to grasp the three keys in my pocket. The cat sprang up and ran away, leaving me stunned. I strode across the bridge, through the green forest, and reaching the hill, I strongly grasped the flag.

Level 4: Create at least a five-line poem or tongue twister using words that have consonant clusters.

Learning Indicator: Read and analyse a variety of level-appropriate texts for enjoyment

Focal Area 2: Reading for Pleasure

Reading for pleasure refers to the act of reading voluntarily and for enjoyment, rather than for a specific academic or professional purpose. This type of reading is driven by personal interest and intrinsic motivation and it encompasses a wide range of genres and formats, including novels, short stories, magazines, comics, poetry.

Reading for pleasure is essential for various reasons

1. **Improves vocabulary and language skills:** Reading exposes you to a wide range of words, phrases, and language structures, thus enhancing your communication skills.
2. **Enhances critical thinking and analytical skills:** Reading requires critical thinking and analysis, which improves your ability to evaluate information and make informed decisions.
3. **Boosts imagination and creativity:** Reading fiction and other creative works can inspire your imagination and foster creativity.
4. **Supports personal growth and self-awareness:** Reading about different experiences, perspectives, and cultures can broaden your understanding of yourself and the world.
5. **Reduces stress and improves mental health:** Reading can be a relaxing and calming activity, reducing stress and improving mental well-being.
6. **Expands knowledge and understanding:** Reading non-fiction and informative texts can increase your knowledge on various subjects and topics.

7. **Improves focus and concentration:** Reading requires focus and attention, which can improve your ability to concentrate and stay engaged.
8. **Enhances empathy and understanding of others:** Reading about different characters, experiences, and perspectives can increase empathy and understanding of others.
9. **Supports academic and professional success:** Reading is essential for academic and professional success, as it improves your ability to understand and apply information.
10. **It is enjoyable and fun:** Reading can be a pleasurable and enjoyable activity, providing entertainment and enjoyment.

Overall, reading for pleasure can have a significant impact on personal growth, cognitive development, and overall well-being. The more you read, the more natural and enjoyable the process will be.

Materials that can be read for pleasure

1. Novels and Fiction

African Literature: Books by African authors such as Chinua Achebe's *Things Fall Apart*, Ama Ata Aidoo's *Changes: A Love Story*, Chimamanda Ngozi Adichie's *Half of a Yellow Sun*, and Ayi Kwei Armah's *The Beautiful Ones Are Not Yet Born* are a great collection to serve the purpose.

World Literature: Classic and contemporary novels like George Orwell's *1984*, Harper Lee's *To Kill a Mockingbird*, J.K. Rowling's *Harry Potter* series and Suzanne Collins' *The Hunger Games* are powerful narratives.

2. Short Stories

Anthologies: Collections like *The Heinemann Book of Contemporary African Short Stories* and *African Love Stories* edited by Ama Ata Aidoo.

Individual Stories: Short stories by renowned authors such as Wole Soyinka, Ngũgĩ wa Thiong'o, and Nadine Gordimer.

3. Poetry

African Poets: Works by Kofi Awoonor, Kwame Dawes, and Kofi Anyidoho.

World Poets: Poems by Robert Frost, Maya Angelou, and Langston Hughes.

4. Plays and Drama

African Plays: Plays by authors like Wole Soyinka *Death and the King's Horseman* and Efua Sutherland *The Marriage of Anansewa* are exciting to read.

Global Drama: Works by William Shakespeare *Macbeth*, *Romeo and Juliet*, Arthur Miller *The Crucible*, and Lorraine Hansberry *A Raisin in the Sun* cannot be ignored.

5. Magazines and Journals

Local Magazines: Publications such as *The Mirror*, *Junior Graphic*, and other local magazines that include articles, stories, and interviews relevant to Ghanaian students.

International Magazines: Teen and young adult magazines like *Teen Vogue*, *National Geographic Kids*, and *Time for Kids*.

6. Non-Fiction

Biographies and Autobiographies: Inspiring stories of figures like Nelson Mandela, Long Walk to Freedom, Malala Yousafzai I Am Malala and Kofi Annan.

Informational Books: Books on topics such as science, history, and technology that cater for students' interests.

7. Digital Resources

E-Books and Audiobooks: Access to digital libraries such as Project Gutenberg, Worldreader, and local library collections.

Educational Websites: Sites like Khan Academy, Coursera, and TED-Ed for articles, talks, and interactive learning.

8. Local Literature and Folktales

Ghanaian Folktales: Collections of traditional stories and folklore that reflect Ghanaian heritage and values.

Contemporary Ghanaian Authors: Works by authors like Ama Ata Aidoo, Ayi Kwei Armah, and Kofi Akpabli.

9. Interactive and Multimodal Texts

Reading Apps: Apps like Worldreader that provide access to a wide range of books.

Literacy Games: Digital and board games that involve reading comprehension and vocabulary building.

10. Student-Created Content

Classroom Publications: Creating class anthologies of student-written stories, poems, and essays.

Peer Book Reviews: Encouraging students to write and share reviews of books they have enjoyed.

Learning Tasks

1. Learners brainstorm what reading is.
2. Learners discuss reading for pleasure.
3. Learners discuss the importance of reading for pleasure.
4. Learners role play a short story on reading for pleasure.

Pedagogical Exemplars

1. **Group Work/Collaborative Learning:** In mixed gender groups, learners read their texts silently and then share what they have read with the group members.
2. **Group work/Gallery Walk:** Learners create their short stories based on interests, likes, values and morals. Groups post their stories on the classroom walls for a gallery walk to help learners embrace diversity as well as to understand their capabilities in relation to others.

Key Assessment

Level 1: Explain at least two benefits of reading to a friend.

Level 2 – 4: Create a five-paragraph short story that depicts themes such as love, commitment, honesty and hard work.

Learning Indicator: Demonstrate command of adverbial clauses in sentences for communicative purposes

Focal Area 3: Subordinate Clause – Adverbial Clause

An adverbial clause is a dependent clause that functions as an adverb, modifying a verb, an adjective, or another adverb. It provides additional information about the manner, time, place, frequency, or condition of the main action. Adverbial clauses typically start with subordinating conjunctions like: after, although, because, before, if, since, unless, until, while.

Examples of adverbial clauses in context

1. I went for a walk because I needed some fresh air.
2. She sings beautifully although she's never had a lesson.
3. We'll leave when the movie finishes.

Types of Adverbial Clause

1. *Time*

After I finish my homework, I'll watch TV. (indicates when something happens)

Before I went to bed, I brushed my teeth. (indicates when something happens)

Since I arrived, I've been waiting for you. (indicates duration)

2. *Place*

Where I live, there are many parks. (indicates location)

The city where I grew up is very large. (indicates location)

3. *Manner*

She screamed very loudly, as if she were scared. (indicates how something is done)

He speaks English fluently, while he also reveals no trace of an accent. (indicates how something is done)

4. *Condition*

If it rains, I'll take an umbrella. (indicates a condition)

Unless you apologise, I won't forgive you. (indicates a condition)

5. *Concession*

Although I'm tired, I'll stay up late to finish the project. (indicates a contrast)

However heavily the rain fell, we still had a great picnic. (indicates a contrast)

Structure of Adverbial Clause

The structure of adverbial clauses typically follows this pattern

Subordinating conjunction + Subject + Verb + Additional information where the subordinating conjunction introduces the adverbial clause such as after, although, because, if, unless.

promova

Subordinate Clause

Types of subordinate clauses

Adverbial clause

helps modify the verb in the independent clause and answers questions such as where, when, why, how, and to what extent.

- After I finish my chores, I'll watch TV. (**answers when**)
- I talked to her because I was worried. (**answers why**)

Adjectival clause

helps modify a noun or pronoun in the independent clause and describes or identifies it.

- The book that I read last night was very interesting.
- The woman whose dog barked is my neighbor.

Nominal clause

functions as a noun in the sentence and can act as a subject, object, or complement.

- What you said hurt my feelings. (**subject**)
- I don't know where he went. (**object**)
- His biggest fear is that he'll fail. (**complement**)

Common subordinate conjunctions

• after	• than
• although	• though
• as	• unless
• as if	• until
• because	• when
• before	• whenever
• even though	• where
• if	• wherever
• in order that	• whether
• since	• while
• so that	

Learning Tasks

1. Learners identify adverbs/adverbial clauses from old newspapers and other selected texts.
2. Learners brainstorm and explain the adverbial clause in context.
3. Learners use adverbs to create types of adverbial clauses.
4. Learners discuss the functions of adverbial clauses and give examples.

Pedagogical Exemplars

1. **Generating adverbial clauses:** At the outset, the concept of the Adverbial clause can seem complicated and hard to grasp. As a means of reinforcing the principles in creating adverbial clauses, learners should be asked to provide sentences similar in pattern to the five types of Adverbial clauses above which will increase their confidence in using this aspect of language.
2. **Collaborative Learning:** Learners in gender groups work collaboratively to identify types and functions of adverbial clauses in particular contexts.
3. **Task-Based Learning:** Ensuring tolerance for one another's views, learners work in mixed ability groups to identify the various subordinating conjunctions and the type of adverbial clauses they were introduced to.

4. **Experiential Learning:** Learners watch YouTube videos on the form and use of adverbial clauses to express various ideas (time, place, manner and so on) and apply them in their sentences. Learners use adverbial clauses effectively in speech and writing

Key Assessment

Level 3: Search for main and adverbial clauses in and around the classroom (that go together) to form at least four complete meaningful sentences.

Level 1-2

1. List four types of adverbial clauses and give two examples each of the four types listed
2. Identify the type of adverbial clause in the sentence:
When I got home, I realised I had forgotten my keys.
3. Choose the correct adverbial clause to complete the sentences:
 - a. If it had rained last night, _____.
 - b. By the time I arrived, _____.
 - c. After the flight landed, _____.
4. Combine the following sentences by using an adverbial clause:
 - a. She studied hard. She passed the exam.
 - b. He speaks fluently. He loves to read.
 - c. He arrived late. He missed the bus.

HINT



The recommended Mode of Assessment for week 7 is **gamification**. Refer to assessment level 3 in the key assessment under focal area 3 for an example of a gamification question.

WEEK 7 REVIEW

The lessons this week have typically been varied in style and aim to be participatory. Learners' perception of the identification of patterns of consonant clusters at syllable initial and final positions in connected speech, reading and analysing a variety of level-appropriate texts and also the effort to demonstrate command of the structure of adverbial clauses have been vital. The learning tasks, varied pedagogical and assessment strategies will help boost the confidence in learners' use of language in everyday discourse-speech and writing. The interactive use of ICT tools and inculcation of moral values will enhance the participation of learners and help develop their critical thinking and problem-solving skills. The assessment strategies ranging from DOK Levels 1 to 4 will improve learners' skills of creativity and reasoning.

WEEK 8: GRAMMAR, WRITING AND LITERATURE

1. STRAND: GRAMMAR

Sub-Strand: Grammar Usage

Learning Outcome: *Employ knowledge of phrases and clauses and their functions in communication*

Content Standard: *Demonstrate command of clauses in sentences for communicative purposes*

2. STRAND: WRITING

Sub-Strand: Text Types and Purposes

Learning Outcome: *Apply a procedural method to create texts that are descriptive, imaginative, persuasive and argumentative*

Content Standard: *Use a process approach to compose a descriptive, narrative/imaginative, informational, persuasive and argumentative texts*

3. STRAND: LITERATURE

Sub-Strand: Poetry, Narrative and Drama

Learning Outcome: *Analyse common themes that make up poems*

Content Standard: *Demonstrate understanding of how various elements of literary genres facilitate the understanding of a text*

HINT



- The week's mode of assessment is role play for Focal Area 3.
- Teachers are encouraged to identify appropriate modes of assessment in the Teacher Assessment Manual and Toolkits (TAMTK) to assess learners in focal areas 1 and 2

INTRODUCTION AND WEEK SUMMARY

Welcome to week 8. There are three lessons this week, where learners will develop their writing and literary analysis skills through three key lessons. In lesson one, learners will explore the world of subordinate clauses, focusing specifically on adverbial clauses. Learners will learn the grammatical names and functions of these adverbs, discovering how they add depth and clarity to their sentences by providing additional details about time, reason, condition, and manner. Moving on to lesson two, learners will delve into narrative writing. Learners will explore the narrative essay by understanding its features, structure, and style (as was done in year 1). Through engaging activities, learners will learn to craft compelling stories with well-developed characters, settings, and plots, enhancing their ability to captivate readers. Finally, in lesson three, learners will explore poetry by identifying common themes across various poems. This will deepen learners' appreciation for poetry and improve their analytical skills as they uncover the underlying messages and emotions conveyed by the poets.

The focal areas covered by the week are:

1. Subordinate Clause (Adverbial Clause)
2. Narrative Writing
3. Poetry (Identification of Common Themes Across Poems)

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars create a dynamic learning environment that promotes critical thinking, creativity, and effective communication, aligning with the curriculum based on standard progression. Through a range of learning approaches such as collaborative learning, task-based learning, experiential learning, individual work, critical thinking skills, and talk for learning, learners share ideas, build on each other's strengths, and grow in a supportive community. Even the shyest learners are encouraged to contribute, thus fostering in them a sense of belonging and inclusivity. As learners engage in these activities, the teacher guides them in embracing Ghana's cultural values of respect, tolerance, and honesty, crucial for their cognitive and social development. This approach empowers learners to reach their full potential, by developing essential life skills, and enables them to become responsible, open-minded, and empathetic individuals.

ASSESSMENT SUMMARY

The assessment strategies employ a level-appropriate approach, engaging each learner in recalling, skill-building, strategic reasoning, and critical thinking. As learners progress, tasks become increasingly challenging, and responses more demanding. Teachers provide guidance and sufficient time for learners to demonstrate their understanding, ensuring satisfactory responses. This approach fosters growth, encourages depth of thought, and develops essential skills. By adapting assessments to learners' needs, teachers create a supportive environment that promotes academic excellence and prepares learners for success. Refer to the Teacher Assessment Manual and Toolkits (TAMTK) (NaCCA, 2023) on how to use the assessment strategies effectively. The recommended mode of assessment for the week is *role play*.

Learning Indicator: Demonstrate command of adverbial clauses in sentences for communicative purposes

Focal Area 1: Subordinate Clause: Adverbial Clause

(This is a continuation from focal area 3 of week 7)

Adverbial Clause of Frequency

Adverbial clauses of frequency indicate how often an action occurs. adverbial clause of frequency, along with their grammatical names (GN) and grammatical functions (GF):

Whenever she visits her grandparents, she brings them fresh flowers.

GN: Adverbial Clause of Frequency

GF: Indicates the frequency of the action in the main clause, showing that she brings fresh flowers each time she visits her grandparents.

1. Every time he reads a book, he takes notes to remember the important points.
2. As often as they meet, they discuss their future plans.

Adverbial Clause of Concession

Although the experiment was difficult, the students managed to complete it successfully.

N: Adverbial Clause of Concession

GF: Indicates a contrast to the main clause, showing that the students completed the experiment despite its difficulty.

Even though she had little time to study, she performed excellently on the test.

Though the weather was unfavourable, the soccer match continued as planned.

Adverbial Clause of Time

When the bell rings, the students rush to their next class.

GN: Adverbial Clause of Time

GF: Specifies the timing of the action in the main clause, indicating that the students rush when the bell rings.

1. After she finishes her homework, she likes to read a novel.
2. Before the sun sets, we need to gather more firewood.

Adverbial Clause of Condition

If it rains tomorrow, we shall cancel the picnic.

GN: Adverbial Clause of Condition

GF: Sets a condition for the action in the main clause, indicating that the picnic will be cancelled if it rains.

1. Unless you complete your assignment, you cannot join the field trip.
2. Provided that they study hard, they will pass the exams.

Adverbial Clause of Purpose

She saved money so that she could buy a new laptop.

GN: Adverbial Clause of Purpose **GF:** Indicates the purpose of the action in the main clause, showing that she saved money to buy a laptop.

1. Anokye exercises regularly in order to stay healthy.
2. They are learning English so that they can communicate with their new neighbours.

Adverbial Clause of Place

Wherever the coach goes, the team follows.

GN: Adverbial Clause of Place

GF: Indicates the place related to the action in the main clause, showing that the team follows the coach to any place he goes.

1. You can sit wherever you find a free seat.
2. He plants flowers wherever there is space in the garden.

Adverbial Clause of Manner

Adoma solved the maths problem as if she were a professional mathematician.

GN: Adverbial Clause of Manner

GF: Describes the manner of the action in the main clause, showing that she solved the problem in a way that suggests professional skill.

1. Adamu spoke to the audience as though he were a seasoned orator.
2. The artist painted the landscape as if he had seen it in a dream.

Adverbial Clause of Reason

Because she was feeling unwell, she decided to stay home.

GN: Adverbial Clause of Reason

GF: Provides the reason for the action in the main clause, indicating that she stayed home due to feeling unwell.

1. Since it was his birthday, he received many gifts from his friends.
2. As they were running late, they took a taxi instead of the bus.

Adverbial Clause of Result

Aziz studied so hard that he aced all his exams.

GN: Adverbial Clause of Result

GF: Shows the result of the action in the main clause, indicating that studying hard resulted in acing all exams.

1. The presentation was so captivating that the audience was left in awe.
2. She was so tired that she fell asleep immediately.

Learning Tasks

1. Learners identify adverbs/adverbial clauses from old newspapers and other selected texts.
2. Learners brainstorm and explain the adverbial clause in context.
3. Learners use adverbials to create types of adverbial clauses.
4. Learners discuss the functions of the adverbial clause and give examples.

Pedagogical Exemplars

1. Generating adverbial clauses

In continuation of the lesson and exemplars in the previous week, learners will take the opportunity to create a sentence following each of the patterns above. As a means of reinforcing the principles in creating adverbial clauses, learners should be asked to provide sentences similar in pattern to the different types of clauses which will increase their confidence in using this aspect of language.

2. **Collaborative Learning:** Learners in gender groups work collaboratively to identify types and functions of adverbial clauses in context.
3. **Task-Based Learning:** Ensuring tolerance for one another's views, learners work in mixed ability groups to identify the various subordinating conjunctions and the type of adverbial clauses they were introduced to.
4. **Experiential Learning:** Learners use adverbial clauses effectively in speech and writing

Key Assessment

Level 2 – 3

State the grammatical name and function of the underlined expression in the sentences.

1. The presentation was so captivating that the audience was left in awe.
2. Because she was feeling unwell, she decided to stay home.
3. Adoma solved the maths problem as if she were a professional mathematician.

Learning Indicator: Write short stories using sensory language (imagery) to convey a vivid picture of experiences, events, setting and/or characters

Focal Area 2: Narrative Writing

Writing the Narrative Essay – The Features, Structure and Style

The Narrative essay writing typically includes the following features:

1. **Personal experience:** Narrative essays can be based on personal experiences or events.
2. **Storytelling:** They tell a story, often with a clear beginning, middle, and end.
3. **Descriptive language:** Vivid descriptions of people, places, and events are used to engage the reader.
4. **Reflection:** The writer reflects on the experience, sharing thoughts, feelings, and insights gained.
5. **First-person perspective:** Narrative essays are often written in the first person (I, me, my).
6. **Chronological structure:** Events are typically presented in the order they occurred.
7. **Sensory details:** The writer uses sensory language to describe what was seen, heard, smelled, tasted, and felt. Remember to introduce these senses with subtlety.
8. **Dialogue:** Conversations may be included to add depth and authenticity.
9. **Emotional connection:** The writer aims to establish an emotional connection with the reader.
10. **Meaning or lesson:** Narrative essays often convey a message, lesson, or insight gained from the experience.
11. **Engaging opening:** A hook or engaging opening is used to grab the reader's attention.
12. **Cohesive narrative:** The story is told in a clear and coherent manner, with transitions between paragraphs.

By incorporating these features, narrative essays engage readers and provide a personal and reflective account of an experience.

The structure of a narrative essay

Introduction: Hook (grab the reader's attention), Background information (set the context) and Thesis statement (preview the story and its significance) - HBT

Rising Action: Events leading up to the main event or conflict, building tension or suspense and establishing the setting and characters

Climax: The most intense or critical moment in the story, the turning point or peak of the action

Falling Action: The consequences of the climax when the story begins to resolve and tension and suspense are released

Resolution: The conclusion of the story, often a reflection on the experience and lessons learned or insights gained.

Conclusion: Summary of the story, restate the thesis, with final thoughts and reflections

Some narrative essays may have a non-linear structure, where the events are presented in a non-chronological order. In such cases, the writer uses transitional phrases and sentences to guide the reader through the story. The key is to make the story engaging and meaningful, with a clear beginning, middle, and end.

Style in narrative essay writing refers to the author's unique way of expressing themselves through language, tone, and literary devices. It encompasses various elements, including:

1. **Tone:** The author's attitude or perspective, such as formal, informal, sarcastic, or humorous.
2. **Language:** The use of vocabulary, syntax, and figurative language, such as metaphors, similes, and imagery.
3. **Pacing:** The speed at which the story unfolds, which can be fast-paced or slow and introspective.
4. **Dialogue:** The use of conversations between characters, which can reveal their personalities and relationships.
5. **Imagery:** The use of sensory details to create vivid images in the reader's mind.
6. **Figurative language:** The use of literary devices, such as imagery, symbolism, foreshadowing, and allusion.
7. **Syntax:** The arrangement of words and sentences, which can create a sense of rhythm or emphasis.

By developing a unique style, the author can engage the reader, convey their message more effectively, and make their narrative essay more memorable.

Learning Tasks

1. Learners in mixed ability groups identify and discuss each of the features of the structure of a narrative essay from given narratives.
2. Learners use appropriate expressions to link ideas in a paragraph for coherence.
3. Learners compose an introductory paragraph containing the exposition, introduction of characters, setting and rising action.
4. Learners brainstorm the moral lessons and values learned from the story.

Pedagogical Exemplars

1. **Talk for Learning (TfL):** Learners, collaborating in mixed ability groups, examine sample materials (sample essays, passages from books, journals, sample texts from social media) and discuss the structure of a linear narrative essay.



Note

Remember to consider socio-emotional learning by encouraging respectful and open communication among learners. Promote gender equality and social inclusion by ensuring that all learners, regardless of gender or social background, are given equal opportunities to participate in the discussion.

2. **Critical Thinking Skills:** Learners analyse their topics and systematically organise their ideas to develop the plot structure of the story: the beginning, rising action, climax, falling action and conclusion.
3. **Individual Work:** Learners individually design story maps as guides and compose introductory paragraphs, body paragraphs and concluding paragraphs. Learners use devices such as metaphors, similes, personification, imagery, hyperbole and alliteration to create the distinctive style of their narrative piece. Learners compose narrative essays on given topics.

Key Assessment

Level 1- 4

1. Write a story to illustrate the saying...
No pain, no gain, the lazy man goes to bed hungry
2. Write a story to end with the expression...
“.....It was a blessing in disguise”.
“.....I came out of the office in tears”.

Learning Indicator: Explore common themes in selected poems

Focal Area 3: Poetry- Identification of Common Themes Across Poems

(This is a continuation from focal area 3 of week 6)

Below is the poem “Once Upon a Time” by Gabriel Okara, a Nigerian poet and writer.:

*Once upon a time, son,
They used to laugh with their hearts
And laugh with their eyes:
But now they only laugh with their teeth,
While their ice-block-cold eyes
Search behind my shadow.
What used to be a giant as tall as
Rice stacks now shrinks
To less than a peanut;
What used to be so mighty
Now lies in a whisper.
Once upon a time, son,
They used to shake hands with their hearts:
But now they shake hands without hearts:
While their left hands search
My empty pockets.*

Learning Tasks

Learners read aloud a selected poem with enthusiasm

Learners brainstorm the meaning of the poem

Learners discuss the discerning themes from the poem

Learners create their own poems on specified themes such as love, hard work, commitment and nature

Pedagogical Exemplars

Experiential Learning: Learners in their convenient groups, select a theme and present in another form (poetry, story...) in a collaborative manner.

Think-Pair-Share: Using think-square-pair, have learners present their final ideas in their convenient groups respecting diverse ideas.



Note

To ensure differentiation, the teacher should form groups considering the learners' interest and learning styles.

Key Assessment

Level 4

1. Write a poem that centres on love and hatred.
2. Role-play a short story to depict varied Ghanaian ceremonies (wedding, chief's gathering, naming of a child).

HINT



- The recommended Mode of Assessment for week 8 is role play. Refer to question 2 of Assessment Level 4 in the Key Assessment under Focal Area 3 for an example of a role-play question.
- Refer to Appendix F for a sample rubric for scoring a role-play assessment question.
- Remind learners about their group project work, which will be due for submission in week 11
- Mid-semester examination scores should be ready for submission to STP.

WEEK 8 REVIEW

This week's lessons have taught learners to demonstrate command of adverbial clauses in sentences for communicative purposes, to write narrative essays focusing on the features, structure and style, and also to identify common themes across poems to boost the confidence in their use of language in everyday discourse-speech and writing. The interactive use of 21st century skills and inculcation of moral values have enhanced the participation of learners. The use of interactive pedagogical strategies also made lessons exciting.



APPENDIX F: SAMPLE SCORING RUBRIC FOR ROLE-PLAY ASSESSMENT QUESTION

Criteria	Excellent (4 marks)	Very good (3 marks)	Satisfactory (2 marks)	Needs improvement (1 mark)
Creativity	The character shows creativity in any 4 of these areas: the ability to dress to portray the character, the ability to come up with original ideas relating to the role played, the ability to adjust to changes in the storyline, the ability to portray the character's voice and choice of words, the ability to read and respond to the emotional cues of the audience.	The character shows creativity in any 3 of these areas: the ability to dress to portray the character, the ability to come up with original ideas relating to the role played, the ability to adjust to changes in the storyline, the ability to portray the character's voice and choice of words, the ability to read and respond to the emotional cues of the audience.	The character shows creativity in any 2 of these areas: the ability to dress to portray the character, the ability to come up with original ideas relating to the role played, the ability to adjust to changes in the storyline, the ability to portray the character's voice and choice of words, the ability to read and respond to the emotional cues of the audience.	The character shows creativity in any 1 of these areas: the ability to dress to portray the character, the ability to come up with original ideas relating to the role played, the ability to adjust to changes in the storyline, the ability to portray the character's voice and choice of words, the ability to read and respond to the emotional cues of the audience.
Communication skills	Characters exhibit any 4 of these skills e.g. Appropriate use of registers in contest of the ceremony, Audible voice, Keeping eye contact, Pay attention to the audience, Engaging the audience with interaction, Use of gestures	Characters exhibit any 3 of these skills e.g. Appropriate use of registers in contest of the ceremony Audible voice, Keeping eye contact, Pay attention to the audience, Engaging the audience with interaction, Use of gestures	Characters exhibit any 2 of these skills e.g. Appropriate use of registers in contest of the ceremony Audible voice, Keeping eye contact, Pay attention to the audience, Engaging the audience with interaction, Use of gestures	Characters exhibit any 1 of these skills e.g. Appropriate use of registers in contest of the ceremony Audible voice, Keeping eye contact, Pay attention to the audience, Engaging the audience with interaction, Use of gestures

<i>Collaboration skills</i>	<i>Group members exhibiting any 4 of these skills:</i> <i>Encouraging oneself and others to stay focused, ensuring tasks are completed on schedule, respecting the views of others,</i> <i>Tolerating others,</i> <i>Resolving conflicts,</i> <i>Taking responsibility</i>	<i>Group members exhibiting any 3 of these skills:</i> <i>Encouraging oneself and others to stay focused, ensuring tasks are completed on schedule, respecting the views of others,</i> <i>Tolerating others,</i> <i>Resolving conflicts,</i> <i>Taking responsibility</i>	<i>Group members exhibiting any 2 of these skills:</i> <i>Encouraging oneself and others to stay focused, ensuring tasks are completed on schedule, respecting the views of others,</i> <i>Tolerating others,</i> <i>Resolving conflicts,</i> <i>Taking responsibility</i>	<i>Group members exhibiting any 1 of these skills:</i> <i>Encouraging oneself and others to stay focused, ensuring tasks are completed on schedule, respecting the views of others,</i> <i>Tolerating others,</i> <i>Resolving conflicts,</i> <i>Taking responsibility</i>
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Total: 12 marks

WEEK 9: ORAL LANGUAGE, READING AND GRAMMAR

1. STRAND: ORAL LANGUAGE

Sub-Strand: English Speech Sounds

Learning Outcome: Articulate consonants and consonant clusters effectively in oral communication

Content Standard: Demonstrate knowledge and understanding of speech sounds in oral communication

2. STRAND: READING

Sub-Strand: Reading Comprehension

Learning Outcome: Employ knowledge of text comprehension strategies and levels of comprehension to analyse and interpret different kinds of texts

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

3. STRAND: GRAMMAR

Sub-Strand: Grammar Usage

Learning Outcome: Use sample texts for identification and analysis of the types of subject-verb-agreement in speech and writing

Content Standard: Exhibit understanding and accurate use of subject-verb-agreement in speech and writing

HINT



- The week's mode of assessment is **questioning** for focal area 3.
- Teachers are encouraged to identify appropriate modes of assessment in the TAMTK to assess learners in focal areas 1 and 2.

INTRODUCTION AND WEEK SUMMARY

Welcome to Week 9. There are three lessons this week. The first lesson is on oral language: consonant clusters. It aims to help learners to articulate consonant clusters which occur at the initial, medial and end of words effectively. If anything, the lesson should bridge the gap between learners who may have linguistic barriers that prevent them from articulating certain words effectively and those who do not. The second lesson could be regarded as building on the first lesson. This is because learners will consolidate their knowledge on reading in a variety of level-appropriate texts. Previous lessons on oral language and reading are required to make this lesson impactful. The third lesson on subject-verb agreement aims to bring learners' knowledge to the fact that rules that apply in one context may not apply in another. It is expected that the lessons should be related to real-life examples and issues like GESI and SEL should be handled professionally to boost confidence and promote national values in learners.

The focal areas covered by the week are:

1. Consonant Sounds (Consonant Clusters (Practice))
2. Importance of Reading Fluently
3. Concord (Subject-Verb Agreement)

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars such as brainstorming, talk for learning, model reading, gamification, collaborative learning have been incorporated in this week's lessons. They aim to give learners the opportunity to share their knowledge before any additions and corrections are made to them. These will help learners build and fine-tune their 21st century skills such as creativity and innovation, communication and collaboration. Learners, while working together, will learn to develop skills such as respect for others, recognition of the background and values of others, and, as a consequence, tolerance.

ASSESSMENT SUMMARY

The assessments this week should give learners the opportunity to recall and reproduce/practise what they have learned, as well as to seek more knowledge based on the lessons. They should range from level one to level four, ensuring differentiation and inclusion. Every learner should be given the opportunity to participate fully in the lesson without fear of ridicule or intimidation. The lessons may not favour some learners whose L1 influences the correct pronunciation of certain sounds. These learners should be given the help they need from teachers to create a congenial environment for them. Refer to the Assessment Manual for clarification and more on assessment. The recommended mode of assessment for the week is *questioning*.

Refer to the “**Hint**” at the key assessment for focal area 3 for additional information on how to administer the assessment mode. Always remember to score learners' work with rubric/marking scheme and provide prompt feedback to learners on their performance.

You are encouraged to administer the recommended mode of assessment for the week, carefully record the results, and submit them to the **Student Transcript Portal (STP)** for documentation.

Learning Indicator: Pronounce words containing consonant clusters accurately in connected speech including consonant clusters with silent sounds, (e.g. subtle, listen, comb...)

Focal Area 1: Consonant Sounds- Consonant Clusters (Practice) (Continuation from Week Seven Focal Area 1)

Usage of clustered words in speech

1. The black cat slid across the ice.
2. The class played flag football on the muddy ground.
3. The brown cow cried out for her friend.
4. Emily was happy with the results of the trial.
5. The strong wind blew the leaves off the trees.
6. The bright stars twinkled in the night sky.
7. The strict teacher assigned challenging homework.
8. The splendid fireworks lit up the dark sky.
9. The scruffy dog chased its tail enthusiastically.

Commonly mispronounced words involving consonant clusters

Most commonly mispronounced words are due to cultural background and influence from the person's first language (L1). Most, if not all Ghanaian Languages have clusters that differ from the ones in English Language. Because of this, the clusters in English Language that look complex to pronounce end up having some of the sounds in the cluster silenced or "swallowed" (e.g. tasks).

Again, familiarity with most or all the sounds in words in local dialects being articulated is also transferred into English language. Such knowledge is often transferred into the English language and this also results in the wrong articulation of sounds.

Furthermore, some sounds are also pronounced wrongly in words.

Example

1. The letters "s" and "k" when they appear side by side as in /sk/, /ks/ or /sks/ are sometimes interchanged when pronounced or some of the sounds are omitted. They end up sounding like /ks/ and /s/. They occur in words like ask, task, mask, bask, desk, busk, cask, tasks, talks, desks...
2. The sound /r/ is replaced with /l/ and vice versa. This occurs in words like: prep, pregnant, primary, from, fries ...
3. Th sometimes sounds like /d/ or /t/ when it appears at the beginning of a word and /t/ or /f/ when they appear at the end of words. They include: this, the, though, through, theme, theatre, tenth, fifth, twentieth...

Silent Consonant Sounds in Clusters

There are consonant clusters containing sounds that are supposed to be silent.

Example

Consonant clusters with silent 'b's occurring in words like comb, numb, bomb, breadcrumb, succumb, tomb, climb, thumb, plumb, limb, womb, lamb, succumb, crumb, numb, subtle...

Further examples of consonant clusters that have silent letters are: listen, whistle, thistle, castle, apostle, Christmas, answer autumn, know, aisle, isle, bomb, thumb, exhaust, debt, mnemonic, pseudo, solemn, pneumonia, knead, wring.

Learning Tasks

1. Learners brainstorm what consonant clusters are from previous lesson
2. Learners make a list of words containing consonant clusters
3. Learners in groups brainstorm common mispronunciation problems involving consonant clusters
4. Learners take turns to articulate the commonly mistaken words properly
5. Learners identify words containing consonant clusters having one or some of the consonant sounds silent.

Pedagogical Exemplars

Collaborative Learning

1. Learners through whole class discussion explain what consonant clusters are with examples
2. Learners in mixed-ability groups brainstorm often mispronounced consonant clusters
3. Learners pick from boxes of manila cards containing different cluster sounds occurring at the initial, medial and ending of words and give examples of the chosen sounds

(This could include consonant clusters that contain silent letters or they could also be treated separately)

Key Assessment

Level 1

Articulate the following words correctly.

Continue	filter	cornhusks
Thrift	vulcaniser	facemasks
Shrink	language	fringe
Multitasks	sprinkle	problem
Tenth	spleen	jingles

Level 2

1. Write at least three examples of words with silent clusters at the medial and ending of words
2. Tabulate 5 examples each of words that contain consonant clusters at the initial, medial and ending of words

Initial Cluster	Medial Cluster	Final Cluster

Learning Indicator: Analyse the appropriate use of subject and verb in everyday communication

Focal Area 2: Importance of Reading Fluently

Reading Fluently is essential in literacy and comprehension. The following are some of the benefits of fluent reading

1. **Comprehension:** Reading fluently gives readers and listeners the ability to focus on understanding the text, rather than decoding individual words.
2. **Increased efficiency:** Fluent reading saves time and mental energy, allowing readers to process information more quickly.
3. **Enhanced enjoyment:** Fluent reading makes reading more enjoyable and engaging, fostering a love for literature and learning.
4. **Better retention:** Fluent readers are more likely to remember what they've read, as they can focus on the content rather than on the individual words.
5. **Academic success:** Fluent reading is essential for academic achievement, as it enables students to access and understand complex texts across various subjects.
6. **Foundation for writing:** Fluent reading skills lay the groundwork for effective writing, as readers can draw upon their memory and understanding of syntax, vocabulary, and text structure.
7. **Confidence builder:** Fluent reading boosts readers' confidence, encouraging them to tackle more challenging texts and explore new genres.
8. **Lifelong learning:** Fluent reading enables individuals to continue learning throughout their lives, expanding their knowledge and perspectives.

Learning Tasks

1. Learners discuss the importance of reading fluently
2. Learners take the opportunity to compare fluent and less fluent reading
3. Learners read in groups for the benefit of the whole class (reading aloud)
4. Learners use chunking and mnemonics games to develop peripheral vision in reading

Pedagogical Exemplars

Talk for learning

Learners brainstorm the importance of reading fluently

Experiential Learning/Model reading

1. Selected learners model reading by reading a text fluently. The teacher also reads less fluently to the hearing of the class. The intention of this activity should be made known to learners before or immediately after the reading to avoid mockery and ridicule.
2. Learners compare both readings to determine which is fluent and less fluent and their impact on the understanding of a text.
3. In turns, learners read selected sentences, paragraphs or passages for the whole class to listen and consider
4. Learners engage in a variety of fluency activities, such as covering a word or group of words immediately after the word they just articulated to make reading fun as well as improve their fluency rate.
5. In pairs, learners read aloud with a more fluent partner or with a partner of equal ability who provides a model of fluent reading helps with word recognition and provides feedback.

Facilitators should find sufficient time to develop this exercise. Confidence for all learners will develop with extended practice here.

Key Assessment

Level 1-4

Read the following passage

(Guide learners to read paragraphs according to their ability, with at least one or more paragraphs at a time. In order to ensure that the bonds of language and literature are firmly in place, it would be good to consider with the learners why this is a particularly effective piece of writing.)

The Forgotten Lighthouse

In a secluded coastal village, where the crashing waves whispered secrets to the wind, stood an old lighthouse. Its white paint had faded, and its lantern had long ceased to guide ships safely home. The villagers rarely visited it, believing it held no purpose anymore.

But one stormy night, as lightning forked across the sky, a young girl named Esther stumbled upon the lighthouse. She pushed open the creaky door, revealing a dusty interior. The air smelled of salt and memories. Esther's curiosity led her up the spiralling staircase, each step echoing with the ghosts of keepers past.

At the top, she found a rusted lever. With a determined breath, she pulled it. To her surprise, the lantern flickered to life, casting its warm glow across the turbulent sea. Esther watched as ships altered their course, avoiding treacherous rocks. The lighthouse had regained its purpose.

As dawn broke, Esther sat by the window, mesmerised by the rhythmic sweep of light. She wondered about the keepers who had tended to this beacon, their stories etched into the walls. Perhaps they, too, had felt forgotten, like the lighthouse itself.

From that day on, Esther became the new keeper. She polished the glass, patched the roof, and listened to the waves. She understood that sometimes, even forgotten things could find their way back to purpose—a guiding light in the darkness.

Learning Indicator: Analyse the appropriate use of subject and verb in everyday communication

Focal Area 3: Concord- Subject-Verb Agreement

Subject-Verb-Agreement

Subject-verb agreement ensures that the subject of a sentence matches the verb describing its action. The following are some rules of concord or subject-verb agreement for practice:

1. Singular subjects (mostly nouns) always carry singular verbs
 - a. Kwame goes to school.
 - b. Efua loves rice.
 - c. The intensity of global warming has compelled a lot of people to purchase and use air conditioners.
 - d. Selasi has the same birthday as Elikem.
2. Plural subjects always carry plural verbs
 - a. The children have a programme after church service.
 - b. The trees have been shedding more leaves lately.
 - c. Jack and Jill go up the hill daily.
 - d. Their parents have been summoned to the school.
3. Compound Subjects can carry either singular or plural verbs depending on context
 - a. Perfect and Davis run a successful company together.
 - b. Neither the dog nor the cat likes the horn of the car.
4. Numbers and Amounts
 - a. Twenty students are attending the workshop.
 - b. One book is missing from the shelf.
 - c. Two hundred and five girls have reported to school.
 - d. One Cedi is all I have left.
5. **Exceptions:** The pronoun “I” usually carries what appears to be a plural verb.
 - a. I have a pen
 - b. I make breakfast every morning
 - c. I intend doing it immediately
 - d. I eat my lunch at the opened canteen

Learning Tasks

1. Learners brainstorm the meaning of subject-verb-agreement
2. Learners brainstorm the rules of concord (subject-verb)

3. Learners give sentences based on the rules of concord (subject-verb)
4. Learners draw a distinction between the use of “s” or “es” in regular nouns and in verbs

Pedagogical Exemplars

Brainstorming

1. Through leading questions and prompts learners explain what subject-verb agreement means in their own words.
2. Learners brainstorm the rules of concord in their mixed-ability groups. Sample sentences can be used to guide learners to infer the rules.
3. Individually, learners produce their own sentences and mention which of the rules of concord they followed. Slow learners could be guided by their peers or teacher to produce such sentences.

Gamification

1. Word strips could be used to play a game on concord.
2. Learners could be given two different sets of word strips, one containing a mother verb (e.g. to have, to eat, to write) and another with a noun/noun phrase written on it.
3. Learners then pick from the set of strips containing nouns and pick another containing verbs and provide the basic form of the verb that corresponds with it (e.g. have/has, eat/eats, write/writes and so on). This could be done in stages where the nouns and verbs are grouped into different levels of difficulty based on the rules.

Key Assessment

Level 1

Choose the correct verb form to complete each sentence:

1. The student _____ (to study) for their exam.
 - a) studies
 - b) study
 - c) studying
2. The team _____ (to practise) every day.
 - a) practises
 - b) practise
 - c) practising
3. The cat _____ (to sleep) on the bed. (Singular subject)
 - a) sleeps
 - b) sleep
4. The students _____ (to attend) the party. (Plural subject)
 - a) attends
 - b) attend

5. The teacher, along with the students, _____ (to prepare) for the play.
 - a) prepares
 - b) prepare
6. The new employee _____ (to learn) the company policies.
 - a) learns
 - b) learn

Level 2

Correct the errors in the following sentences

1. The team are going to the game.
2. The student have finished their homework.
3. The learner have been given a lot of exercise to do

Level 3

Correct the errors in the following paragraph

The team of scientist, led by Dr. Smith, performs experiment on a daily basis. The data they collects is then analysed by the research assistant. The conclusion they draws is that the hypothesis is correct. The team are excited to presents their findings at the conference. The principal investigator, Dr. Johnson, is pleased with the progress they has made. The research team are confident that their study will has a significant impact on the field.

HINT



The recommended Mode of Assessment for week 9 is **questioning**. An example of assessment task is the key assessment level 2 of focal area 3.

WEEK 9 REVIEW

The lessons this week ought to have ensured a smooth transition and connection amongst all focal areas. Articulation of consonant clusters can be checked during fluent reading lessons and concord can also be learned while teaching fluent reading. The pedagogical strategies, learning tasks and assessments provided are to ensure that learners develop excellent speaking, reading and writing skills. Teachers should feel free to explore other means of making the lessons interesting and engaging. It would be wise also to review the successes and weaknesses of the pedagogical approaches taken during this important opening stage. Time for reflection and review is important for future course development

WEEK 10: GRAMMAR, WRITING AND LITERATURE

1. STRAND: GRAMMAR

Sub-Strand: Grammar Usage

Learning Outcome: Use sample texts for identification and analysis of the types of subject-verb-agreement in speech and in writing

Content Standard: Exhibit understanding and accurate use of subject-verb-agreement in speech and writing

2. STRAND: WRITING

Sub-Strand: Text Types and Purposes

Learning Outcome: Apply a procedural method to create texts that are descriptive, imaginative, persuasive and argumentative

Content Standard: Use a process approach to compose descriptive, narrative/imaginative, informational, persuasive and argumentative texts

3. STRAND: LITERATURE

Sub-Strand: Poetry, Narrative and Drama

Learning Outcome: Apply imagery and figurative language in texts

Content Standard: Demonstrate understanding of how various elements of literary genres facilitate the understanding of a text

HINT



- The week's mode of assessment is an oral debate for Focal Area 2.
- Teachers are encouraged to identify appropriate mode of assessment in the TAMTK to assess learners in focal areas 1 and 3.

INTRODUCTION AND WEEK SUMMARY

Welcome to Week Ten. Three focal areas make up the lessons this week. The first is a continuation of the previous lesson on Subject-Verb-Agreement. This week however, the focus is more on the principles of Subject-Verb-Agreement and how they are applied in connected speech. The second focal area centres on composing formal/informal speeches whereas the last but not least focal area centres on imagery in texts. It is expected that learners will participate fully in order to strengthen their grammar and writing or creativity skills. The lessons should be related to real life for learners to know the reason for why they are studying these as well as how applicable they are to real life and especially, the world of work, adult life and higher levels of education.

The focal areas covered by the week are:

1. Consonant Sounds (Consonant Clusters (Practice))
2. Importance of Reading Fluently
3. Concord (Subject-Verb Agreement)

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars include talk for learning, individualised learning and experiential learning. This means that learners should be given the opportunity to bring up what they already know, have discussions in mixed-ability/gender groups and as a class. Learners should also get to practise with their colleagues and on their own as well. They aim to build on what learners already know and create room for them to explore and build 21st century skills in them. This will help learners relate to and internalise the content of the lessons. It will also make sure that learners with Special Education Needs (SEN) are well taken care of - both the gifted/talented and those who may be struggling to understand the lessons. Learners must be given the necessary attention in order to let them comprehend the lessons for the week.

ASSESSMENT SUMMARY

The assessments in this week cover levels 1-3. It should comprise both formative and summative assessment types and ensure that all learners in the class are taken care of. It should be done before, during and after the lesson to ascertain understanding. Kindly refer to the assessment manual for more on assessment. The recommended mode of assessment for the week is **oral debate**.

Refer to the “**Hint**” at the key assessment for focal area 3 for additional information on how to administer the assessment mode. Always remember to score learners’ work with rubric/marking scheme and provide prompt feedback to learners on their performance.

You are encouraged to administer the recommended mode of assessment for the week, carefully record the results, and submit them to the **Student Transcript Portal (STP)** for documentation.

Learning Indicator: Analyse the appropriate use of subject and verb in everyday communication

Focal Area 1: **Concord- Subject-Verb Agreement (Principles)** (Continuation from Week Nine, Focal Area 3)

What are the principles of subject-verb agreement?

Subject-verb agreement is a fundamental rule in English grammar that ensures proper sentence construction. Mistakes made in this area draw attention instantly to weaknesses and possible lack of confidence in English usage. Here are some guiding principles:

Basic Rules

1. A singular subject (e.g., “she,” “Bill,” “car”) takes a singular verb (e.g., “is,” “goes,” “shines”).
2. A plural subject takes a plural verb, for example:
 - a. The men are in the dining room
 - b. They eat rice every day.
 - c. The list of groceries is with Priscilla.



Note

The letter “s” when added regular nouns denotes plurality. This is quite the opposite in verbs as the addition of the letter “s” to some verbs denotes singularity.

Exceptions

First person pronoun “I” generally takes what appears as a plural verb: “I go,” “I drive”.

Example

- a. I have an aversion to macaroni.
 - b. I make smoothies every morning.
 - c. I have been well informed about the frequent power cuts.
3. Phrases Beginning with or containing “Of”
- A subject before a phrase starting with “of” requires careful attention as it can take singular or plural verbs.

Example

- a. A bouquet of yellow roses lends colour and fragrance to the room.
 - b. The parents of the said children have arrived.
4. Two Singular Subjects Connected by “Or,” “Either/Or,” or “Neither/Nor” require a singular verb.

Example: My aunt or my uncle is coming to Ghana by train today

5. Subject Verb Agreement in “Or,” “Either/Or,” or “Neither/Nor” Sentences

The verb agrees with the noun or pronoun closest to it.

Example

- a. Neither the plates nor the serving bowl goes on that shelf.
 - b. Either Baba or the boys have prepared the place for the event.
6. Plural Verbs with Compound Subjects Connected by “and”

Generally, they use a plural verb.

Exceptions exist for compound nouns.

Example

- a. Breaking and entering is against the law
- b. To open and close is all you have to do for the day.

Learning Tasks

1. Learners in groups brainstorm a list of sentences
2. Learners determine which rule applies in the sentence
3. Learners correct errors in subject-verb agreement in selected passages
4. Learners play roles as TV presenters, Disc jockeys and so on, applying the rules of concord.

Pedagogical Exemplars

1. **Build on What Others Say:** In pairs and in tolerance, learners correct errors in subject-verb agreement in selected passages using the ‘build on what others say’ strategy.
2. **Role-Play:** Learners in mixed ability groups consolidate their learning by playing roles as TV presenters, Disc jockeys and so on, applying the rules of concord.

Key Assessment

Level 1: List three principles of subject-verb-agreement

Level 2

1. Give at least 2 examples each of sentences based on each of the principles stated above
2. Rewrite the passage below, correcting the subject-verb agreement issues in it and underline the corrections.

A Day at the Zoo

Once upon a time, either the mischievous monkeys or the curious parrots was causing a ruckus in the zoo. The zookeeper was frustrated, trying to maintain order. Neither the monkeys nor the parrots was listening to his instructions.

Suddenly, a lion appeared from behind the bushes. Neither the monkeys nor the parrots was aware of the danger. The lion was hungry, and it was eyeing the zebras grazing nearby. Either the zebras or the lion was destined for an eventful encounter.

The zookeeper was shouting but neither the lion nor the zebras was allowed to escape. The animals was ignoring him. The lion and the zebras was distracted by their own survival instincts.

In the end, the lion was captured and returned to its enclosure. The monkeys, zebras, and parrots was grateful for the zookeeper’s intervention.

Learning Indicator: Write a persuasive text (e.g. debate) that states and defends a position and responds to objections raised about it

Focal Area 2: **Speech Writing- Formal/Informal Speech**

A speech is a form of communication that is often given or spoken for a particular purpose. The purposes of speeches vary from informing, persuading, entertaining among others. The occasion for which the speech is given determines the type of speech to be given.

Types of Speech

There are mainly two types of speeches. These are formal and informal speeches.

Formal Speech

Formal speeches are usually planned and prepared for formal or official gatherings where important issues need to be addressed. There are two types of formal speeches. They are: informative speech and persuasive speech.

Informative Speech

An informative speech usually informs but can have the aim of changing the viewpoint of listeners. This type of speech is usually given by owners, delegated persons or leaders of companies or institutions to their employees or workers, colleagues or a target audience. They inform/educate/enlighten the target audience about company or organisational policies and principles. They could also give specific information about new policies or changes effected in the organisation.

Persuasive Speech

This type of speech is usually given by politicians or debaters. Just as the name implies, they are aiming to persuade and convince their target audience to stake a stance with them.

Informal Speech

Informal speeches on the other hand are often impromptu. They could be delivered anywhere or at any given point in time.

Entertaining Speech: they are speeches meant to make people laugh without any motive of causing harm or jeopardising people's reputation or image. They are sometimes given by comedians and are also impromptu.

Special Occasion Speech: just as the name implies, they are speeches given on special occasions like marriages, naming ceremonies, parties, funerals, amongst others.

Process of Writing Formal Speeches

1. Know the purpose for which you are giving the speech
2. Have a target audience in mind
3. Put down the main points of your speech – four or five bullet points are sufficient
4. Give your speech an appropriate heading
5. Give an introduction to the speech

6. Develop your main points to form the body of your speech
7. Conclude your speech

Process of Writing Informal Speeches

The type of informal speech determines its process and structure since it is especially flexible.

It generally consists of the basic parts of what constitutes an essay - an introduction, body and conclusion. The ending is particularly important as it highlights the purpose. In a vote of thanks, for instance, it is vital to bring your audience together at the end to offer thanks to everyone. It is easy to overlook the main purpose of an informal speech – so, be careful.

Learning Tasks

1. Learners briefly discuss speeches in their own words.
2. Learners explore a list of public addresses and group them under the headings formal and informal speech, stating the particular sub-type of speech it is
3. Learners listen to pre-recorded audio speeches, determine the specific type of speech each of them is and discuss the common features in each of them
4. Learners choose a topic and write an introduction to it.

Pedagogical Exemplars

Collaborative Learning

1. Learners in mixed-ability groups discuss the meaning and importance of speeches
2. Learners in mixed-ability groups categorise a list of sample speech headings under their corresponding types
3. Working in pairs, learners plan and compose formal/informal speech.

Initiating Talk for Learning: Using think-pair-share, learners collaboratively discuss ideas for their speech.

Process Approach: Learners in mixed groups, go through the process of writing a formal/informal speech.

Key Assessment

Level 3

1. As the organiser of your father's or mother's forty-fifth birthday party, write a speech to be delivered to your guests and state which type of speech it is.
2. Debate for or against the motion 'The Impact of Technology on Education'.

Learning Indicator: Use imagery (expressions and figurative language) in texts

Focal Area 3: Imagery - Narrative, Drama and Poem

Imagery refers to any form of writing or speech that appeals to our senses. These senses are: sense of sight, hearing, taste, feeling and smell. Imagery is used in many ways to make these senses come alive by experiencing the reality of what is being described or mentioned as though it were present. In simple terms, if someone is able to talk about or write about something and your mind can easily connect with what they are referring to, to the extent that you can visualise, hear, smell, see or even feel what it is, that is imagery.

Imagery can be created in the following ways

1. Expressive Language

It is how we express thoughts and feelings using words, gestures, or signs, e.g. talking, writing, or using sign language. Expressive language entails;

Phonology: Deals with speech sounds.

Morphology: Focuses on word formation.

Syntax: Governs sentence structure.

Semantics: Relates to word meanings.

Pragmatics: Addresses language use in social situations

2. Figurative Language: It's language that goes beyond literal meaning for effect.

Example

Metaphor: Her smile was sunshine.

Simile: His laughter echoed like thunder.

Hyperbole: I've told you a million times!

Alliteration: Peter Piper picked a peck of pickled peppers.

Learning Tasks

1. Explore individually the use of imagery in the text below

Sunset Canvas

The sun dipped low on the horizon, its golden brushstrokes igniting the sky. A canvas of burnt orange and dusky pink stretched across the heavens, each hue blending seamlessly into the next. Wisps of cirrus clouds, like delicate strokes of a master painter, trailed lazily, catching the last rays of daylight.

Beneath this celestial masterpiece, the landscape transformed. The rolling hills, once cloaked in emerald green, now wore a warm sepia tone. Shadows danced across the fields, elongating the grass and casting intricate patterns on the earth. Trees stood sentinel, their leaves catching fire—crimson, amber, and bronze—against the fading light.

And there, at the edge of the meadow, stood alone figure. She raised her hand to shield her eyes, squinting against the brilliance. The sun, a molten orb, seemed to kiss the treetops before sinking into the distant hills. She drank in the scene—the way the light played on dew-kissed petals, the way the world held its breath in this suspended moment.

In that quietude, she saw more than colours and contours. She saw memories etched into the landscape—the laughter of children chasing fireflies, the whispered promises of lovers beneath these very boughs. The sun's descent was not merely an astronomical event; it was a symphony of senses—a farewell whispered in gold and rose.

And as the first star blinked into existence, she closed her eyes, committing it all to memory. For tomorrow, the canvas would be wiped clean, awaiting the artist's next stroke. But tonight, she revelled in the sight—the ephemeral beauty that lingered long after the sun had dipped below the rim of the world.

2. Consider in your group to what extent the imagery of *Sunset Canvas* is successful.
3. Are some of the word-choices more effective than others?
4. Can too much imagery be counter-productive for the reader?

Pedagogical Exemplars

Collaborative Learning: Learners work collaboratively in pairs to identify the structure of expressive and figurative language to create images and atmosphere in texts.

Experiential Learning: Learners in mixed ability groups, explore the use of imagery (literary devices) in a selected text, poem or story for role-play or dialogue. Learners take note of respect for others, and diversity of ideas.

Key Assessment

Level 1-3

1. Create a simple poem or short story in which figurative language is dominant.
2. Underline the specific lines or expressions that have figurative language and their use in the text.

HINT



Remind learners about their **Portfolio Assessment**, which will be due for submission in week 19.

WEEK 10 REVIEW

This week have explored a variety of approaches to teaching the lessons in it.

The first lesson focused on the principles of Subject-Verb-Agreement and how they are applied in connected speech. The second focal area highlighted the composition of formal/informal speeches whereas the last (but not least) focal area was on imagery in texts. These ensure that learners are strengthened in their grammar and writing and creativity skills. The lessons, having been related to real life, will go a long way to prepare learners for higher levels of education, the world of work and adult life.



APPENDIX G: SAMPLE SCORING RUBRIC FOR ORAL DEBATE

Criteria	Excellent (4marks)	Very good (3marks)	Satisfactory (2marks)	Needs improvement (1mark)
Content	Debaters engage in a debate on 4 impacts of technology on education	Debaters engage in a debate on 3 impacts of technology on education	Debaters engage in a debate on 2 impacts of technology on education	Debaters engage in a debate on 1 impact of technology on education
Communication skills	Debaters exhibit any 4 of these skills e.g. Appropriate use of registers in contest of the debate, articulate thoughts clearly to convince the audience, vocatives well-articulated, Use of gestures, keeping eye contact to engage the audience,	Debaters exhibit any 3 of these skills e.g. Appropriate use of registers in contest of the debate, articulate thought clearly to convince the audience, vocatives well-articulated, Use of gestures, keeping eye contact to engage the audience,	Debaters exhibit any 2 of these skills e.g. Appropriate use of registers in contest of the debate, articulate thoughts clearly to convince the audience, vocatives well-articulated, Use of gestures, keeping eye contact to engage the audience,	Debaters exhibit any 1 of these skills e.g. Appropriate use of registers in contest of the debate, articulate thoughts clearly to convince the audience, vocatives well-articulated, Use of gestures, keeping eye contact to engage the audience,
Collaboration skills	Group members exhibiting any 4 of these skills: Encouraging oneself and others to stay focused, ensuring tasks are completed on schedule, respecting the views of others, Tolerating others, Resolving conflicts, Taking responsibility	Group members exhibiting any 3 of these skills: Encouraging oneself and others to stay focused, ensuring tasks are completed on schedule, respecting the views of others, Tolerating others, Resolving conflicts, Taking responsibility	Group members exhibiting any 2 of these skills: Encouraging oneself and others to stay focused, ensuring tasks are completed on schedule, respecting the views of others, Tolerating others, Resolving conflicts, Taking responsibility	Group members exhibiting any 1 of these skills: Encouraging oneself and others to stay focused, ensuring tasks are completed on schedule, respecting the views of others, Tolerating others, Resolving conflicts, Taking responsibility

Total: 12 marks

WEEK 11: ORAL LANGUAGE, READING AND GRAMMAR

1. STRAND: ORAL LANGUAGE

Sub-Strand: Listening Comprehension

Learning Outcome: *Interpret the contextual meaning of level-appropriate text*

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

2. STRAND: READING

Sub-Strand: Summarising

Learning Outcome: *Utilise knowledge and understanding of summary strategies to interpret texts*

Content Standard: *Demonstrate an in-depth understanding of texts of varied lengths and difficulty levels*

3. STRAND: GRAMMAR

Sub-Strand: Grammar Usage

Learning Outcome: *Use sample texts for identification and analysis of the types of subject-verb-agreement in speech and in writing*

Content Standard: *Exhibit understanding and accurate use of subject-verb-agreement in speech and writing*

HINT



- The week's mode of assessment summary for Focal Area 2.
- Teachers are encouraged to identify appropriate modes of assessment in the Teacher Assessment Manual and Toolkits (TAMTK) to assess learners in focal areas 1 and 3
- Group project due for submission. Teachers are reminded to collect, mark, and submit group project assessments given in week 2 for each learner.

INTRODUCTION AND WEEK SUMMARY

Welcome to another week, Week Eleven. The lessons this week are on oral language, reading and grammar. During the oral language lesson, learners are expected to identify the purpose of texts or communication. It is expected that real life scenarios and examples will be used to make the lesson interesting and relatable. The reading lesson gives insight on how to write summaries using summary writing strategies. The third lesson is a continuation from week 10.

It has been intentionally done to provide learners with enough content and examples to help improve their speech and writing. Even though the content seems repetitive, it should not be skipped or downplayed. It is expected that interesting pedagogies and much expertise will be developed by teachers to promote differentiation, GESI and SEL.

The focal areas covered this week are:

1. Oral Narrative (Purpose of Texts)
2. Summary Writing (Strategies for Summarising Texts)
3. Subject-Verb Agreement (Usage)

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars include collaborative learning, experiential learning and talk for learning. These are to ensure that the lessons are learner-centred and applicable or relatable. Learners should be guided to come up with favourable responses if need be. The learning tasks and pedagogical exemplars have been differentiated to cater for all learning needs. This will ensure that learners come up with their knowledge on the purpose of communication, strategies for summarising texts, as well as the appropriate use of subject and verb in everyday communication. Pre-recorded videos have been made available to facilitate comprehension. All these are to ensure that learners improve on their speaking and writing skills and ensure that they know when to be chatty and when not to be.

ASSESSMENT SUMMARY

The assessments have been varied to help both the gifted/talented and those who may struggle to understand the lesson. Learners who may struggle to understand the lesson could be given more basic examples and exercises. Learners could be given more confined areas to come up with appropriate responses to ascertain their level of understanding. Further reading areas or texts, as well as extra exercises, can be given to learners who are gifted/talented. It is essential for teachers to conduct assessments promptly to track learners' progress effectively. You are encouraged to administer the recommended assessment for the week, record results and submit them where applicable to the **Student Transcript Portal (STP)** for documentation

The recommended assessment mode for the week is *summary*.

Refer to the “**Hint**” at the key assessment for focal area 3 for additional information on how to administer the assessment mode. Always remember to score learners' work with rubric/markings scheme and provide prompt feedback to learners on their performance.

Learning Indicator: Recognise the purpose of varied oral communication

Focal Area 1: Oral Narrative (Purpose of Texts)

The Purposes of varied oral communication

Oral communication is the act of passing down information, ideas or messages through spoken language. Communication varies from culture to culture and person to person. Purpose plays a role in communication. It requires specific word choices in order to validate the essence for which the communication is done.

Purposes of Communication

The following are some purposes of communication

1. **Information sharing:** Communication helps to convey ideas, thoughts, and messages to others.
2. **The expression of emotion:** Others know how you feel when you articulate it or communicate
3. **Motivation:** Words are used to inspire and encourage others to take action or pursue goals.
4. **Persuasion:** Influencing others' attitudes, beliefs, and actions.
5. **Building relationships:** Establishing and maintaining personal and professional connections.
6. **Collaboration:** Working together to achieve common goals and objectives.
7. **Problem-solving:** Discussing and resolving issues, conflicts, and challenges.
8. **Feedback:** Exchanging opinions, offering suggestions and constructive criticism.
9. **Negotiation:** Reaching mutually beneficial agreements and compromises.
10. **Conflict resolution:** Addressing and resolving disputes and disagreements.
11. **Social interaction:** Engaging in everyday conversations, small talk, and socialising.
12. **Learning and education:** Acquiring knowledge, skills, and understanding through verbal instruction.
13. **Entertainment:** Sharing stories, jokes, and anecdotes to entertain and to include others in a small or large group.

Learning Tasks

1. Learners brainstorm the purpose of oral communication
2. Learners give examples of sentences to support each of the purposes of oral communication listed.
3. Learners listen to different audio podcasts and determine which of them corresponds to which of the listed purposes.
4. Learners write down their own short passages and read them aloud for others to determine the purpose of each of them.

Pedagogical Exemplars

1. Collaborative Learning

Learners in mixed ability groups, through leading questions (where applicable) brainstorm and bring out a list of the purpose for which communication takes place.

2. Experiential Learning

Individually, learners recollect and share personal experiences or instances where each of the purposes of conversations happened in real life.

For instance, learners can be guided to recall and bring out some of the information shared during the school assembly's announcement session such as: The new washroom next to L-Block is ready for use.

3. Talk for Learning

Learners listen to audio podcasts or readings of sample/short sentences/extracts and determine the purpose of the sentences or paragraphs.

Examples are given below

- a. Company X, formerly known as Andy's Fabrics and Styles was established in 2001. What brought about this establishment was the increasing demand for fashionable and more trendy outfits. It began as a simple fabric and sewing shop but gradually grew bigger to become what we see today. We currently have eighteen branches nationwide. Is this the end for us as a company? Certainly not! We hope to open branches of our company in other parts of the country and of course other parts of the world beginning with Nigeria. Can I tell you a little secret? Plans are seriously underway to make this a reality.
- b. I had just left this room for a few minutes only to be called back to this pleasant surprise. How could this have happened so quickly? Did you work some magic or something? I cannot believe this. I must say I am overwhelmed. This is stunning!
- c. Members of the jury, it is clear and beyond a shadow of a doubt that this man is guilty. His fingerprints were found on the murder weapons and his absence from home a few minutes before the crime, which occurred a few minutes away from his home, confirms this. I entreat you to let justice prevail. Serve my client Rose Benami the justice she deserves.
- d. Standing before us today is Nii Dromo who won the national eloquence awards. This would not have happened if Nii had not had a reading habit. His award did not only come with the certificate, cash prize and crown, but he has been given scholarships by different companies in this country and overseas. Nii only has to focus on his studies and graduate from university. He has a job offer awaiting him. This would not have been if he had done otherwise. This is to tell all of us that hard work pays. If you want to be like him, follow his footsteps. Develop a reading habit.

Key Assessment

Level 1 and 2

Fill the table below

Purpose of Text	Corresponding Sentence
1	
2	
3	
4	
5	

Level 3

Compose a paragraph on any of the following

1. As a housemaster/mistress, you have called your house for a brief announcement
2. Two students fought over the sweeping roster. As a class prefect, resolve the issue.
3. You got to class half an hour before silence hour and decided to have a small-talk with your sitting partner. Write down the conversation. Make it relatable.
4. As a provision shop owner, you have called for a meeting to update your employees on the current cost of items in the shop.

Learning Indicator: Apply a variety of strategies in summarising texts of varied lengths and difficulty

Focal Area 2: Summary Writing – Strategies for Summarising Texts

Summary Writing

Summary writing involves giving a concise overview of the main points of a text in your own words. The goal is to distil essential information from a larger text while maintaining clarity and brevity. Ideally, you should aim to give a summary in your own words to as great an extent as possible.

Strategies for Summary Writing

1. **Read and understand the text:** Before summarising, read the text carefully and make sure you understand its main ideas and supporting details.
2. **Identify the main idea:** Determine the central idea or thesis statement of the text. What is the text aiming to say?
3. **Find key points:** Identify the most important supporting points or arguments that develop the main idea.
4. **Leave out unnecessary details:** Ignore minor details, examples, cohesive devices, adverbials, modifiers, appositives, or repetition. Stick closely to the main idea.

5. **Use your own words:** Paraphrase the main idea and key points in your own words, avoiding direct quotations from the original text.
6. **Keep it concise:** Aim for a summary that is about 10% or less of the original text's length.
7. **Use clear and simple language:** Avoid using complex vocabulary or jargon that might confuse readers.
8. **Review and edit:** Check your summary for accuracy and clarity, and make any necessary revisions.

Importance of Summary writing

1. **Efficiency:** Summaries condense lengthy information, saving time for readers.
2. **Clarity:** Well-written summaries provide a clear understanding of complex topics.
3. **Retention:** Summarising helps retain essential details from a text.
4. **Communication:** Summaries facilitate effective communication in various contexts.
5. **Assessment:** Teachers and employers often evaluate summarisation skills.
6. **Research:** Summaries aid in reviewing and comparing multiple sources.
7. **Decision-Making:** Concise summaries assist decision-makers in processing information.

Learning Tasks

1. Learners replace a group of words or expressions with one word or as few words as possible.
2. Learners put a list of sentences into simplest forms.
3. Learners explain what paragraph shrinking is.
4. Learners mention strategies for paragraph shrinking.
5. Learners mention the importance of summarising texts.

Pedagogical Exemplars

1. Collaborative Learning

In mixed ability groups, learners replace a group of words or expressions with one word or as few words as possible.

In pairs, learners simplify given sentences.

2. Brainstorming/Talk for learning

Learners brainstorm the meaning of paragraph shrinking by taking cue from previous activities

Learners in mixed-ability groups take turns to explain the importance of summarising texts.

Key Assessment

Level 2 -3

Summarise the main ideas in each of the following sentences

1. The act of spacing out births in order to have a happier and healthier lifestyle has been accepted by the people who live in the republic of Ghana.
2. The man who practises law in my village died without making a will.
3. This morning, while the early morning cars were tooting their horns, the birds singing their hallelujah chorus to the Lord and the sun glittering with glorious brightness, Bediako knocked on my door.
4. Furthermore, her constant inability to sleep at night saved her from the robbery.

Learning Indicator: Analyse the appropriate use of subject and verb in everyday communication

Focal Area 3: Subject-Verb Agreement (Usage)

Scan the QR Code below for recommended pre-recorded videos on subject-verb agreement.



Learning Tasks

1. Learners watch videos on subject-verb agreement (S-V-A) and discuss the rules of S-V-A found in the watched video.
2. Learners bring up some common S-V-A issues in everyday speech and correct them.
3. Learners correct S-V-A issues in given sentences and paragraphs.

Pedagogical Exemplars

Collaborative Learning

1. Learners watch a pre-recorded video on S-V-A and discuss the rules of concord or S-V-A in them.
2. Learners through whole class discussion, guided by leading questions, mention examples of common mistakes made by students regarding S-V-A. Teachers must ensure that this does not become grounds for learners to pick on or discredit/disregard their colleagues and teachers or leaders.
3. Individually or in pairs, correct S-V-A issues identified in given texts or paragraphs

Key Assessment

Level 1-2

Correct the grammatical errors in the following sentences

1. She run to the store each day.
2. The teams of players is practising hard.
3. Neither the cat nor the dogs was hungry.
4. Either the cat or the dog are responsible for the mess
5. Most students prefers online learning.
6. The company's profits has increased.
7. Neither the teacher nor the students was aware of the change.
8. The herd of deer were grazing in the meadow.
9. The students was excited about the field trip.
10. My favourite novel back in the days were 'To Kill a Mockingbird'.

Level 2

Correct the grammatical errors in the passage below

"The school's soccer teams **was** excited about the upcoming match. The players, along with their coach, **was** practising diligently. However, the team captain, Maria, **have** been feeling nervous. She **wants** to lead her team to victory.

During yesterday's practice, the weather **was** scorching hot. The players **was** sweating profusely, but they **was** determined to improve their skills. The coach **gives** them valuable feedback.

Meanwhile, the school bands **was** rehearsing in the music room. The sounds of instruments **was** echoing through the hallways. The band members **was** focused on perfecting their performance.

In the classroom, the teacher **were** discussing grammar rules. She emphasised the importance of subject-verb agreement. The students **was** taking notes, hoping to avoid mistakes.

After school, Maria **was** still anxious. She **needs** to inspire her team. The coach **believe** in her abilities. Together, they **will** achieve success.

HINT



The recommended mode of assessment for the week is summary. Refer to key assessment level 3 under focal area 2 for an example task.

WEEK 11 REVIEW

The lessons this week have aimed to deepen learners' knowledge and understanding of the purpose of texts or communication. The reading lesson also gave insight on how to write summaries using summary-writing strategies. The third lesson was a continuation from Week Ten, Subject-Verb Agreement usage. The lessons provided learners with enough content and examples to help improve their speech and writing. Even though the content might have seemed repetitive, they helped make the class more interactive and the lessons comprehensible. The interesting pedagogies promoted GESI, SEL and 21st century skills and competencies.

WEEK 12: GRAMMAR, WRITING AND LITERATURE

1. STRAND: GRAMMAR

Sub-Strand: Grammar Usage

Learning Outcome: *Use active/ passive voice in presentations*

Content Standard: *Demonstrate mastery of use of active and passive voice in communication*

2. STRAND: WRITING

Sub-Strand: Text Types and Purposes

Learning Outcome: *Apply a procedural method to create texts that are descriptive, imaginative, persuasive and argumentative*

Content Standard: *Use a process approach to compose a descriptive, narrative/imaginative, informational, persuasive and argumentative texts*

3. STRAND: LITERATURE

Sub-Strand: Poetry, Narrative and Drama

Learning Outcome: *Apply imagery and figurative language in texts*

Content Standard: *Demonstrate understanding of how various elements of literary genres facilitate the understanding of a text*

HINT



The **End of First Semester Examination** will be conducted this week (week 12). Refer to Appendix H for a Table of Specifications to guide you to set the questions. Set questions to cover all the indicators covered for at least weeks 1 to 11.

INTRODUCTION AND WEEK SUMMARY

Welcome to Week Twelve. The strands for this week are Grammar, Writing and Literature. The focal point of the grammar lesson is Identification of Active and Passive voice, something which students struggle to deal with when it comes to identifying a notional object as a grammatical subject. However, with skilful teaching and incorporation of 21st century teaching skills and ICT, the lesson promises to be exciting, understandable and relatable to learners.

The focal point of the Writing lesson is Speech writing which falls under Argumentative and or persuasive essay which seeks to guide learners to sound convincing and persuasive in their discussions. The core Literature lesson also focuses on Imagery as explored in narratives, drama and prose. It is expected that this lesson will be related to real life and the learners' experience and the world of work.

The focal areas covered in this week are:

1. Voice (Identification of Active/Passive voice)
2. Speech writing (Argumentative /Persuasive Essay- Debate)
3. Imagery (Narrative, Drama and Poem)

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars aid in unlocking the entire cognitive potential of learners, as students are encouraged to reflect, brainstorm, give examples, and give appropriate answers. In order to facilitate collaborative idea-sharing among learners on a variety of assignments and group activities, shy students are given the opportunity to participate in the class as well as to receive support in overcoming their shyness. The teacher is encouraged to help learners apply the Ghanaian cultural values such as tolerance, honesty, and respect for others.

ASSESSMENT SUMMARY

The strategies for assessment guarantee a level-appropriate approach that makes sure every learner is amply engaged to be able to recall information, develop skills, reason strategically, and demonstrate extended critical thinking. Tasks are designed to grow more difficult and expected responses more demanding as learners advance in levels. When necessary, teachers should allow students enough time to complete their responses with satisfactory supervision. Teachers are also encouraged to refer to the Teacher Assessment Manual and Toolkits (TAMTK) (NaCCA, 2023) on how to use the assessment strategies effectively. You are encouraged to administer the recommended mode of assessment for the week, record the results and submit them to the **Student Transcript Portal (STP)** for documentation. The recommended assessment mode for the week is *End of First Semester Examination*.

Learning Indicator: Distinguish between the forms of active and passive voice

Focal Area 1: Voice-Identification of Active/Passive Voice

In Grammar and Language, Voice refers to the way a verb is used to indicate the relationship between the subject and the action described by the verb.

There are two main types of voice

1. Active voice
2. Passive voice

Identifying active and passive voice in sentences involves understanding who or what is performing the action and who or what is receiving the action.

Here's a detailed guide on how to identify active and passive voice:

Active Voice

In the active voice sentences, the subject of the sentence *performs* the action of the verb. The subject in the Active voice is called the *grammatical subject* and the *notional subject*.

Structure of the active voice

Active voice usually takes the form: Subject + Verb + Object

Example: The dog (subject) chased (verb) the cat (object).

Key Indicators

The subject is the doer/performer of the action.

The sentence follows a clear and direct structure: Subject → Verb → Object.

For example: Mrs. Mensah bakes bread. Most children play football.

Passive Voice

In the passive voice sentences, the subject of the sentence *receives* the action of the verb. The object becomes the grammatical subject and the subject still stays as notional subject but occupies the object position.

Structure

Object in the active sentence now becomes the subject.

Form of the verb “to be” + Past Participle + (by + Agent)

Example: The cat (subject) was chased (form of “to be” + past participle) by the dog (agent).

Key Indicators

The subject is acted upon.

The verb or verb phrase includes a form of the verb “to be” (am, is, are, was, were, be, being, been) followed by a past participle (chased, eaten, written).

The doer of the action (agent) is often introduced by the word “by,” although sometimes omitted.

For example: Bread is baked by Mrs. Mensah. Football is played by most children

Steps to Identify Active and Passive Voice

1. Identify the main verb in the sentence.
2. Find the Subject by identifying who or what is performing the action.
3. Determine the Object (if applicable) by identifying who or what is receiving the action.
4. Check the Verb Structure:
 - a. Look for a form of the verb “be” and a past participle to form a passive voice.
 - b. Ensure the subject directly performs the action for active voice.

Learning Tasks

1. Learners watch YouTube videos on varied use of active and passive voice structures to identify their corresponding actions.
2. Learners use conversation drills to distinguish and practise the use of active and passive voice.
3. Learners in mixed ability/gender groups collaboratively identify active and passive voice sentences in given sentences.

Pedagogical Exemplars

1. **Experiential Learning:** Learners cooperatively, watch YouTube videos on varied use of active and passive voice structures to identify their corresponding actions (verb tense forms in use).
2. **Structuring Talk for Learning:** Learners use pair conversation drills to distinguish and practise the use of active/passive voice while enabling active participation and tolerance.
3. **Collaborative Learning:** Learners in mixed ability groups collaboratively identify active/passive voice sentence structures in given passages (using old newspapers and other selected texts across the curriculum).

Key Assessment

Level 1

1. Identify whether the following sentences are in active or passive voice:
 - a. The report was written by the student.
 - b. The teacher explains the lesson.
 - c. The cake was eaten by the children.
 - d. The gardener waters the plants.
 - e. The project was completed on time.

Level 2: Write down four active sentences and change them into passive sentences.

Level 3: Write out the active and passive sentences in the passage below.

The Mystery of the Lost Drum

In the vibrant town of Asankragwa, preparations for the annual festival were in full swing. The streets buzzed with excitement as colourful decorations were hung and delicious aromas wafted from food stalls. Kwaku, a talented young drummer was chosen to lead the procession with his powerful beats. His drum, a treasured family heirloom, was kept in the community centre waiting to be brought out for the big day.

One evening, as Kwaku walked to the community centre, he noticed something was amiss. The door was slightly ajar and a sense of unease washed over him. Somebody had been inside and the drum was missing! Panic spread quickly through the town. A search party was organised by the elders and everyone combed the streets and alleyways. Meanwhile, whispers of the lost drum echoed throughout Asankragwa and theories about its disappearance were shared among the townsfolk.

As the sun began to set, a young girl named Esi stumbled upon a clue. A trail of footprints led to the edge of the nearby forest. Esi's discovery was reported to the search party and Kwaku along with a few others, followed the trail. Deep in the forest, they found the drum abandoned but unharmed. It was returned to the community centre with great relief. On the day of the festival, Kwaku's beats resonated through the town and the celebration was filled with joy and gratitude. The mystery of the lost drum became a cherished story, reminding everyone of the community's strength and unity.

Level 4

1. Consider the effect of the writer's use of active and passive sentences in the short story above.
2. If the whole tale had been written in the active voice, would it have been better or worse?

Learning Indicator: Write a persuasive text (e.g. debate) that states and defends a position and responds to objections raised about it

Focal Area 2: Speech Writing – Argumentative/Persuasive Essay (Debate)

Speech Writing

Speech writing is the process of composing a text that is intended to be delivered orally to an audience. It involves organising thoughts, ideas, and information into a coherent structure that effectively communicates a message.

Features of Speech Writing

1. **Audience Awareness:** Understand the audience's demographics, interests, knowledge level, and expectations. Tailor the content, language, and tone to suit the audience.
2. **Clarity of Purpose:** Define the purpose of the speech (to inform, persuade, entertain, inspire). Ensure that every part of the speech contributes to achieving this purpose.
3. **Engaging Introduction:** Begin with a hook to grab the audience's attention (vocatives, quotes, anecdotes, questions, or statistics). Introduce the topic and establish the significance of the speech. State the main points or objectives of the speech.

4. **Organised Structure:** Follow a logical structure with a clear beginning, middle and end. Use an outline to organise main points and sub-points. Ensure a smooth transition between sections to maintain the flow of thoughts.
5. **Conversational Tone:** Use a natural tone to connect with the audience. Use personal pronouns (I, you, we) to create a sense of dialogue.
6. **Rhetorical devices:** Utilise rhetorical devices to enhance the speech's impact
 - a. **Repetition:** Emphasise key points by repeating words or phrases.
 - b. **Parallelism:** Use similar sentence structures for rhythm and emphasis.
 - c. **Rhetorical Questions:** Engage the audience and provoke thought.
 - d. **Metaphors and Similes:** Create vivid imagery and comparisons.
7. **Supporting Evidence:** Use factual elements as evidence of support.
8. **Emotional Appeal:** Connect with the audience on an emotional level by sharing personal and relevant short stories or experiences. Use expressive language and tone to convey emotions.
9. **Clarity and Conciseness:** Be clear and concise; avoid unnecessary jargons and verbosity. Stick to the main points and avoid digression (going off-topic).
10. **Memorable Conclusion:** Summarise the main points and restate the importance of the topic. End with a strong closing statement, call to action, or thought-provoking remark.
11. **Delivery considerations:** Write with the delivery in mind; consider pacing, pauses and emphasis. Use short sentences and simple words for easier delivery and understanding. Include cues for gestures or changes in tone.
12. **Revision and Practice:** Revise the speech multiple times for clarity, coherence, and impact. Practice delivering the speech to ensure a smooth and confident presentation.



Note

Scan the QR code below to watch and listen to the video and discuss in mixed-ability/ gender groups, one of the greatest speeches ever delivered by the Rev Dr Martin Luther King in 1963. Learners can listen to it openly and without pause first of all. Then, read once more the twelve points listed above, listen again and discuss in groups the number of features listed which are found in Dr King's famous speech. The brilliance of his classical use of rhetoric will always keep his words alive.



Forms or types of Speech Writing

Argumentative Essays

An argumentative essay is a type of writing that requires the writer to take a stance on a particular issue or topic and present arguments to support that stance. The goal is to persuade the reader to agree with the writer's viewpoint or to consider it as a valid perspective.

Types of argumentative essays

1. **Position Argument:** This takes a clear stance on an issue and supports it with evidence.
2. **Proposal Argument:** This presents a solution to a problem and argues for its implementation.
3. **Evaluation Argument:** This evaluates the pros and cons of a topic or issue.
4. **Causal Argument:** This explores the causes and effects of a topic or an issue.
5. **Comparative Argument:** This compares and contrasts two or more topics or issues.
6. **Analytical Argument:** This breaks down a topic or issue into its component parts to examine and interpret them.
7. **Rebuttal Argument:** This is the response to an opposing argument and refutes its claims.
8. **Policy Argument:** This argues for or against a specific policy or legislation.
9. **Philosophical Argument:** This explores fundamental questions and beliefs about existence, reality, and knowledge.
10. **Persuasive Argument:** This aims to persuade the audience to adopt a particular point of view or take a specific action.

Argumentative essays typically have the following features

1. **Clear thesis statement:** A concise statement that presents the main argument.
2. **Strong evidence:** Supporting facts, statistics, quotations, and examples to validate the argument.
3. **Logical reasoning:** Sound reasoning and logical connections between ideas.
4. **Organisation:** A clear structure, including introduction, body, and conclusion.
5. **Counter-argument acknowledgment:** Recognition and response to opposing views.
6. **Effective refutation:** Addressing counter-arguments with evidence and logic.
7. **Persuasive language:** Strategic use of rhetorical devices and persuasive techniques.
8. **Addressing assumptions:** Identifying and challenging underlying assumptions.
9. **Contextual consideration:** Awareness of the topic's historical, social, and cultural context.
10. **Clarity and concision:** Clear and concise language, avoiding ambiguity and unnecessary complexity.
11. **Objective tone:** A balanced and impartial tone, avoiding emotional appeals and bias.
12. **Use of transitions:** Effective use of transitional phrases and words to connect ideas.

Persuasive Writing

Persuasive writing is a type of writing that aims to convince the reader to adopt a particular point of view, take a specific action, or support a particular cause. The goal of persuasive writing is to persuade the reader to agree with your opinion or perspective.

Some key features of persuasive writing

1. **Clear thesis statement:** A concise statement that presents the main argument.
2. **Strong evidence:** Supporting facts, statistics, quotes, and examples to validate the argument.
3. **Emotional appeal:** Appealing to the reader's emotions and values.
4. **Logical reasoning:** Sound reasoning and logical connections between ideas.
5. **Rhetorical devices:** Strategic use of literary devices such as metaphors, similes, and allusions.
6. **Tone:** A persuasive tone that is confident, assertive, and respectful.
7. **Addressing counter-arguments:** Acknowledging and responding to opposing views.
8. **Call to action:** Encouraging the reader to take a specific action.
9. **Convincing language:** Using persuasive language and vocabulary.
10. **Organisation:** A clear and logical structure.

Some common techniques used in persuasive writing

1. **Bandwagon effect:** Encouraging the reader to follow the crowd.
2. **Social proof:** Using testimonials and social evidence.
3. **Reciprocity:** Offering something in return for the reader's action.
4. **Repetition:** Repeating key points and phrases for emphasis.



Note

Persuasive writing is used in various contexts, including advertising, marketing, editorials, and persuasive essays.

Difference between argumentative essays and persuasive writings

Argumentative essays and persuasive writings share similarities, but there are key differences:

Argumentative Essays

1. Focus on presenting a clear argument and supporting it with evidence.
2. Aim to convince the reader of the validity of the argument.
3. Typically, they are more formal and academic.
4. Often they require a more objective tone.
5. Focus on logical reasoning and evidence-based arguments.

Persuasive Writings

1. Aim to persuade the reader to take a specific action or adopt a particular point of view.
2. Often more personal and emotive.
3. May use rhetorical devices and storytelling techniques.
4. Can be less formal and more conversational.
5. Focus on appealing to the reader's emotions and values.

In summary

1. Argumentative essays focus on presenting a logical argument, while persuasive writings aim to persuade the reader to take action.
2. Argumentative essays are often more formal and academic, while persuasive writings can be more personal and emotive.

While both types of writing aim to convince the reader, the approach and tone differ.

Learning Tasks

1. Learners work in pairs to consider argumentative essays on familiar topics.
2. Learners in wider group contexts collaboratively discuss ideas for their essays.
3. Learners practise the process of writing an argumentative essay.
4. Learners in small groups discuss a given topic for a debate. (persuasive writing)

Pedagogical Exemplars

1. **Collaborative Learning:** Work in pairs to plan and compose an argumentative essay.
2. **Initiating Talk for Learning**
 - a. Using think-pair-share, learners collaboratively discuss ideas for their essay.
 - b. Learners in mixed groups, go through the process of writing an argumentative essay.
 - c. Learners in small groups discuss a given topic for a debate.

Key Assessment

Level 3: Write a one-paragraph argumentative essay on the topic: "Can a Standardised Test be an Effective Measure of Intelligence and Academic Ability?"

Level 4

1. Compose a four- paragraph essay on the topic: "The need for Agricultural subsidy reform: how current policies are hurting small scale farmers".
2. Prepare a PowerPoint presentation on how the features of persuasive writing have been employed in the essay you have composed.

Learning Indicator: Use imagery (expressions and figurative language) in texts

Focal Area 3: Imagery - Narrative, Drama and Poem

Imagery is a literary device used in writing to create vivid and sensory experiences for the reader. It involves using language to describe and evoke sensory details such as visual, auditory, olfactory, tactile, and gustatory. Imagery helps readers to experience and imagine the story, setting or characters more intensely, making the writing more engaging, evocative and memorable.

Imagery and Narratives

Imagery and narratives are two powerful literary devices that work together to create a rich and immersive reading experience.

Narrative refers to the story or account of events, told through a sequence of words, images, or sounds. It's the structure that holds the story together, including the plot, characters, setting, and conflict.

Imagery, as we discussed earlier, is the use of language to create vivid sensory experiences for the reader. When used in conjunction with narrative, imagery brings the story to life, making it more engaging, relatable, and memorable.

Here's how imagery and narrative work together

1. **Setting:** Imagery helps to create a vivid sense of place, drawing the reader into the story's world.
2. **Character development:** Imagery can be used to describe a character's appearance, mannerisms, and emotions, making them more relatable and three-dimensional.
3. **Plot:** Imagery can enhance the narrative by creating vivid descriptions of events, actions, and settings, making the story more immersive and engaging.
4. **Atmosphere and mood:** Imagery can evoke a particular atmosphere or mood, drawing the reader into the story's emotional landscape.

By combining imagery and narrative, authors can craft a story that not only engages the intellect of their readers, but also their senses and emotions, creating a more memorable and impactful reading experience. Imagery and drama are closely linked in literature and theatre. Imagery is used to create vivid sensory experiences for the audience, while drama is a form of storytelling that uses action, dialogue, and performance to convey a narrative.

Consider collaboratively how effective the imagery is in the following piece of writing.

An excerpt from *Second Class Citizen* by Buchi Emecheta, a Nigerian novelist which has employed a great amount of imagery

“Her dress was clean enough, though it was too big, but she thought of something to smarten it up. She went into their room, got an old scarf, twisted it round and round, so much so that it looked like a palm-tree climber’s rope, then tied it round her little waist, pulling her baggy dress up a little. Other children went to school with slates and pencils. She had none. It would look ridiculous for her to march into a classroom without a slate and pencil. Then another thought struck her. She had always watched Pa shave: Pa had a broken slate, on which he usually sharpened a funny sort of curved knife. Adah often watched him do this, fascinated.

After sharpening the knife, Pa would rub some carbolic soap lather on his chin and then would shave away. Adah thought of this slate. But the trouble was that it was so small. Just a small piece. It would not take many letters, but a small bit of slate was better than no slate at all. She then slipped it into the top of her dress, knowing full well that her scarf-belt would hold it up. Luck was with her. Before she left the room, one of Ma's innumerable friends came for a visit, and the two women were so engrossed in their chit-chat that they did not notice when Adah slipped past them."

Imagery and Drama

In drama, imagery is used to;

1. **Set the scene:** Describe the setting, creating a visual landscape for the audience.
2. **Establish mood:** Use sensory details to evoke emotions and atmosphere.
3. **Develop characters:** Describe a character's appearance, mannerisms, and emotions, making them more relatable and three-dimensional.
4. **Enhance dialogue:** Add depth and meaning to dialogue through descriptive language.
5. **Create tension and conflict:** Use imagery to build suspense, foreshadow events, and highlight conflicts.

Some forms Dramatic imagery can take

1. **Verbal imagery:** Language used to create vivid sensory experiences.
2. **Visual imagery:** Costumes, sets, lighting, and special effects used to create a visual landscape.
3. **Kinaesthetic imagery:** Movement, dance, and physicality used to convey emotions and tell the story. This imagery engages with the audience's prior experience.

By combining imagery and drama, playwrights and performers can create a rich and immersive experience that engages the audience's senses, emotions, and imagination, making the story more memorable and impactful.

Imagery and Poetry

Imagery and poetry are intimately connected. Poetry is a form of literature that heavily relies on imagery to convey meaning, emotion, and atmosphere. Poets use imagery to;

1. **Create vivid descriptions:** of nature, emotions, experiences, and ideas.
2. **Evoke emotions:** through sensory details that appeal to the reader's emotions.
3. **Establish tone and atmosphere:** by using imagery to set the mood and tone of the poem.
4. **Explore themes and ideas:** through imagery that symbolises abstract concepts.
5. **Craft metaphors and similes:** to compare and contrast ideas, creating powerful and evocative language.

Some forms Poetic imagery can take

1. **Sensory details:** descriptions of sights, sounds, smells, tastes, and textures.
2. **Figurative language:** metaphors, similes, personification, and other literary devices.
3. **Symbolism:** using objects, colours, or images to represent abstract ideas or concepts.

By employing imagery, poets can create a rich, sensory experience for the reader, making the poem more engaging, memorable, and impactful.

Learning Tasks

1. Learners work collaboratively in pairs to identify the structure of expressive and figurative language to create images and atmosphere in specified texts.
2. Learners in mixed ability /gender groups, explore the use of imagery using a text, poem or a story for role-play or dialogue.
3. Learners discuss how imagery helps narratives, drama and poetry.

Pedagogical Exemplars

1. **Collaborative Learning:** Learners work collaboratively in pairs to identify the structure of expressive and figurative language to create images and atmosphere in texts.
2. **Experiential Learning:** Learners in mixed ability groups, explore the use of imagery (literary devices) using a text, poem or story for role-play or dialogue. Learners take note of respect and diversity of ideas.

Key Assessment

Level 1-2

Identify the elements of imagery in the poem, “The Weaver Bird” by Kofi Awoonor.

*The weaver bird built in our house
And laid its eggs on our only tree.
We did not want to send it away.
We watched the building of the nest
And supervised the egg-laying.
And the weaver returned in the guise of the owner.
Preaching salvation to us that owned the house.
They say it came from the west
Where the storms at sea had felled the gulls
And the fishers dried their nets by lantern light.
Its sermon is the divination of ourselves
And our new horizon limits at its nest.
But we cannot join the prayers and answers of the communicants.
We look for new homes every day,
For new altars we strive to rebuild
The old shrines defiled by the weaver’s excrement.*

Level 4

1. Create a short story on your own with elements of imagery.
2. Prepare a PowerPoint presentation and explain the elements of imagery explored in your short story.

HINT

- The recommended mode of assessment for this week is the **End of First Semester examination**.
- Refer to Appendix H for the Table of Specifications to guide you to set the questions. Set questions to cover all indicators covered for weeks 1 to 12 and scoring rubric for Essay question.
- Assist learners in preparing for the End of First Semester Examination.

WEEK 12 REVIEW

This week's lessons have aimed to improve further the learners' use of language with the discussions on the identification of active and passive voice in grammar, argumentative and persuasive writing, and the relationship between imagery and narrative, drama and poetry. These have ideally changed learners' perspectives on the study and use of English Language as well as boosted their confidence in the use of language in everyday communication. The pedagogical strategies used in the discussions aimed to ensure full participation of learners as they freely shared their opinions during the lessons. The interactive use of 21st century skills and the integration of ICT tools made the lessons convincingly varied. Learners' moral values such as respect for one another, honesty, tolerance, kindness and compassion have been enhanced by the use of group work. The assessment strategies ranging from DoK Levels 1 to 4 have improved learners' problem-solving skills and powers of reasoning as room was made for learners to work within their abilities



APPENDIX H: END OF FIRST SEMESTER EXAMINATION

End of semester examination questions should cover lessons taught in weeks 1-12

Nature of examination

Paper 1 part A: Multiple choice questions (40 questions).

Paper 1 part B: Oral test (10 questions).

Paper 2 A: 3 essay questions, 1 should be selected by learners

Paper 2 B: 1 comprehension passage with questions

Total mark for end of semester examination is 110 marks to be scaled down to 70%

Time: 2 hours

Resources

1. Answer booklets
2. Learner materials
3. Teacher manual
4. Assessment Toolkits
5. Printed /written examination question paper
6. Wall clock, etc.

Sample questions

Multiple choice questions (40 questions).

Choose from the alternatives lettered A to D the one that best completes the sentence

No one except her friendsher.

- A. have liked
- B. is liking
- C. like
- D. likes

Oral test (10 questions).

Write two corresponding words for each of the following sounds

/aɪ/ - , etc.

Essay questions

Write a letter to your friend in another school discussing at least three (3) practises that have enhanced teaching and learning in your school, etc.

Comprehension passage with questions

Use your knowledge of techniques for reading to read the passage below and do the activities that follow.

One month, after my mother gave birth to my younger sister, my father went and informed our elder most person in the community that the newborn baby was due to be given identity. My father, together with the most elderly person, scheduled a day for the activity to be carried out. On that fateful day everybody gathered in my father's compound for the activity to take place...

Write down the importance of this exercise to the community, etc.

Table Of Specifications for End of Semester Examination (First Semester)

weeks	Focal Areas(s)	Types of Question	DOK Level				Total
			1	2	3	4	
1	Diphthongs in English Speech Sounds A Guide to Reading and Answering Comprehension Phrase/Clause	Multiple Choice	2	-	1	-	3
		composition	-	-	-	-	-
		Oral test	-	2	2	-	2
		comprehension	-	-	-	-	-
2	The Subordinate Clause Cohesive Devices in Paragraph Coherence: Connectors and Transitional Devices Poetry (Selected Non-African Poem)	Multiple Choice	-	2	2	-	4
		composition	-	-	-	-	-
		Oral test	-	-	-	-	-
		comprehension	-	-	-	-	-
3	Triphthongs in English Speech Sounds Reading Comprehension Question Types Subordinate Clause	Multiple Choice	2	2	2	-	6
		composition	-	-	-	-	-
		Oral test	-	-	-	-	-
		comprehension	-	-	1	-	1
4	Noun/Nominal Clause Cohesive Devices in Paragraph Coherence Poetry (selected Non-African Poem)	Multiple Choice	2	3	-	-	5
		Oral test	-	-	-	-	-
		composition	-	-	1	-	1
		comprehension	-	-	-	-	-
5	Consonant Sounds: (Affricates and Approximants) Grammatical Structures Subordinate Clauses	Multiple Choice	3	2	-	-	5
		Oral test	-	-	-	-	-
		composition	-	-	-	-	-
		comprehension	-	-	-	-	-
6	Relative/Adjectival Clause The Structure of an Essay: Concluding Poetry: Identification of Common Themes Across Poems	Multiple choice	-	-	-	-	-
7	Consonant Sounds: Patterns of Consonant Clusters: Reading for Pleasure Subordinate Clause – Adverbial Clause	composition	-	1	-	-	1
		Oral test	-	-	-	-	-
		comprehension	-	-	-	-	-

8	<i>Subordinate Clause: Adverbial Clause</i> <i>Narrative Writing</i> <i>Poetry– Identification of Common Themes Across Poems</i>	<i>Multiple choice</i>	–	–	–	–	–
		<i>Oral test</i>	3	–	–	–	3
		<i>composition</i>	–	–	–	–	–
		<i>comprehension</i>	–	–	–	–	–
9	<i>Consonant Sounds– Consonant Clusters (Practice)</i> <i>Importance of Reading Fluently</i> <i>Concord– Subject–Verb Agreement</i>	<i>Multiple choice</i>	1	1	–	–	2
		<i>Oral test</i>	–	–	–	–	–
		<i>composition</i>	–	–	–	–	–
		<i>comprehension</i>	–	–	–	–	–
10	<i>Concord– Subject–Verb Agreement (Principles)</i> <i>Speech Writing– Formal/Informal Speech</i> <i>Imagery – Narrative, Drama and Poem</i>	<i>Multiple choice</i>	2	2	1	–	5
		<i>Oral test</i>	–	2	1	–	3
		<i>composition</i>	–	–	–	–	–
		<i>Comprehension</i>	–	–	–	–	–
11	<i>Oral Narrative (Purpose of Texts)</i> <i>Summary Writing – Strategies for Summarising Texts</i> <i>Subject–Verb Agreement (Usage)</i>	<i>Multiple choice</i>	–	1	3	–	4
		<i>Oral test</i>	–	–	–	–	–
		<i>composition</i>	–	1	–	–	1
12	<i>Voice–Identification of Active/Passive Voice</i> <i>Speech Writing – Argumentative/ Persuasive Essay (Debate)</i> <i>Imagery – Narrative, Drama and Poem</i>	<i>Multiple choice</i>	–	1	2	–	3
		<i>Oral test</i>	–	2	–	–	–
		<i>composition</i>	–	–	–	–	–
		<i>comprehension</i>	–	–	–	–	–
		Total	16	22	16	–	54

Sample Scoring Rubric for First Semester and End of Semester Examination Essay Question

Criteria	Excellent	Very good	Good	Average	Needs Improvement
	6 marks	5 marks	4 marks	3 marks	2 marks
Content	3 practises that have enhanced teaching and learning in schools well developed	2 practises that have enhanced teaching and learning in school well developed.	1 practise that has enhanced teaching and learning in school well developed out of the three stated	Merely stating 3 practises that have enhanced teaching and learning in school without explanation	Points raised are not relevant to practises that enhance teaching and learning
	Excellent (4 marks)	Good (3 marks)	Average (2 marks)	Needs Improvement (1 mark)	
Organisation	Informal letter features such as Address of writer, date, salutation, subscription and first name of the writer must be present, suitable opening, Logical presentation of main points, good paragraphing, coherence of ideas and a suitable conclusion	Address of writer present without date, no first name of the writer, but a suitable opening, logical presentation of ideas and a suitable conclusion	Features present, no logical presentation of ideas, no good paragraphing and coherence of ideas and no suitable conclusion	Features not present, no suitable opening, no logical presentation of ideas, no suitable conclusion.	
	Excellent 8 marks	Very good 7 marks	Good 6 marks	Average 5 marks	Needs Improvement 4 marks
Expression	4 varieties of sentence structure and type, good use of figurative language, clarity and appropriateness of style for informal letters, skilful use of punctuation	3 varieties of sentence structure and type, good use of figurative language, clarity and appropriateness of style for informal letters, skilful use of punctuation	2 varieties of sentence structure and type, good use of figurative language, clarity and appropriateness of style for informal letters, skilful use of punctuation	Any of the varieties of sentence structure and type, clarity and appropriateness of style for informal letters, skilful use of punctuation	Any of the varieties of sentence structure and type, essay style and language not appropriate for informal letters

Mechanical Accuracy (MA) – 5marks

Scoring guidelines for Mechanical Accuracy (MA)

Half a mark ($\frac{1}{2}$) should be deducted for each error identified in the essay up to a maximum allowed for 10 marks.

10 errors and above identified is = 0 mark for MA

9 errors identified is = $\frac{1}{2}$ mark for MA

8 errors identified is = 1 mark for MA

7 errors identified is = 1 $\frac{1}{2}$ mark for MA

6 errors identified is = 2 marks for MA

5 errors identified is = 2 $\frac{1}{2}$ mark for MA

4 errors identified is = 3 marks for MA

3 errors identified is = 3 $\frac{1}{2}$ marks for MA

2 errors identified is = 4 marks for MA

1 error identified is = 4 $\frac{1}{2}$ marks for MA

No errors identified is = 5 marks for MA

Total 23 marks

WEEK 13: ORAL LANGUAGE, READING AND GRAMMAR

1. STRAND: ORAL LANGUAGE

Sub-Strand: Listening Comprehension

Learning Outcome: *Interpret the contextual meaning of level-appropriate text*

Content Standard: *Demonstrate the ability to listen critically, extract and construct varied levels of meaning from*

2. STRAND: READING

Sub-Strand: Summarising

Learning Outcome: *Utilise knowledge and understanding of summary strategies to interpret texts*

Content Standard: *Demonstrate an in-depth understanding of texts of varied lengths and difficulty levels*

3. STRAND: GRAMMAR

Sub-Strand: Grammar Usage

Learning Outcome: *Use active/ passive voice in presentations*

Content Standard: *Demonstrate mastery of use of active and passive voice in communication*

HINT



Individual Project work should be given to learners by the end of week 13. Ensure that the project covers several indicators covered in previous weeks. It should be **due for submission in week 20**. Refer to **Appendix I** for specifications on the Individual Project Work.

INTRODUCTION AND WEEK SUMMARY

The lessons for this week focus on Oral Language, Reading and Grammar. As one of the most practical strands in the English Language, the first lesson focuses on stress, intonation and meaning which are key to understanding any form of conversation. This is to help build learners' oral skills during the lesson for lifelong learning and adult life.

The second lesson reveals some guides to answering summary or making brief statements which therefore make reading and summarising pleasurable and enjoyable.

The final lesson on grammar helps learners to use active and passive sentences accurately in speech and writing.

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

The focal areas covered in this week are:

1. Stress, Intonation and Meaning
2. Active/Passive Voice (Principles/Usage)
3. Summary Writing- A Guide to Answering Summary

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical approaches incorporate interactive methods for teaching and learning English. Techniques such as Collaborative Learning, Task-Based Learning, Talk for Learning, Group Work, Building on What Others Say, Experiential Learning, and Think-Pair-Share are utilised to enhance learners' comprehension of lessons and develop 21st-century skills like collaboration, innovation, critical thinking, communication, and leadership. Resources, including tape recordings, other audio-visual aids, and texts, are used to support student learning. Additional tasks may be assigned to gifted and advanced learners, while extra support should be provided to those whose levels of proficiency require remediation.

ASSESSMENT SUMMARY

The week's lesson assessments provide a balanced evaluation of recall, conceptual understanding, and strategic reasoning skills. Assessment methods include, but are not limited to, oral and aural responses, question and answer sessions, and group tasks.

Teachers are encouraged to use a variety of formative and summative assessment strategies to gather information on individual learners' performance, including scores, feedback, and progress over time. Teachers should also be mindful of linguistic challenges and cultural backgrounds to ensure that learners are not subjected to either open or tacit ridicule.

Teachers can consult the Teacher Assessment Manual and Toolkits (TAMTK) (NaCCA, 2023) on how to use the assessment strategies effectively. The recommended mode of assessment for this week is **Individual Project Work**. You are encouraged to administer this recommended assessment, record the results and submit them to the **Student Transcript Portal (STP)**.

Refer to the **“Hint”** for additional information on how to effectively administer the assessment mode for the STP.

Learning Indicator: Listen to and identify speaker intended meaning in level appropriate oral texts

Focal Area 1: Stress, Intonation and Meaning

Stress, Intonation and Meaning

Stress

In oral language, stress refers to the emphasis placed on certain syllables or words within speech. This emphasis can change the meaning of words or sentences and is a key component of pronunciation and intonation. Stress can help convey the speaker's intent, emotion, or the importance of certain information. For example, in English, the word "record" can be pronounced with the stress on the first syllable (RE-cord) to mean a noun (a thing that records information) or on the second syllable (re-CORD) to mean a verb (the action of recording). Stress patterns are important for clear and effective communication in oral language.

Ways Stress affects meaning

1. Word Level

- a. **Primary Stress:** Emphasis on a particular syllable within a word, which can change the meaning. For example, in English;
 - i. REcord (noun, meaning a stored piece of information)
 - ii. reCORD (verb, meaning the act of recording something)

2. Sentence Level

- a. **Emphatic Stress:** Emphasis on particular words within a sentence to highlight their importance or to alter the meaning.
- b. **Contrastive stress:** For example

I didn't say she stole the money. (The emphasis can shift meaning to imply different scenarios, such as who did or did not say it, or what was stolen.)

In pairs discuss how the applying of different stress in reading this sentence can shift the meaning.

Intonation

In oral language, intonation refers to the variation in pitch while speaking. It encompasses the rise and fall of the voice to convey different meanings, emotions, attitudes, or to structure speech. Intonation helps listeners understand whether a sentence is a statement, question, command, or exclamation. For example, in English, a rising intonation at the end of a sentence often indicates a question ("Are you coming?"), while a falling intonation typically indicates a statement or command ("She is coming." or "Close the door."). Intonation is crucial for effective communication as it adds nuance and clarity to spoken language.

Meaning

Meaning in oral language refers to the ideas, information, emotions, and intentions that a speaker conveys through spoken words and sentences. It includes:

1. **Semantic Content:** The literal meanings of words and phrases.
2. **Pragmatic Context:** The implied meanings based on the situation, context, and speaker's intent.

3. **Communicative Purpose:** The overall goal of the speech, such as informing, requesting, questioning, or expressing emotions.

In oral language, the concept of meaning and stress are interconnected elements that contribute to effective communication:

Interplay of Meaning and Stress

Stress plays a crucial role in conveying meaning in spoken language by;

1. **Clarifying Intent:** Stressing different words in a sentence can indicate the speaker's intent and focus.
2. **Disambiguating Words:** Stress helps distinguish between words that are spelled the same but have different meanings depending on their stress patterns.
3. **Enhancing Understanding:** Proper use of stress aids the listener in comprehension, ensuring that the message is understood as intended.
4. Overall, meaning and stress work together to enhance the richness and precision of oral communication.

The interplay of intonation and meaning in oral language is essential for conveying nuances, emotions, and communicative intentions effectively. Here's how intonation influences and interacts with meaning

1. Expressing Emotion and Attitude

Intonation patterns can convey a wide range of emotions such as surprise, happiness, anger, doubt, and more. For example

- a. **Rising Intonation:** Often used in questions or to express uncertainty.
- b. **Falling Intonation:** Typically used in statements or to convey certainty.
- c. **Fall-Rise Intonation:** Can indicate politeness, hesitation, or interest.
- d. **Rise-Fall Intonation:** Can express surprise, emphasis, or assertiveness.

2. Differentiating Sentence Types

- a. Intonation helps distinguish between different types of sentences:
- b. **Statements:** Generally, end with a falling intonation.
- c. **Questions:** Often end with a rising intonation.
- d. **Commands:** Usually have a falling intonation with a strong emphasis.
- e. **Exclamations:** Typically characterised by a rise-fall intonation.

3. Clarifying Meaning

- a. Intonation can clarify the intended meaning of a sentence. It can indicate emphasis on certain words or parts of a sentence, altering the interpretation.

Example: She's coming. (Statement with falling intonation, indicating a simple fact.)

She's coming? (Question with rising intonation, seeking confirmation or clarification or expressing puzzlement.)

She's coming! (Exclamation with rise-fall intonation, expressing excitement or surprise.)

4. Cultural and Contextual Nuances

Intonation varies across languages and cultures, influencing how meaning is perceived. Cultural context and norms also play a role in interpreting intonation patterns.

5. Adding Nuance and Clarity

By modulating pitch and stress, intonation adds layers of meaning, clarifies intent, and enhances the overall expressiveness and effectiveness of communication.

In summary, intonation is integral to oral communication as it contributes significantly to how meaning is conveyed, interpreted, and understood. It works in tandem with other linguistic elements such as stress, rhythm, and context to shape the richness and clarity of spoken language.

Learning Tasks

1. Learners in mixed ability/gender groups, extract relevant information from text by identifying a speaker's intended meaning from a sample oral text.
2. Learners communicate effectively with their colleagues, and value each other's perspective in interaction.
3. Learners watch a YouTube video of how meaning could be hidden using the link below; the speaker offers a clear insight into the issues involved in teaching English to the world.



4. Learners brainstorm a speaker's intended meaning.
5. Learners interpret a speaker's intended meaning in relation to the context.

Pedagogical Exemplars

1. **Initiating Talk for Learning:** Learners in their mixed ability groups extract relevant information from texts by identifying a speaker's intended meaning from a sample oral text. Through this, learners communicate effectively with others, both male and female, value others' perspectives in interaction and in adult life.
2. **Think-Pair-Share:** Two pairs of learners meet each other in front of the class. The first pair brainstorm and compose a statement. The second pair then interpret the purpose and the intended meaning of the speaker in relation to the context of speaking (e.g. to request, command, declare, offer, promise, warn/caution. Learners, finally share their response(s) with the larger group to reach a consensus.
3. **Gamification/Music Game:** Teacher selects common/familiar songs whose lyrics have hidden meaning for learners to identify the intended meaning.

Key Assessment

Level 1

1. Define stress.
2. Explain intonation.
3. Explain the inter-relatedness of stress and meaning.
4. Explain the inter-relatedness of intonation and meaning.

Level 2

Read the passage below and identify the intended meaning.

Ghana, like many other developing countries, faces several economic challenges that impact the lives of its citizens. One significant issue is unemployment, particularly among the youth. Many young people, after completing their education, find it difficult to secure jobs. This situation is often due to a mismatch between the skills they possess and the requirements of the job market. Additionally, the economy does not always grow fast enough to create sufficient employment opportunities for the growing population.

Another pressing economic issue is inflation. Inflation refers to the general increase in prices of goods and services over time. When inflation rates are high, the cost of living rises, making it harder for people to afford basic necessities such as food, housing, and healthcare. In Ghana, factors like rising fuel prices and fluctuating agricultural production contribute to inflation. This situation can lead to a decrease in the purchasing power of the Ghanaian cedi, meaning that people need more money to buy the same amount of goods.

Lastly, Ghana struggles with issues related to public debt. The government often borrows money to finance projects and development initiatives. However, when the debt levels become too high, it can be difficult for the country to manage repayments. High debt levels can lead to increased taxes and reduced public spending on essential services like education and healthcare. It is important for Ghana to find a balance between borrowing for development and maintaining a sustainable level of debt to ensure long-term economic stability.

Learning Indicator: Apply a variety of strategies in summarising texts of varied lengths and difficulty

Focal Area 2: Summary- A Guide to Answering Summary

A summary is a brief and concise overview of the main points or essential information from a larger text or passage. It condenses the content, highlighting the key ideas while omitting the detailed explanations and examples. The purpose of a summary is to give the reader a quick understanding of the primary themes and important details without reading the entire original document.

Answering a summary question involves condensing a given text into its main points while ensuring you capture the essential ideas. Here is a step-by-step guide to help you

1. Read the Text Thoroughly

Read the passage carefully to understand its overall meaning and main ideas.

Identify the purpose and the key points the author is making.

2. Identify Key Points

Look for topic sentences in each paragraph, as they often contain the main idea.

Note any recurring themes or important facts.

3. Eliminate Details

Ignore examples, anecdotes, and detailed explanations.

Focus on the 'who, what, where, when, why, and how' of the text.

4. Write the Summary

a. Begin with a sentence that introduces the main topic or theme of the text.

b. Use your own words as far as possible to condense the key points.

c. Keep the summary concise and to the point.

d. Ensure that the summary is coherent and logically structured.

5. Review and Edit

a. Re-read your summary to ensure it accurately reflects the main points of the original text.

b. Check for clarity, coherence, and concision.

c. Make sure you haven't included any unnecessary details or missed any important points.

By following these steps, you can create effective summaries that capture the essence of the original text.

An example of a summary is given below

Original Text

The chief executive officer of the company assured the workers that all their concerns and problems would be addressed in due course. He further assured them that their request for salary increases would be considered, in line with the company's policy on wages and salaries. He added that an end-of-year bonus was in the pipeline, and that, in return, all the

workers should put their shoulders to the wheel and leave no stone unturned in their efforts to keep the company afloat.

Summary

The CEO promised to address the workers' concerns. He pledged to consider a salary increment. He hinted at an end-of-year bonus.

Learning tasks

1. Learners listen and watch the teacher model the procedure for Paragraph Shrinking.
2. Learners in pairs, think critically of how to state the main ideas of a given paragraph in ten or fewer words.
3. Learners share ideas.

Pedagogical Exemplars

1. **Experiential Learning:** Learners listen and watch the teacher model the procedure for paragraph shrinking to understand how to use the strategy.
2. **Structuring Talk for Learning:** Pairs join another pair, to think critically of how to state the main ideas of a given paragraph in ten words or fewer. Group presenter roles should be assigned to both male and female members to enable learners to challenge traditional gender roles and stereotypes. Groups share their work with the class for feedback as a way to monitor comprehension of texts.
3. **Group Work/Collaborative Learning:** In mixed ability/mixed gender pairs, learners read short pieces of texts. They work collaboratively to answer 'who, what, when, where, why and how' questions based on the text selection. Pairs join other pairs to condense their answers into a one-sentence summary.

Key Assessment

Level 1: State the steps to take while summarising.

Level 2: Explain the first three steps to take in summarising.

Level 3: Summarise the text below

Understanding Health and Wellness

Health is a state of complete physical, mental, and social well-being, not merely the absence of disease or infirmity. Achieving good health requires a balanced approach to all aspects of life, including nutrition, exercise, mental health, and social relationships. Proper nutrition involves consuming a variety of foods that provide essential nutrients, vitamins, and minerals. A balanced diet helps maintain a healthy weight, supports growth and development, and reduces the risk of chronic diseases such as diabetes and heart disease. Physical activity is another crucial component of health. Regular exercise strengthens the muscles and bones, improves cardiovascular health, and boosts mental well-being by reducing stress, anxiety, and depression. Engaging in at least 30 minutes of moderate to vigorous physical activity most days of the week is recommended for maintaining overall health. Additionally, physical activity can improve sleep quality, enhance cognitive function, and increase energy levels.

Mental health is equally important as physical health. It involves emotional, psychological, and social well-being, influencing how individuals think, feel, and act. Good mental health helps people cope with stress, relate to others, and make healthy decisions. Factors such as a supportive social network, stress management techniques, and professional help when needed can contribute to maintaining good mental health. Early intervention and open conversations about mental health can prevent more severe issues from developing. Social relationships also play a significant role in overall health. Positive social interactions and strong relationships with family, friends, and the community can provide emotional support, reduce stress, and contribute to a sense of belonging and purpose. Being socially active can enhance mental and emotional well-being and even improve physical health. Social connections can lead to healthier behaviours, such as regular physical activity and better eating habits, further promoting overall wellness.

Learning Indicator: Distinguish between the forms of active and passive voice

Focal Area 3: Active/Passive Voice (Principles/Usage)

Principles and usage of Active and Passive Voice

Some sentences can be written in two forms- Active Voice and Passive Voice. In an Active Voice Sentence, there is focus on the subject towards an action; in a Passive Voice Sentence, some alteration has to be made and importance is given to the object. These sentences can be converted from active voice to Passive Voice and from Passive Voice to Active Voice.

Example

Active: I read that book.

Passive: That book was read by me.

Active: A manager has been operating the shop.

Passive: The shop has been operated by a manager.

There are definite principles that underlie the conversion of a sentence from Active Voice to Passive Voice. It is necessary to understand some basic concepts.

Condition under which conversion from Active Voice to Passive Voice is not Possible

1. The sentence in which the main verb is Intransitive cannot be converted into Passive voice.

Example

a. I read a lot.

b. We go for walks.

c. They laugh out loud.

Principles for Conversion of sentences from Active Voice to Passive Voice

Rule 1

Interchange of Subject and Object

While changing from the Active Voice to Passive Voice, the Subject is made the Object, and the Object becomes the Subject in the Passive Voice. Also, 'by' is used before the subject when it is made the object in the Passive Form.

Example

Active: Ram loves Shyam.

Passive: Shyam is loved by Ram.

Rule 2

While interchanging the Subject and Object in the Passive Voice, the Articles, Adjectives and Adjective Phrases connected with each other are also carried over with them. They are not separated from the Subject or the Object. For example:

Active: All the children heard an interesting story.

Passive: An interesting story was heard by all the children.

Rule 3

When the pronouns are transferred from the place of Object in the Active Voice to the place of Subject of Passive Voice, their forms are changed. For example:

- a. I in place of me.
- b. We in place of Us.
- c. He in place of him.
- d. She in place of her.
- e. They in place of them



Note

No change is made in the use of You or It or any Noun.

Active: Mohammad loves you.

Passive: You are loved by Mohammad.

Rule 4

When the pronouns are transferred from the place of subject in the Active Voice to the place of object in the Passive Voice, the forms are changed. For example:

- a. ...by me in place of I.
- b. ...by us in place of We.
- c. ...by him in place of He.
- d. ...by her in place of She.
- e. ...by them in place of They.



Note

There is no change in You, It or any Noun, but 'by' is introduced before them. For example:

Active: We love the Child.

Passive: The child is loved by us.

Active: You wrote a letter.

Passive: A letter was written by you.

Rule 5

The third person of the main verb is used according to the Number and Person of the Subject and Tense of the Verb. When the main verb used is in the third person, an appropriate form of the verb "be" (is, am, are, was, were, be, been, being) is used before the past participle form of the main verb and the object.

Present Tense

a. Indefinite Tense

In this Tense, Is, am or are is used before the third person of the main verb according to the number and person of the Object. Structure of the Verb is: Is / am / are + V3 (Third person of Verb)

Example

Active: Ram follows me.

Passive: I am followed by Ram.

b. Present Continuous Tense

The Structure of the Verb in this tense - Is / Am / Are + being + V3. For example:

Active: He is writing a letter.

Passive: A letter is being written by him.

Active: Ram is helping me.

Passive: I am being helped by Ram.

c. Present Perfect Tense

The Structure of the Verb in this tense is: Has / have + been + V3 For example:

Active: Mohan has read many books.

Passive: Many books have been read by Mohan.

Past Tense

a. Simple Past Tense

The structure of the verb in this Tense is: Was / Were + V3

Example

Active: He helped me.

Passive: I was helped by him.

Active: Ram wrote a letter.

Passive: A letter is written by Ram.

b. Past Continuous Tense

The structure of the verb in this tense is: 'Was / Were + being + V3'

Example

Active: Boahemaa was writing a letter.

Passive: A letter was being written by Boahemaa.

Active: Henry was reading a book.

Passive: A book was being read by Henry.

c. Past Perfect Tense

The Structure of the verbs in this Tense is: Had + Been + For Example.

Active: Ofori had read many books.

Passive: Many books had been read by Ofori.

Active: Rakiyatu had helped me.

Passive: I had been helped by Rakiyatu.

Future Tense**a. Future Indefinite**

The structure of the verbs in this tense is: Will / shall + Be + V3.

Example

Active: Acheampong will help me.

Passive: I will be helped by Acheampong.

b. Future Perfect Tense

The structure of verbs in this tense is: Will / Shall + Have Been + V3.

Example

Active: John Paul will have written a letter.

Passive: A letter will have been written by John Paul.

Rule 6

In a sentence in which an Auxiliary Verbs can / could / may / might / should / would are used

with Finite Verbs, they are retained as they are given in the Active Voice, followed by 'Be + V3' Structure of the verbs in this tense is. Auxiliary Verbs + V3.

Example

Active: She should help Sita.

Passive: Sita should be helped by her.

Active: They can help you.

Passive: You can be helped by them.

Rule 7

In some sentence, verbs 'to be' (is, am, are, was, were) is followed by Has / Have / Had, which is followed by an Infinite (to + verb). While converting these sentences into the

Passive

Voice, Verb ‘to be’ and ‘Has / Have / Had’ are retained in the form appropriate to the subject, after which are used to be + V3. For example:

Active: She has to help me.

Passive: I have to be helped by her.

Rule 8

Sometimes an intransitive verb joined with a Preposition does the work of a transitive verb. Sentences using this type of verb are converted into Passive Voice according to the normal rules, keeping in mind that the preposition must be retained with the verb. For example:

Active: She looks after him.

Passive: He is looked after by her.

Active: They laughed at him.

Passive: He was laughed at by them.

Rule 9

Some sentences have two objects.

Direct Object or Indirect Object.

Example

She teaches me grammar.

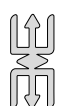
Here ‘grammar’ is Direct Object and ‘me’ is Indirect Object.

While converting such sentences into Passive Voice, the Indirect Object should be used as Subject.

Example

Active: I shall give you the necessary help.

Passive: You will be given the necessary help.

**Note**

Sometimes, Direct Object can also be used as a Subject in the Passive Voice.

Example

Active: He teaches me Spanish.

Passive: I am taught Spanish by him.

Rule 10

Some sentences containing Double Object begin with Let in the Active Voice. In the Passive Voice also, these sentences begin with ‘Let,’ and the Direct Object is used as the Subject. Also, ‘Be’ should be used before the third person of the verb. For example:

Active: Let him bring a glass of water.

Passive: Let a glass of water be brought by him.

Conversion of Imperative sentences into Passive Voice

Rule 11

If the Imperative sentence carries the sense of Order or Command, its Passive Voice should begin with Let, and be should be used before the third form of the verb. For example:

Active: Shut the door.

Passive: Let the door be shut.

Active: Bring the pen.

Passive: Let the pen be brought.

Rule 12

If the Imperative sentence carries the request for advice, 'should' should be used before the third person of the Verb. These sentences do not begin with Let. For example:

Active: Love your country.

Passive: Your country should be loved by you.

Rule 13

If the Imperative sentence is negative, the passive voice should have 'Let not' in place of Do not. Also, after the subject be + Third form of the verb should be used.

Active: Do not beat the Child.

Passive: Let not the child be beaten.

Conversion of negative sentences into passive Voice

Rule 14

Negative sentences are converted into Passive Voice just like the Affirmative Sentences. 'Not' is retained in its normal position. For example:

Active: The baby was not hitting a toy.

Passive: A toy was not being hit by the baby.

Active: This boy cannot lift the box.

Passive: The box cannot be lifted by this boy.

Conversion of Interrogative Sentences into Passive Voice

Rule 15

If the Interrogative sentences begin with the helping verb (do, does, did, is, was, were, are, am, has, have, had), the passive voice also begins with the Helping Verb, but the form of the Helping

Verb changes according to the new subject in the Passive Voice. In this case the verbs 'has, have, had been' can be used before the form of the verb.

Example

Active: Has Komi killed the dog?

Passive: Has the dog been killed by Komi?

Some Other Structures

Rule 16

Usually 'By' is used before the Object in the Passive Voice. But there are some verbs on account of which some other prepositions are used before the object in place of By.

- a. 'at' is used after- Shocked, Surprised, astonished, alarmed, disappointed, displeased, distress.
- b. 'To' is used after - Obligated, Known
- c. 'With' is used after - Pleased, disgusted, impressed, satisfied.
- d. 'In' is used after - Consisted, contained, interested.

Example

Active: Her behaviour disappointed me.

Passive: I was disappointed at her behaviour.

Active: This Job interests me.

Passive: I was interested in this job.

Rule 17

Some sentences begin with 'There' followed by Verb + Subject + Infinitive. No change is made in such sentence in the Passive Voice that the Simple Present Infinitive is changed into the Past.

Infinitive (To be + Past Participle). The rest of the sentence remains unchanged.

For example

Active: There is no milk to waste.

Passive: There is no milk to be wasted.

Rule 18

In some sentences the Infinitive without 'to' is used. For example:

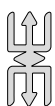
Active: I made him run away.

Passive: He was made to run away.

In sentences of this pattern, normal rules are applied for conversion into Passive Voice, but with one more provision. That Infinitive without 'to' is used in place of Infinitive without 'to'. The structure of the main verb would be - to be + Past Participle.

Active: We saw him jump the ditch.

Passive: He was seen to jump the ditch.



Note

It may be noted here that 'to' is not used after 'let' even in the Passive Voice.

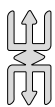
Rule 19

In some sentences where a noun clause is used after the Principal Clause, when this Noun Clause is the Object of the Transitive Verb in the Principal Clause. Some special care has to be taken in converting such sentences into the Passive Voice. In such sentences no Passive Voice is made of the Principal Clause; only its sense is expressed in some way.

Then the noun clause is changed into the Passive Voice according to the normal rules. In such sentences, we don't usually use 'by + Object'. For example:

Active: We know that he is a great scholar.

Passive: He is known to be a great scholar.



Note

The verb after which a Noun Clause can be used as the object are these: think, consider, believe, say, know, find, claim, find, report, hold, ...

Rule 20

Sometimes in the sentences of the above pattern, the noun clause is already in the Passive Voice.

Example

Active: He wishes that he should be recognized as a great scholar.

Passive: That he should be recognised as a great scholar he (very much) wishes.

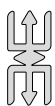
In converting such sentences into passive voice, the principal clause is retained or unchanged. That + Subject + Verb of the noun clause are removed. After the verb of the Principal Clause, we should use to be + third person of the verb of the noun clause.

Learning tasks

1. Learners write down the differences between active and passive voices.
2. Learners discuss the processes involved in changing an active sentence to a passive sentence.
3. Learners analyse sample texts/passages to identify active and passive constructions.

Pedagogical Exemplars

1. **Structuring Talk for Learning:** Learners use pair conversation drills to distinguish and practise the use of active/passive voice thereby encouraging active participation and tolerance.
2. **Collaborative Learning:** Learners in mixed ability groups collaboratively identify active/passive voice sentence structures in given passages (using old newspapers).
3. **Project-Based learning:** Learners in their mixed ability groups carefully analyse samples of texts to identify differences in the use of passives in formal writing to practise their learning.



Note

Distinguish between active and passive voice

Active – S V O Example

The girl swept the room.

Passive – Verb be + past participle of main verb e.g.

The room was swept by the girl.

Key Assessment

Level 2

1. Read the passage below and identify the active and passive structures in it.

Ghana, a country located in West Africa, celebrates its independence on March 6th every year. This important day is marked by various cultural events and activities across the nation. In Accra, the capital city, a grand parade is held at the Independence Square. The President of Ghana delivers a speech, which is broadcast on national television.

Local communities also organise their own celebrations. Traditional dances and music performances are enjoyed by people of all ages. Schools and organisations participate in these festivities, and prizes are awarded for the best performances.

The rich cultural heritage of Ghana is showcased during these celebrations. Traditional foods are prepared, and crafts are displayed. Tourists from around the world visit Ghana to experience this vibrant culture.

Many Ghanaians take pride in their history and remember the struggles for independence. This spirit of unity and national pride is fostered through these annual celebrations.

2. What is the more frequent Voice used in the text – Active or Passive?
3. In groups offer reasons for your response to question 2 (group assignment).

Level 3: Compose a one-paragraph essay on ‘The role of Ghana’s chieftaincy system on the development of the country’ using active and passive structures.

Level 4: Compose a three-paragraph essay on the topic. ‘Educational inequality’ using a variety of active and passive structures.

HINT



- Assign **individual project work**. The project work is due for submission in week 20.
- Refer to Appendix J for specifications on the project work.

WEEK 13 REVIEW

This week’s lesson introduced learners to stress, intonation, and meaning, provided guidance on answering summaries, and covered the principles and usage of active and passive structures in the English language. These elements aim to boost learners’ confidence in both everyday speech and in writing. The interactive application of 21st-century skills, along with the integration of moral values, has significantly enhanced learner participation. Engaging activities and interactive teaching strategies made the lesson particularly exciting. Additionally, the assessment strategies, spanning from DoK Assessment Levels 1 to 4, have improved learners’ problem-solving abilities and reasoning skills.



APPENDIX I: SPECIFICATIONS FOR INDIVIDUAL PROJECTS

1. The length of the Speech should be 450 words
2. The Speech should have vocatives at the beginning
3. An introduction
4. A main Body
5. A suitable conclusion

Example

A youth club is organising a series of talks meant to stimulate members to prepare adequately for the future. As a youth leader, you have been invited to give a talk on “my dream for the future”. Write your speech.

Sample rubric for scoring

Criteria	Excellent	Very good	Good	Satisfactory	Needs Improvement
	6 marks	5 marks	4 marks	3 marks	2 marks
Content	3 detailed discussions of goals, aspirations and expectations as a dream for the future	2 detailed discussions of goals, aspirations and expectations as a dream for the future	1 detailed discussion of goals, aspirations and expectations as a dream for the future	Merely stating 3 goals, aspirations and expectations as a dream for the future without discussion	Points raised are not relevant to goals, aspirations and expectation for the future
	(4 marks)	(3 marks)	(2 marks)	(1 mark)	
Organisation	Speech writing features such as vocatives at the beginning: Chairman Members of the Youth Club, Ladies and Gentlemen is required. suitable opening, Logical presentation of main points, good paragraphing, coherence of ideas and a suitable conclusion	Suitable opening, logical presentation of ideas and a suitable conclusion. but an absence of vocatives.	Vocatives present, no logical presentation of ideas, no good paragraphing and coherence of ideas, no suitable conclusion	Vocatives not present, no suitable opening, no logical presentation of ideas, no suitable conclusion.	
	8 marks	7 marks	6 marks	5 marks	4 marks

<i>Expression</i>	<i>4 varieties of sentence structure and type, good use of figurative language, clarity and appropriateness of style for speech writing, skilful use of punctuation</i>	<i>3 varieties of sentence structure and type, good use of figurative language, clarity and appropriateness of style for speech writing, skilful use of punctuation</i>	<i>2 varieties of sentence structure and type, good use of figurative language, clarity and appropriateness of style for speech writing, skilful use of punctuation</i>	<i>Any of the varieties of sentence structure and type, clarity and appropriateness of style for speech writing, skilful use of punctuations</i>	<i>Any of the varieties of sentence structure and type, essay style and language not appropriate for speech writing</i>
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Mechanical Accuracy (MA) – 5marks

Scoring guidelines for Mechanical Accuracy (MA)

Half a mark (½) should be deducted for each error identified in the essay up to a maximum allowed for 10 marks.

10 errors and above identified is = 0 mark for MA

9 errors identified is = ½ mark for MA

8 errors identified is = 1mark for MA

7 errors identified is = 1 ½ mark for MA

6 errors identified is = 2 marks for MA

5 errors identified is = 2 ½ mark for MA

4 errors identified is = 3 marks for MA

3 errors identified is = 3 ½ marks for MA

2 errors identified is = 4 marks for MA

1 error identified is = 4 ½ marks for MA

No errors identified is = 5 marks for MA

Total 23 marks

WEEK 14: ORAL LANGUAGE, GRAMMAR AND WRITING

1. STRAND: ORAL LANGUAGE

Sub-Strand: Conversation/Communication

Learning Outcome: *Use social cohesion strategies in all speech situations*

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

2. STRAND: GRAMMAR

Sub-Strand: Vocabulary

Learning Outcome: *Identify and use vocabulary appropriately and creatively in speech and writing*

Content Standard: *Demonstrate the appropriate use of vocabulary*

3. STRAND: WRITING

Sub-Strand: Text Types and Purposes

Learning Outcome: *Apply a procedural method to create texts that are descriptive, imaginative, persuasive and argumentative*

Content Standard: *Use a process approach to compose descriptive, narrative/imaginative, informational, persuasive and argumentative texts*

HINT



- The week's mode of assessment is essay for Focal Area 3.
- Teachers are encouraged to identify appropriate modes of assessment in the Teacher Assessment Manual and Toolkits (TAMTK) to assess learners in focal areas 1 and 2.

INTRODUCTION AND WEEK SUMMARY

Welcome to this week's lessons. The week contains three different lessons: Oral Language, Grammar, and Writing. The Oral Language lesson deals with stress, intonation and meaning in conversation or communication. The grammar deals with vocabulary; the writing on the other hand deals with persuasive writing, specifically debate writing. The teacher should employ all professional techniques/methods deemed necessary to make the lesson successful, even if not captured in this document.

The focal areas covered in the week are:

1. Cues in Communication (Use of euphemistic expressions, proverbs and idiomatic expressions to depict values).
2. Registers (Vocabularies relating, for example, to Education, Health, Photography, Entertainment, Fishing, Soccer, Library...)
3. Speech Writing (Debate)

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical approaches for this week's lessons include interactive methods for teaching and learning English. These methods encompass Experiential Learning, Brainstorming, Talk for Learning, Collaborative Learning, Individual Work, Gamification, and Task-Based Learning, all aimed at fostering 21st-century skills such as collaboration, critical thinking, communication, innovation, and leadership.

The resources utilised include audio-visual aids and texts, though teachers are encouraged to use any other appropriate and available resources to enhance teaching and learning. It is important for teachers to recognise and accommodate the diverse backgrounds of learners in their pedagogical practices.

ASSESSMENT SUMMARY

This week's lesson evaluations ensure a balanced assessment of recall, conceptual understanding, strategic thinking, and advanced critical reasoning. Planned assessment methods include both written and oral responses. To gain insights into students' performance, including feedback, and developmental progress, teachers are encouraged to employ a variety of formative and summative assessment techniques. The assessment process should consider the unique characteristics of each learner. Teachers can consult the Teacher Assessment Manual and Toolkits (TAMTK) (NaCCA, 2023) on how to use the assessment strategies effectively.

It is essential for teachers to administer the recommended mode of assessment for the week, record the results and submit to the **Student Transcript Portal (STP)**. The recommended mode of assessment for the week is *essay*.

Learning Indicator: Use varied communicative strategies in all speech situations

Focal Area 1: Cues in Communication – Use of euphemistic expressions, proverbs and idiomatic expressions to depict values

Cues in communication

Cues in communication are signals or indicators that provide information about a message being conveyed. These cues can be verbal or non-verbal and help to enhance the understanding of the message, convey emotions, and regulate interactions. Here are the main types of communication cues

1. Verbal Cues

- a. **Content:** The actual words and language used in the message.
- b. **Tone of Voice:** The way words are spoken, which can convey emotions and attitudes.
- c. **Pace:** The speed at which someone speaks, which can indicate urgency, excitement, or calmness.
- d. **Volume:** The loudness or softness of speech, which can indicate intensity or emphasis.

2. Non-Verbal Cues

- a. **Body Language:** Gestures, posture, and movement that convey messages without words.
- b. **Facial Expressions:** Movements of the facial muscles that express emotions.
- c. **Eye Contact:** The use and direction of gaze, which can indicate attention, interest, or avoidance.
- d. **Proxemics:** The use of personal space and distance in communication.
- e. **Haptics:** The use of touch to communicate.
- f. **Appearance:** Clothing, grooming, and overall physical appearance, which can send various social signals.
- g. **Paralanguage:** Non-verbal elements of speech such as intonation, pitch, and speech rate.

3. Environmental Cues

- a. **Context:** The situational factors and environment in which the communication takes place, including time and location.
- b. **Artefacts:** Objects and items within the communication environment that can convey messages (e.g. decorations, office setup).

4. Social Cues

- a. **Social Norms:** Shared expectations and rules within a culture or group that guide communication behaviour.
- b. **Cultural Cues:** Specific to the cultural background of the communicators, including customs, traditions, and etiquette.

Importance of Communication Cues

1. **Clarifying Messages:** Help to ensure the message is understood as intended.
2. **Expressing Emotions:** Convey feelings and attitudes that words alone might not fully capture.
3. **Regulating Interactions:** Guide the flow of conversation, indicating when to speak, listen, or change the topic.
4. **Building Relationships:** Enhance interpersonal connections by providing feedback and showing empathy.
5. **Improving Effectiveness:** Make communication more efficient and effective by reducing misunderstandings.

Euphemistic Expressions

Euphemistic expressions are phrases or words used to replace those that might be considered harsh, impolite, unpleasant, or offensive. They are often employed to soften the impact of the message, make it more socially acceptable, or avoid causing discomfort or embarrassment. Euphemisms are common in various areas of communication, including everyday conversation, media, and literature.

Examples of Euphemistic Expressions

1. **Death:** 'Passed away' instead of died, 'departed' instead of dead.
2. **Bodily Functions:** 'Use the restroom' instead of 'go to the toilet', 'nature calls' instead of 'need to urinate'.
3. **Job Loss:** 'Let go' instead of fired, 'downsizing' instead of job cuts.
4. **Ageing:** 'senior citizen' instead of old person, 'golden years' instead of old age.
5. **Physical Appearance:** 'full-figured' instead of fat or overweight, 'vertically challenged' instead of short.
6. **Illness and Disability:** 'Under the weather' instead of sick, 'special needs' instead of disabled.
7. **War and Conflict:** 'Collateral damage' instead of civilian casualties, 'enhanced interrogation' instead of torture.
8. **Economic Conditions:** 'Economic downturn' instead of recession, 'financially challenged' instead of poor.
9. **Unpleasant Jobs:** 'Sanitation worker' instead of dustman, 'custodian' instead of janitor.

Proverbs

Proverbs are short, commonly known expressions that convey traditional wisdom, truths, moral lessons, or advice in a concise and often metaphorical way. They are widely used across cultures and languages, passed down through generations, and often rooted in folklore and common experiences. Proverbs encapsulate complex ideas in simple, memorable phrases. They can at times suffer from over-familiarity in usage, and become clichés.

Characteristics of Proverbs

1. **Conciseness:** Proverbs are brief and to the point.
2. **Metaphorical Language:** They often use figurative language to convey deeper meanings.
3. **Universal Truths:** Proverbs express ideas or observations that are universally accepted as true or wise.
4. **Moral or Practical Advice:** They frequently offer guidance on how to behave or deal with life's situations.
5. **Cultural Heritage:** Proverbs reflect the values, beliefs, and experiences of a culture.

Examples of Proverbs

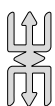
English Proverbs

1. A stitch in time saves nine. (Taking care of problems early prevents them from getting worse.)
2. Actions speak louder than words. (What people do is more important than what they say.)
3. An apple a day keeps the doctor away. (Eating healthily can help prevent illness.)
4. Don't judge a book by its cover. (Don't judge people or things by their outward appearance.)
5. Better late than never. (It's better to do something late than not do it at all.)

More examples of proverbs from around the world

Proverbs from some other cultures

1. From Ireland – Two people together shorten a road.
2. From Spain – The world keeps turning, but it goes in only one direction.
3. From Kenya - When elephants fight, the grass always gets hurt.
4. From Wales – A sword's credit is in its idleness.
5. From the Czech Republic – Learn a new language and get a new soul.
6. From Italy – The beard doesn't make the philosopher.
7. And from Ghana itself – The poorest person in the world is not the one without money, but the one without people.



Note

The above can be given to learners as activities to brainstorm and bring out their meanings.

Importance of Proverbs

1. **Cultural Connection:** They often reflect cultural values and shared experiences, fostering a sense of common understanding between speakers from the same cultural background.
2. **Clarity and Impact:** Proverbs distil complex ideas into memorable and easily understandable phrases, making communication more effective and impactful.

3. **Wisdom and Guidance:** They convey traditional wisdom and life lessons, offering guidance and perspective in various situations.
4. **Persuasion and Emphasis:** Using proverbs can strengthen arguments or emphasise points, lending credibility and resonance to the speaker's message.
5. **Engagement:** Proverbs can make conversations more engaging and relatable, helping to capture and maintain the audience's attention.

Idiomatic Expressions

Idiomatic expressions are phrases or expressions whose meanings are not directly derived from the literal meanings of the words they contain. Instead, they have figurative meanings that are understood culturally and contextually. Idioms add colour and flair to language, making it more expressive and engaging.

Characteristics of Idiomatic Expressions

1. **Non-literal Meaning:** The meaning cannot be deduced from the individual words.
2. **Cultural Specificity:** Idioms often reflect cultural norms, values, and experiences.
3. **Fixed Phrases:** Idioms are usually set phrases that do not change in form.
4. **Frequent Use:** Commonly used in everyday language and informal settings.

Examples of Idiomatic Expressions

1. *Common English Idioms*
 - a. Kick the bucket. (to die)
 - b. Break the ice. (to initiate conversation in a social setting)
 - c. Hit the nail on the head. (to be exactly right)
 - d. Let the cat out of the bag. (to reveal a secret)
 - e. Bite the bullet. (to endure a painful situation bravely)
2. *Idioms in Context*
 - a. It's raining cats and dogs. (It's raining very heavily.)
 - b. Under the weather. (Feeling unwell or sick)
 - c. Burning the midnight oil. (Working late into the night)
 - d. Spill the beans. (Reveal a secret)
 - e. Cost an arm and a leg. (Very expensive)

Categories of Idiomatic Expressions

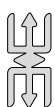
1. **Animal Idioms:** Let the cat out of the bag, the elephant in the room.
2. **Food Idioms:** Piece of cake (something easy), spill the beans.
3. **Colour Idioms:** In the red (in debt), green with envy.
4. **Body Part Idioms:** Cost an arm and a leg, keep an eye on.
5. **Nature Idioms:** A storm in a teacup (a big fuss over a small issue), under the weather.

Importance and Usage

1. **Expressiveness:** Idioms make language more vivid and expressive.
2. **Cultural Insight:** They provide insights into cultural norms and values.
3. **Communication:** Idioms can make communication more engaging and relatable.
4. **Learning Language:** Understanding idioms is essential for language learners to achieve fluency.

Challenges with Idiomatic Expressions

1. **Cultural Specificity and Understanding:** Non-native speakers often find idioms difficult to understand and use correctly. This is because idioms often reflect cultural contexts and may not be understood by people from different backgrounds. For instance, “kick the bucket” means “to die” in English, but this idiom would be confusing to someone unfamiliar with it.
2. **Translation:** Idioms can be challenging to translate because their meanings are often not literal.
3. **Figurative Meaning:** Idioms often have meanings that are not obvious from the individual words. This can lead to confusion if the listener interprets the idiom literally rather than figuratively.
4. **Misinterpretation:** Idioms can be interpreted in various ways depending on the context, which might lead to misunderstandings or incorrect conclusions.
5. **Language Barriers:** When translating idioms into other languages, their unique meanings might not translate well, potentially leading to loss of meaning or awkward phrasing.
6. **Overuse:** Excessive use of idioms can make communication sound insincere or clichéd, **and may obscure the intended message rather than clarify it.**
7. **Generational Differences:** Idioms may fall out of use or evolve over time, so what is familiar to one generation might be unfamiliar or outdated to another.



Note

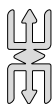
Using idioms correctly and appropriately, however, will bring credit to the speaker.

Learning Tasks

1. Learners listen to and discuss story/conversation/scenario that depicts varied communicative strategies in connected speech.
2. Learners then share ideas on the different ways of communicating ideas on specific topics in their culture.
3. Learners in their mixed-ability groups interact with their peers on a given topic as they identify and effectively use varied communicative strategies.

Pedagogical Exemplars

1. **Experiential Learning:** Learners listen to/read and discuss story/conversation/scenario/ that depicts varied communicative strategies in connected speech e.g. respect, honesty, hard work... Learners then share ideas on the different ways of communicating ideas on specific topics in their culture.



Note

Teachers should take into consideration the gender and socio-emotional issues of learners when forming learning groups. Learners with special educational needs should be given the opportunity and the right resources to enable them to learn.

2. **Talk for Learning (TFL):** Learners in their mixed-ability groups interact with their peers on a given topic as they identify and effectively use varied communicative strategies in diverse communication settings. Develop appreciation of different cultural perspectives, embrace diversity and practise inclusion in varied speech contexts.

Key Assessment

Level 1

1. Explain what is meant by communication cues.
2. State and explain two types of communication cues.

Level 2

1. Explain the following
 - a. Euphemistic expressions
 - i. Sandra is economical with the truth
 - ii. Ewusi is now between jobs.
 - iii. Hon. Bibiana is a senior citizen.
 - b. Proverbs
 - i. A penny saved is a penny earned.
 - ii. Don't count your chicken before they hatch.
 - iii. The grass is always greener on the other side
 - c. Idiomatic expressions
 - i. I'm ready to hit the sack.
 - ii. Ajara is under the weather.
 - iii. You have to bite the bullet.

Learning Indicator: Use appropriate vocabulary in speech and writing in specific contexts

Focal Area 2: Registers (Vocabularies relating for example to Education, Health, Photography, Entertainment, Fishing, Soccer, Library, etc.)

Register

In linguistics, register refers to a variety of a language or a specific way of using language that is associated with a particular situation, context, or social setting. Registers vary based on factors such as formality, field of discourse, and social group of the participants. Here are the main types of registers

1. **Formal Register:** Formal register is characterised by the use of precise language, complex sentence structures, and vocabulary that is specific to particular fields or professions.
Examples: Academic writing, official documents, legal language, business correspondence, ceremonial speeches.
2. **Informal Register** is casual and relaxed, used in everyday conversations among friends, family, or in informal settings.
Examples: Conversations with peers, personal emails or messages, casual social media posts
3. **Technical register** involves specialised vocabulary and terminology used in technical fields such as science, engineering, medicine, and IT.
Examples: Scientific articles, technical manuals, academic journals in specific disciplines.
4. **Colloquial register** involves language used in ordinary or familiar conversation, often characterised by slang, idiomatic expressions, and regional dialects. It is more casual than informal register.
Examples: Regional dialects, slang phrases, informal conversations among peers.
5. **Frozen Register** refers to language that is fixed and preserved in form, often used in rituals, ceremonies, or highly formal contexts.
Examples: Pledges, oaths, national anthems, religious texts.
6. **Intimate Register** involves language used in very personal or private contexts, often characterised by unique expressions or terms shared between individuals with close relationships.
Examples: Terms of endearment, inside jokes, private conversations between close friends or family members.

Importance of Registers

1. **Effective Communication:** Using the appropriate register enhances clarity and understanding among speakers.
2. **Social Appropriateness:** Register helps speakers navigate social situations and convey respect or familiarity as appropriate.

3. **Professionalism:** Matching the register to the context or audience demonstrates professionalism and cultural awareness.

Registers in Health

In the field of health, different registers are typically used to communicate effectively in various contexts and with different audiences. Here are four registers commonly found in health:

1. **Clinical Register:** Used in interactions between healthcare professionals and patients, focusing on diagnosis, treatment, and patient care.
Example: You need to take this medication twice a day after meals to manage your blood pressure. Follow up with me in two weeks for a review.
2. **Technical/Scientific Register:** Used in medical research, journals, and scientific discussions, focusing on technical and scientific details.
Example: The study demonstrates that the new drug significantly reduces HbA1c levels in patients with type 2 diabetes, with a p-value of less than 0.05 indicating statistical significance.
3. **Educational Register:** Used in health education, including public health campaigns, patient education materials, and health-related classes.
Example: To reduce the risk of heart disease, incorporate at least 30 minutes of moderate exercise into your daily routine and maintain a balanced diet rich in fruits and vegetables.
4. **Administrative Register:** Used in healthcare administration, including policies, procedures, and documentation.
Example: All staff are required to complete the annual HIPAA training to ensure compliance with patient privacy regulations. Please submit your training certificate by the end of the month.

Registers in Education

In the field of education, various registers are typically used to communicate effectively with different audiences and in different contexts. Here are 4 registers commonly found in educational settings

1. **Academic Register:** Used in scholarly articles, research papers, and academic presentations.
Example: This study aims to investigate the effects of...
2. **Instructional Register:** Used by teachers during lessons and instructions.
Example: Please open your textbooks to page 32.
3. **Administrative Register:** Used in official school communications, policies, and reports.
Example: All faculty must submit their annual reports by June 30.
4. **Colloquial Register:** Used in informal conversations among students or between teachers and students.
Example: Hey, did you finish the homework?

Registers in photography

In the field of photography, different registers are used to communicate effectively in various contexts and with different audiences. Here are four registers commonly found in photography:

1. **Technical Register:** Used to discuss the technical aspects of photography, including equipment, settings, and techniques.
Example: Use a lower ISO setting to reduce noise in low-light conditions. Adjust the aperture to f/8 for a sharper depth of field.
2. **Artistic Register:** Used to describe the aesthetic and creative aspects of photography, focusing on composition, style, and artistic vision.
Example: The use of leading lines in this composition draws the viewer's eye toward the subject, creating a sense of depth and perspective.
3. **Professional Register:** Used in professional contexts such as client communications, contracts, and business negotiations.
Example: The photography package includes a two-hour session, high-resolution digital images, and a print release. The total fee is \$500, payable upon delivery of the final images.
4. **Educational Register:** Used in instructional settings, workshops, tutorials, and educational materials.
Example: In today's lesson, we will explore the rule of thirds and how it can enhance the composition of your photographs. Practice by framing your subject at one of the intersecting points.

Learning Tasks

1. Learners in pairs, role play certain words in some fields.
2. Learners match words to their meanings in a jigsaw puzzle.
3. Learners in mixed ability or gender groups or in turns perform register switch.

Pedagogical Exemplars

1. **Role Play:** Students role-play different scenarios using the appropriate register, such as a doctor explaining a condition to a patient or a scientist presenting at a conference.
2. **Gamification:** Using games such as activity ball, word/sentence chain, matching and ordering of cards, talking points, learners in mixed ability groups, create texts incorporating correct vocabulary and expressions to form coherent structures in Proverbs, Idioms / Idiomatic expressions.

Key Assessment

Level 4: Use the appropriate register to compose a short essay on the impact of overfishing on marine biodiversity.

Learning Indicator: Compose texts to compare and contrast given issues or situations

Focal Area 3: Speech Writing - Debate

Debate Writing

Debate writing involves preparing speeches, arguments, and content for a debate. This type of writing is used to articulate and defend a position on a specific topic. It requires a clear understanding of the subject, strong arguments, evidence, and the ability to anticipate and counter opposing viewpoints. Key components of debate writing include:

1. **Introduction:** This part introduces the topic, provides context, and states the position or thesis.
2. **Arguments:** These are the main points that support the position. Each argument should be backed by evidence, examples, statistics, or expert opinions.
3. **Counter-arguments:** This section anticipates the opposing side's arguments and provides rebuttals to weaken their position.
4. **Conclusion:** The conclusion summarises the main points, reinforces the thesis, and leaves a lasting impression on the audience.

Debate writing is structured, persuasive, and requires critical thinking to present a compelling case.

Learning Tasks

1. Learners in small groups discuss a given topic for a debate.
2. Learners, in their mixed ability groups, use concept maps to illustrate their ideas for and against a given topic.
3. Learners are placed in mixed groups to debate.

Pedagogical Exemplars

1. **Talk for Learning:** Learners in small groups discuss a given topic for a debate. Learners, in their mixed ability groups, use concept maps to illustrate their ideas for and against a given topic.
2. **Experiential Learning:** Learners are placed in mixed groups to debate. The winner of each round meets another group until the best group emerges. Learners choose their own speakers and judges.

Key Assessment

Level 1: Explain three features of debate.

Level 2: Write an introductory paragraph to a debate on the motion, "Should the government of Ghana make vaccination mandatory for all citizens to prevent the spread of infectious diseases?"

Level 4: Write a four-paragraph argument on the motion, "Is it more beneficial for Ghana to invest in modern agricultural technology rather than traditional farming methods to improve food security?"

HINT

- The recommended mode of assessment for week 14 is **essay**. Refer to key assessment level 4 under focal area 3 for an example task.
- Refer to **Appendix J** for sample rubric to score essay
- Remind learners about their portfolio assessment which will be due for submission in week 19.

WEEK 14 REVIEW

The lessons this week were on oral language, grammar, and writing. The Oral Language lesson dealt with stress, intonation and meaning in conversation or communication. The grammar dealt with vocabulary. The writing lesson also dealt with persuasive writing, specifically debate writing. Professional techniques/methods deemed necessary have been employed to make the lesson successful, including those that are not captured in this document. The pedagogical exemplars used will leave a lasting mark on the minds of learners as they climb other heights in life. The modes of assessment which touched on both formative and summative assessment will ensure inclusion and help build confidence and respect in learners as they keep improving upon their listening, reading and writing skills.



APPENDIX J: SAMPLE SCORING RUBRIC FOR ESSAY

criteria	Very Good	Good	Satisfactory	Needs Improvement
	6 marks	5 marks	4 marks	3 marks
Content	Any 3 of these social amenities well developed: Electricity supply Water supply Schools Roads Hospital	Any 2 of these social amenities well developed: Electricity supply Water supply Schools Roads Hospital	Any 1 of these social amenities well developed: Electricity supply Water supply Schools Roads Hospital	Merely stating any 3 of these social amenities: Electricity supply Water supply Schools Roads Hospital without explanation
	(4 marks)	(3 marks)	(2 marks)	(1 mark)
Organisation	Formal letter features such as Address of writer, Date, Designation and full address of the recipient, Salutation (Dear Sir/Madam) Title/Heading, Yours faithfully, Signature of writer, Full name of writer suitable opening, Logical presentation of main points, good paragraphing, coherence of ideas and a suitable conclusion	Address of writer present without date, Designation and full address of recipient, Salutation (Dear Sir/Madam), No Title/Heading, a suitable opening, logical presentation of ideas and a suitable conclusion present	Features present, no logical presentation of ideas, no good paragraphing and coherence of ideas and no suitable conclusion	features not present but logical presentation of ideas
	Very good 7 marks	Good 6 marks	Average 5 marks	Needs Improvement 4 marks

<i>Expression</i>	<i>4 varieties of sentence structure and type, good use of figurative language, clarity and appropriateness of style for formal letters, skilful use of punctuation</i>	<i>3 varieties of sentence structure and type, good use of figurative language, clarity and appropriateness of style for formal letters, skilful use of punctuation</i>	<i>2 varieties of sentence structure and type, good use of figurative language, clarity and appropriateness of style for formal letters, skilful use of punctuation</i>	<i>Any of the varieties of sentence structure and type, essay style and language not appropriate for formal letters</i>
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Total: 17 marks

WEEK 15: ORAL LANGUAGE AND GRAMMAR

1. STRAND: ORAL LANGUAGE

Sub-Strand: Conversation/Communication

Learning Outcome: *Use social cohesion strategies in all speech situations*

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

2. STRAND: GRAMMAR

Sub-Strand: Vocabulary

Learning Outcome: *Identify and use vocabulary appropriately and creatively in speech and writing*

Content Standard: *Demonstrate the appropriate use of vocabulary*

HINT



- The week's mode of assessment is homework for Focal Area 2.
- Teachers are encouraged to identify appropriate mode of assessment in the Teacher Assessment Manual and Toolkits (TAMTK) to assess learners in focal area 1

INTRODUCTION AND WEEK SUMMARY

Welcome to Week 15 of the English Language Teacher Manual. There are two lessons this week. The first lesson is on oral language – Conversation and Communication. It aims to boost learners' understanding of the cultural perspectives that foster effective communication and build stronger relationships in personal and professional settings.

The second lesson builds on the first, aiming to help learners consolidate their knowledge on the acquisition of a robust vocabulary to enable the individual learners to express themselves more accurately and effectively in writing, speaking, and reading. It is expected that the lessons are related to real life examples and issues like GESI and SEL are handled professionally to boost learners' confidence and promote national values in learners.

The focal areas covered this week are:

1. Oral Language (Cultural Perspectives in Communication-Wedding/marriage/arbitration/funeral)
2. Grammar Usage (Vocabulary in Context)

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars create a dynamic learning environment that promotes critical thinking, creativity, and effective communication, aligning with the curriculum based on standard progression. Through collaborative learning, learners share ideas, build on each other's strengths, and grow in a supportive community. Learners are encouraged to contribute, fostering a sense of belonging and inclusivity. As learners engage in group activities, the teacher guides them in embracing cultural values of respect, tolerance, and honesty which are crucial for their cognitive and social development. This approach empowers learners to reach their full potential by developing essential life skills, enabling them to become responsible, open-minded, and empathetic individuals.

ASSESSMENT SUMMARY

This week's lesson evaluations ensure a balanced assessment of recall, conceptual understanding, strategic thinking, and advanced critical reasoning. Planned assessment methods include both written and oral responses. To gain insights into students' performance, including grades, feedback, and developmental progress, teachers are encouraged to employ a variety of formative and summative assessment techniques. The assessment process should consider the unique characteristics of each learner. Teachers can consult the Teacher Assessment Manual and Toolkits (TAMTK) (NaCCA, 2023) on how to use the assessment strategies effectively.

The recommended mode of assessment for the week is **homework**.

*Refer to the “**Hint**” at the key assessment for additional information on how to effectively administer the assessment mode.*

Learning Indicator: Appreciate diverse communicative perspectives in communication (all methods of interaction)

Focal Area 1: Cultural Perspectives in Communication – Wedding/marriage/arbitration/ funeral

It is vital that the learning of the English language takes on a wider perspective. The approach taken in different continents and in countries within them have to be observed, analysed and evaluated in order to ensure that the learning of a language is more than a collection of words and phrases. The subtleties of communication in an international context are complex, and awareness of this is vital for the young learner who wishes to make effective progress in a national/international context.

Societal perspectives play a significant role in communication, as cultural background and values can shape how individuals perceive and interpret messages. Here are some key aspects of cultural perspectives in communication

1. **High and low-context cultures:** In high-context cultures such as in many Asian countries, relationships and contexts are prioritised over explicit communication. In low-context cultures as may occur in many Western countries, clear and direct communication is valued.
2. **Non-verbal communication:** Non-verbal cues like body language, eye contact, and physical touch vary across cultures.
3. **Direct and indirect communication:** In some cultures, as may occur in many Western countries, value is placed mainly on direct and explicit communication, while many others, mostly in the Eastern countries, prefer indirect and nuanced approaches.
4. **Formal and informal communication:** Formal communication is often preferred in professional settings in some cultures such as in many European countries, while informal communication is more common in others like the Latin American countries.
5. **Communication styles:** Some cultures mainly in many African countries value expressive and emotive communication, while many others, especially those in the Northern European countries prefer more reserved and guarded communication.
6. **Time and punctuality:** Attitudes towards time and punctuality vary across cultures, with some cultures. Many Western countries place high value on timeliness. Others, such as many Latin American countries and Africans, have a more relaxed attitude towards time.
7. **Contextualisation:** Cultural context influences how messages are interpreted. Some cultures rely more on context and others on explicit communication.
8. **Power dynamics:** Cultural backgrounds can impact how power and authority are perceived and communicated.
9. **Emotional expression:** Cultural norms surrounding emotional expressions vary with some cultures encouraging open emotional display and others discouraging it.

Understanding these cultural perspectives can help foster effective communication and build stronger relationships in personal and professional settings.

Cultural Perspectives in Communication in Ghana

In Ghana, cultural perspectives play a significant role in communication. Here are some key aspects

1. **Collective culture:** Ghana as a collectivist society, prioritises family and community harmony over individual interests.
2. **Respect for authority:** Ghanaians show respect to elders, chiefs, and authority figures, using titles and honorifics.
3. **Indirect communication:** Ghanaians often use indirect communication to avoid confrontations, confusion, minimise pain, and maintain harmony.
4. **Nonverbal cues:** Nonverbal cues like hand gestures and body language are an important element in Ghanaian communication.
5. **High-context culture:** Ghanaians rely on relationships, shared knowledge and context to convey meaning.
6. **Polite language:** Ghanaians use polite language and expressions to show respect and courtesy.
7. **Time flexibility:** Ghanaians have a relaxed attitude towards time with flexibility in schedules and appointments (popularly or ironically, called Ghanaian time).
8. **Emotional expressions:** Ghanaians express emotions openly with enthusiasm and passion in communication – happiness, excitement, sorrow, anger.
9. **Storytelling:** Storytelling is a rich tradition in Ghana mostly used to share experiences, wisdom, and cultural values.
10. **Hospitality:** Ghanaians prioritise hospitality, welcoming guests with warmth and generosity.

An understanding of these cultural perspectives can help foster effective communication and build stronger relationships.

Some examples of vocabulary words in context related to cultural perspectives in communication in Ghana

1. **Honorifics:** The chief's title, 'Nana', is an honorific used to show respect and dignity. During naming or coronation ceremonies, people named after respectable elders and or grand parents may also be called the same. Other examples include Torgbui, Kantanka, Mamaga, Sika, Mamanor, Yaa-na, Okofo, Yiadom, Afetor, Awafia, Nuntsor, Naa, Nii, Sheriga, Wunnaba, Tindaana.
2. **Indirect communication:** It is common to use indirect communication to avoid confrontations, confusion and maintain harmony. Examples include Please, Sorry, Let it go, Calm down. Proverbial and idiomatic expressions are also used. For **example:** **Storytelling:** The elders' storytelling and counsel during wedding ceremonies share wisdom and cultural values with newlyweds.
3. **Respectful language:** Using respectful language when addressing elders, such as please, I'm sorry, thank you shows respect and courtesy.

4. **Participatory communication:** The community meetings encourage participatory communication, allowing all members to share their thoughts and opinions.
5. **Cultural heritage:** The traditional festivals celebrated across the country exhibits Ghana's rich cultural heritage and historical traditions – Aboakyer, Damba, Afahye, Hogbetsotso, Akwanbo, Odwira.
6. **Non-verbal cues:** The gesture of bowing when greeting an elder is an important nonverbal cue in Ghanaian culture.
7. **Active listening:** The mediator's active listening skills helps to resolve the conflict by understanding both parties' perspectives during arbitration.
8. **Contextualization:** Understanding the cultural context of a ceremony helps to appreciate the significance of the rituals, customs and traditions, and to allow more effective participation and non-tokenistic involvement.
9. **Harmony:** The emphasis on harmony in Ghanaian communication promotes unity and balance in relationships.

This specific vocabulary in context help illustrate how cultural perspectives shape communication practices in Ghana.

Differences in Cultural perspectives in communication

Cultural perspectives in communication vary across different ceremonies and contexts.

1. Weddings

Formal and informal communication blend together
 Respectful language and honorifics are used to address elders and dignitaries
 Language used places emphasis on unity, harmony, and celebration
 Storytelling and praise-singing are used to excite, caution and honour the couples

2. Arbitration

Respectful and polite language expressions are used to address elders and mediators,
 Indirect communication is used to avoid confrontation and promote compromise.
 Emphasis is placed on resolving conflicts and maintaining relationships,
 Active listening and consideration of both parties' perspectives is recommended.

3. Funerals

Sombre and respectful tone in communication
 Emphasis is placed on condolences, sympathy and support for the bereaved
 Storytelling and eulogies to honour the deceased
 Respectful language and honorifics used to address elders and family members

4. Other ceremonies

Traditional festivals - vibrant and celebratory communication
 Chiefs' gatherings - formal and respectful communication
 Communal meetings - participatory and inclusive communication

5. Ghanaian communication in ceremonies

Prioritises respect, harmony, and unity

Uses storytelling and praise-singing to honour individuals and communities

Emphasises indirect communication to avoid confrontation

Values active listening and consideration of multiple perspectives

These cultural perspectives in communication foster a sense of communal unity, respect, and harmony in Ghanaian ceremonies.

The significance of cultural perspectives in communication in Ghanaian ceremonies

1. **Preservation of tradition:** Communication styles and language use help to preserve cultural heritage and traditions.
2. **Respect and harmony:** Emphasis on respect, harmony, and unity maintains social balance and avoids conflict.
3. **Community building:** Inclusive and participatory communication strengthens community bonds and social cohesion.
4. **Identity expression:** Communication styles and language use express Ghanaian identity and cultural values.
5. **Effective communication:** Consideration of cultural perspectives ensures effective communication avoiding misunderstandings and misinterpretations.
6. **Social cohesion:** Communication practices foster social cohesion, essential for community development and progress.
7. **Cultural continuity:** Passing on cultural values and communication practices to future generations ensures cultural continuity.
8. **Resilience and adaptability:** Ghanaian communication styles have adapted to changing contexts, demonstrating resilience and flexibility.

By recognizing and respecting these cultural perspectives, Ghanaians can maintain their rich cultural heritage and build stronger, more harmonious communities.

Learning Tasks

1. Learners brainstorm their experiences of their perspective of communication in a variety of cultural ceremonies.
2. Learners explain the use of specific communication in Ghanaian cross-cultural contexts.
3. Learners discuss the impact and values in cross-cultural communication using case studies bringing out challenges and possible solutions.
4. Learners brainstorm the impact and importance of technology on cultural communication practices.

Pedagogical Exemplars

1. **Experiential Learning:** Learners bring on board experiences from their different cultural groups and reflect on their individual and cultural differences in communication in specific contexts (e.g. wedding/marriage, arbitration).
2. **Collaborative learning:** Using case studies, provide scenarios of cross-cultural communication in Ghanaian contexts (business meetings, weddings, funerals) for learners to analyse and discuss potential challenges and solutions.
3. **Role-Plays:** Assign learners roles to play in varied Ghanaian ceremonies (wedding, chief's gathering, arbitration) and have them practise appropriate communication styles and language use.
4. **Group Discussions:** Learners in mixed ability/gender groups discuss topics like respect and harmony in Ghanaian communication, the importance of storytelling or the impact of technology on cultural communication practices.

Key Assessment

Level 1 - 2

Read the short story and answer the questions that follow

The Gift of Respect

In a small Ghanaian village, a young American volunteer, Sarah, arrived to help with a community project. She was eager to make a good impression and quickly establish relationships with the locals. One day, while working with the village elder, Nana Badu, Sarah noticed a beautiful handmade cloth on his desk. She exclaimed, "What a lovely fabric! How much did it cost?"

Nana Badu smiled and said, "It was a gift from my brother."

Sarah, not understanding the cultural significance, replied, "Oh, I'll buy one just like it from the market!"

Nana Badu's expression turned solemn, and he explained, "Sarah, in our culture, gifts are not commodities to be bought or sold. They represent respect, love, and bond. Your words diminished the value of my brother's gift."

Sarah felt embarrassed and apologised. Nana Badu smiled and said, "I know you didn't mean harm. But let's learn from each other. I'll teach you about our cultural ways and you can share yours with me."

From then on, Sarah approached interactions with cultural sensitivity, learning about non-material gifts, respect, and community values. As she adapted her communication style, she earned the villagers' trust and respect, forging meaningful relationships.

(Questions below can have written or collaborative answers according to the needs of the class.)

1. What cultural differences caused the misunderstanding between Sarah and Nana Badu?
2. How did Sarah's words affect Nana's perception of the gift?
3. What does the story reveal about the importance of cultural awareness in communication?
4. How did Nana Badu's response to Sarah's mistake demonstrate cultural intelligence?

5. What lesson did Sarah learn from the experience and how did it impact her relationship with the villagers?
6. How does the story illustrate the concept of high and low-context cultures?
7. What role did active listening and open-mindedness play in resolving the misunderstanding?
8. How can Sarah's experience serve as a model for effective cross-cultural communication in personal and professional settings?
9. What cultural values were at play in the story and how did they influence the characters' actions?
10. How does the story demonstrate the value of learning from others' cultural perspectives and adapting communication styles accordingly?

Learning Indicator: Use appropriate vocabulary in speech and writing in specific contexts

Focal Area 2: Vocabulary in Context

Vocabulary refers to the collection of words and phrases that a person has knowledge of and uses to communicate effectively in a language. It encompasses various aspects, including:

1. **Meaning of words:** This is the understanding of the definitions and connotations of words.
2. **Word usage:** This involves knowing how to appropriately use words in context.
3. **Contextualization:** This is the understanding of how words relate to each other and the situation to bring about meaning.
4. **Connotation:** This is the emotional or cultural associations of words to create meaning.
5. **Synonyms:** This is the knowledge of alternative words with similar meanings in context.
6. **Antonyms:** This involves the understanding of words with opposite meanings based on context.
7. **Idioms:** The knowledge and familiarity with phrases and expressions that have unique meanings.
8. **Collocations:** The knowledge of how words combine to form common expressions to create meaning in context – often to be found in creative writing such as poetry.
9. **Registers:** The understanding of formal and informal language variations in context.
10. **Semantic relationships:** The recognition of connections between words, such as hyponyms (apple is a hyponym of fruit; fork is a hyponym of cutlery).

A robust vocabulary enables the individual learners to express themselves more accurately and effectively in writing, speaking, and reading. It also enhances comprehension and communication in various contexts, including academic, professional, and social settings.

Learning Tasks

1. Learners identify vocabulary from given passages
2. Learners find word relations such as synonyms to words

3. Learners find antonym word relations to words in context
4. Learners use words to form idioms and idiomatic expressions
5. Learners create dialogues, poems, short stories with words in context.

Pedagogical Exemplars

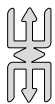
1. **Collaborative Learning:** Learners in mixed ability groups, collaboratively and yet painstakingly, analyse the meaning and use of vocabulary from given passages using games such as word relations (Synonyms, Antonyms, Analogy) in context.
2. **Gamification:** Using games such as activity ball, word chain, matching and ordering of cards, talking points, learners in mixed ability groups, create texts incorporating correct vocabulary and expressions to form coherent structures in Proverbs, Idioms / Idiomatic expressions.

Key Assessment

Level 2

State the word classes of the underlined words in the passage below. Find the meaning of the words in context.

The new restaurant in town was a hubbub of activity with a plethora of patrons eagerly awaiting their turn to savour the delectable cuisine. The ambiance was lively with a medley of musical genres playing in the background, and the aroma of freshly baked bread wafting through the air. The staff was affable and attentive ensuring that every guest felt welcome and indulged. Despite the chaos, the chef remained composed, expertly preparing each dish with finesse and flair.



Note

In this passage, the vocabulary is used in context to create a vivid description of the atmosphere of the restaurant - and is much more exaggerated than it would normally be.

Level 3

Find synonyms and antonyms to the underlined vocabulary in context.

The new employee, John, was a diligent worker, conscientious about meeting deadlines and meticulous in his attention to detail. His counterpart, Alex, was lax and cavalier, often procrastinating and submitting subpar work. While John's diligence earned him accolades, Alex's negligence drew criticism. Despite their differing work ethics, they shared a cordial relationship, with John occasionally offering guidance to help Alex improve his performance.

HINT



- The recommended mode of assessment for week 15 is homework. Refer to key assessment level 3 under focal area 2 for an example task.
- Learner's scores on homework should be recorded in the STP. This could be an average of the number of Homework conducted from week 13.

WEEK 15 REVIEW

There were two lessons this week. The first lesson was on oral language – Conversation and Communication. It aimed to boost learners' understanding of the cultural perspectives that foster effective communication and build stronger relationships in personal and professional settings.

The second lesson was a build-up on the first, aiming to help learners consolidate their knowledge through the acquisition of a robust vocabulary to enable the individual learners to express themselves more accurately and effectively in writing, speaking, and reading. It was expected that the lessons were related to real life examples where issues like GESI and SEL are handled professionally to boost learners' confidence and promote national values in learners. If all these were done during the lessons, then pat yourself on your back. Well done!

WEEK 16: WRITING

STRAND: WRITING

Sub-Strand: Text Types and Purposes

Learning Outcome: *Create minutes, reports, articles of local and international newspapers, magazines on assigned topics adhering to appropriate formatting guidelines*

Content Standard: *Apply writing skills to specific life situations*

INTRODUCTION AND WEEK SUMMARY

In week 16, learners will refine their writing skills by exploring the structure and format of minutes writing. They will discover the essential components of well-organised minutes, including headings, attendance lists, approval of previous minutes, agenda items, discussions, decisions, and action items. Through practical exercises and examples, learners will learn to organise information in a clear and logical way, producing professional and informative minutes. This lesson will empower learners accurately and concisely to document meetings, thereby enhancing their communication and organisational skills. These skills are vital for effective teamwork and precise record-keeping in various learning contexts. The focal area covered this week is *Minutes Writing (Structure/Format)*.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The lesson on Minutes Writing: Structure/Format utilises pedagogical exemplars to create a vibrant and interactive learning environment, aligning with the curriculum's standards. This collaborative approach encourages critical thinking, creativity, and effective communication among learners, fostering a sense of community and inclusivity. Even reserved learners are motivated to participate, sharing ideas and building on each other's strengths. The teacher guides learners in embracing Ghana's cultural values of respect, tolerance, and honesty, essential for their cognitive and social growth. By developing essential life skills, learners thus become responsible, open-minded, and empathetic individuals, reaching their full potential.

ASSESSMENT SUMMARY

The assessment strategies for the Minutes Writing: Structure/Format lesson employ a tiered approach, catering to individual learners' needs and abilities. The assessments progressively increase in complexity, requiring learners to recall knowledge, develop skills, apply strategic thinking, and critically evaluate information. As learners advance, tasks become more demanding, and responses require more depth and nuance. Teachers should offer guidance and sufficient time for learners to demonstrate their understanding. This adaptive approach promotes learner growth, encourages deeper understanding, and develops essential skills. By tailoring assessments to learners' needs, teachers create a supportive environment that fosters academic excellence and prepares learners for future success.

Teachers are encouraged to administer the recommended assessment for the week to track learners progress effectively. The week's recommended mode of assessment is *group oral presentation*.

Learning Indicator: Compose minutes and reports on given topics using appropriate format

Focal Area: Minutes Writing: Structure/Format (Examples)

What is minutes writing?

Minute writing is a formal and structured way of recording meetings, discussions, and decisions.

Types of minute Writing

1. **Verbatim Minutes:** A word-for-word recording of everything said during the meeting.
2. **Summary Minutes:** A concise summary of the main points discussed and decisions made.
3. **Action Minutes:** Focus on the actions agreed upon and tasks assigned to specific individuals. Actions agreed on should be listed at the end of each item, with the person(s) allocated the task clearly indicated. The agreed actions should then be listed in composite form at the end of the minutes document.
4. **Resolution Minutes:** Focus on the resolutions passed and decisions made.
5. **Informal Minutes:** Less formal; may include personal opinions and comments.
6. **Formal Minutes:** Official, formal record of the meeting, often used for legal or official purposes.
7. **Draft Minutes:** Unapproved minutes, subject to change and approval at a later date.
8. **Confirmed Minutes:** Approved and confirmed minutes, considered the official record. These should be made available to the Chairperson for authenticating signature.
9. **Annual General Meeting (AGM) Minutes:** Minutes of the annual general meeting, typically including reports, elections, and financial statements.
10. **Board Meeting Minutes:** Minutes of meetings held by the board of directors, typically including strategic discussions and decision-making.

Structure/format of minute writing

1. **Heading**
Date, time, and location of the meeting
Name of the organisation/school or committee
Type of meeting (e.g. annual general meeting, board meeting)
2. **Attendance**
List of attendees, including names and titles
Apologies for absence (if any)
3. **Approval of Previous Minutes**
Confirmation of the accuracy of the previous meeting's minutes
Signature of the chairperson or secretary
4. **Agenda Items**
Brief summary of each item discussed
Key points and decisions made

5. **Discussions**

Summary of the main points discussed
Any resolutions or actions agreed upon

6. **Decisions**

List of decisions made, including the person responsible for implementation
Deadline for completion (if applicable)

7. **Action Items**

List of tasks assigned to specific individuals or groups
Deadline for completion (if applicable)

8. **Next Meeting**

Date, time, and location of the next meeting (if scheduled)

9. **Closure**

Adjournment of the meeting
Signature of the chairperson or secretary

Significance of Minute Writing

1. **Record Keeping:** Minutes serve as an official and legal record of the actions and decisions made during a meeting. They provide a historical account that can be referred to in the future.
2. **Accountability:** By documenting who was present and what was decided, minutes hold participants accountable for their commitments and actions. They help ensure that agreed-upon tasks are completed.
3. **Clarity and Transparency:** Minutes provide clarity on what was discussed and decided, reducing misunderstandings and miscommunications. They offer transparency, making it clear to all stakeholders what transpired during the meeting.
4. **Follow-Up:** Minutes include action items with assigned responsibilities and deadlines, facilitating follow-up on tasks and ensuring that decisions are implemented.
5. **Reference for Absent Members:** Minutes allow those who were unable to attend the meeting to stay informed about what was discussed and decided, keeping everyone 'on the same page'.
6. **Legal Documentation:** In many organisations, minutes are required for compliance with legal and regulatory requirements. They can serve as evidence in legal proceedings if necessary.
7. **Decision Verification:** Minutes help verify decisions made during the meeting, providing a reference that can be used to confirm what was agreed upon if disputes or questions arise later.
8. **Organisational Memory:** Minutes contribute to the institutional memory of an organisation, capturing knowledge and decisions that can be valuable for future reference and continuity.
9. **Professionalism:** Well-written minutes reflect the professionalism and organisation of the meeting, enhancing the credibility and reliability of the entity holding the meeting.
10. **Efficiency:** Having a clear record of previous discussions and decisions helps make future meetings more efficient, as participants can review the minutes beforehand to stay updated and prepared.

Key features of minute writing

1. Clarity	a. Use clear and concise language to ensure that the minutes are easily understood. b. Avoid jargon and technical terms unless they are well-known to all attendees.
2. Accuracy	a. Accurately record the details of the meeting, including discussions, decisions, and action items. b. Verify names, dates, and other specific information for correctness.
3. Brevity	a. Keep the minutes succinct while including all necessary information. b. Focus on key points rather than providing a verbatim transcript of the meeting.
4. Structure	a. Follow a consistent format to organise the minutes logically. b. Include sections such as the heading, attendance, approval of previous minutes, agenda items, discussions, decisions, action items, and conclusion.
5. Objectivity	a. Maintain a neutral tone and avoid personal opinions or biases. b. Record discussions and decisions factually without interpretation.
6. Completeness	a. Ensure all relevant topics discussed during the meeting are covered. b. Include all decisions made, action items assigned, and deadlines set.
7. Timeliness	a. Prepare and distribute the minutes as soon as possible after the meeting. b. Prompt distribution helps participants recall details and follow up on action items.
8. Action Items	a. Clearly identify tasks assigned during the meeting, including the responsible individuals and deadlines. b. This helps ensure accountability and follow-through.
9. Approval Section	a. Include a section for the approval of the previous meeting's minutes. b. Record any amendments or corrections made before approval.
10. Attendance	a. List the names of attendees and note any absentees. b. This provides a record of who was present and who was not.

Strategies in teaching Minute Writing

1. **Modelling:** Provide learners with examples of well-written minutes to serve as models.
2. **Break down:** Break down the minute writing process into smaller, manageable tasks.
3. **Peer Review:** Encourage peer review to help learners learn from each other.
4. **Step-by-Step Guidance:** Offer step-by-step guidance to help learners understand the minute writing process.

5. **Feedback:** Provide constructive feedback to help learners improve their minute writing skills.
6. **Real-World Applications:** Use real-world examples to illustrate the importance of minute writing.
7. **Collaboration:** Encourage collaboration to help students learn from each other's strengths and weaknesses.
8. **Technology Integration:** Incorporate technology to make minute writing more engaging and interactive.
9. **Differentiation:** Differentiate instruction to meet the needs of various learners.
10. **Rubrics:** Use rubrics to assess student minutes and provide clear expectations.
11. **Self-Assessment:** Encourage students to self-assess their own minute writing skills.
12. **Focus on Key Points:** Emphasise the importance of capturing key points and decisions.
13. **Practice, Practice, Practice:** Provide ample opportunities for students to practise writing minutes.
14. **Provide Feedback on Clarity:** Provide feedback on the clarity and conciseness of the minutes.

Sample minutes of a class meeting

Minutes of SHS 2B Class held on 20th June, 2024 at 1:00 PM in SHS 2B Classroom

Attendance

1. Mr. Joseph Barwuah (Teacher)
2. Asare Bediako
3. Abena Busia
4. Ellen Nutifafa
5. Salifu Johnson
6. Chris Mensah
7. Nii Kpakpo Robinson
8. Makafui Etoram
9. Araba Yankson
10. Tettey Nartey Evans
11. Ashong Kweikie
12. Entsi Harrison
13. Salamatu Mohammed
14. Bill Marshall
15. Botchway Belinda
16. Amuzu Dela
17. John Anaba
18. Akua Adoma

Apologies

The following sought permission to visit the school clinic

1. Kelvin Appiah
2. Lawrence Darmani

Agenda

1. Issues Bothering the Class
2. Learners' Attitude to Lessons
3. Teachers' Class Attendance

1. Issues Bothering the Class

a. Discussion

Several students raised concerns about the inadequacy of learning materials, including textbooks and other resources. There were also complaints regarding the noise levels in the classroom and the overall physical condition, which were deemed to affect concentration and learning.

b. Decisions/Actions

Efforts will be made to secure additional learning materials, either through school funding or donations.

The teacher will implement stricter classroom management strategies to reduce noise and maintain an environment conducive to learning.

2. Learners' Attitude to Lessons

a. Discussion

Observations indicated a mixed level of engagement among learners. While many students actively participated, a significant number appeared disengaged and distracted during lessons. Issues with punctuality were also noted, with some students frequently arriving late.

b. Decisions/Actions

- i. Interactive teaching methods will be introduced to increase student engagement.
- ii. A punctuality reward system will be implemented to encourage timely attendance.

3. Teachers' Class Attendance

a. Discussion

The teachers' attendance has been generally satisfactory, with occasional absence due to unavoidable circumstances such as illness or professional development commitments. However, it was noted that substitute teachers sometimes struggle to maintain continuity with the curriculum.

b. Decisions/Actions

- i. A comprehensive lesson plan will be developed to ensure that substitute teachers can effectively follow the planned curriculum.
- ii. The possibility of appointing a teacher assistant to support during absence will be explored.

Conclusion: The meeting concluded with a summary of the discussed issues and agreed-upon actions. By addressing the concerns raised, it is expected that the overall learning environment will improve, leading to better academic performance and student-satisfaction.

Adjournment: The meeting was adjourned at 2:00 PM.

Action Items

- a. Mr. Joseph Barwuah to procure additional learning materials by 30th June, 2024.
- b. Mr. Joseph Barwuah to enforce improved classroom management strategies by 25th June, 2024.
- c. Mr. Joseph Barwuah to implement interactive teaching methods and a punctuality reward system by 1st July, 2024.
- d. Mr. Joseph Barwuah to develop a substitute teacher-friendly lesson plan by 30th June, 2024.

Next Meeting

The next class meeting will be held on July 15, 2024, at 10:00am in SHS 2B Classroom.

Minutes Prepared By: Akua Adoma

Approved/Seconded By: John Anaba

Date: 20th June, 2024

Learning Tasks

1. Learners brainstorm the meaning, types of **minutes**.
2. Through whole class discussion learners bring up the significance of **minutes** writing
3. Learners cite instances where **minutes** are needed or used
4. Learners brainstorm to examine sample **minutes** to identify key features and present their findings.
5. Learners scan through a variety of sample reports and identify the strategies of **minutes** writing
6. Learners write **minutes** on assigned scenarios and conduct peer reviews.
7. Learners compare **minutes** from different sources and present their findings.

Pedagogical Exemplars

Collaborative Learning

1. In mixed ability/gender groups learners brainstorm the meaning and types of minutes
2. In mixed ability/gender groups, learners discuss the significance or usefulness of minutes and present their findings to the larger group
3. In pairs, learners examine selected sample minutes to identify key features and present their findings.
4. In mixed ability/gender groups, learners write minutes on assigned scenarios and conduct peer reviews.
5. Learners in their groups peer-review minutes from other groups and make comparisons.

Key Assessment

Level 2

1. As a class secretary, write a minute on a meeting held with the form master at the end of the term.
2. Write and present on key headings of a minute

Level 3: You attended a school committee meeting discussing ‘School Event Planning,’ ‘Classroom Resources,’ and ‘Student Attendance.’ Write a set of minutes documenting the main points and decisions.”

Level 4: During a PTA meeting, the agenda includes ‘Fundraising Activities,’ ‘School Safety Measures,’ and ‘Parent Association building.’ Write a minute that includes discussions, decisions, and any potential challenges.

HINT



- Refer to question 2 of key assessment level 2 for an example task.
- Refer to Appendix K for sample scoring rubric for the assessment task.
- Remind learners about portfolio assessment which is due for submission in week 19.

WEEK 16 REVIEW

This week, learners should have developed their writing skills through a focused lesson on Minutes Writing: Structure/Format. During the lessons, learners explored the essential components of well-structured minutes. They examined examples and practising their writing. Learners have been taught how to organise information clearly and concisely, thus ensuring their minutes are both accurate and informative. The lessons aimed to equip learners with the skills needed to craft effective minutes, thereby enhancing their ability to capture and communicate key information efficiently and effectively.



APPENDIX K: SAMPLE SCORING RUBRIC

Criteria	Excellent (5marks)	Very good (4marks)	Good (3marks)	Satisfactory (2marks)	Needs Improvement (1mark)
Content	The content of the presentation focused on the explanation of any 5 of these headings: Heading (date, time, location of meeting, type of meeting) Attendance Approval of previous minutes Agenda Discussions Decisions Adjournment	The content of the presentation focused on the explanation of any 4 of these headings: Heading (date, time, location of meeting, type of meeting) Attendance Approval of previous minutes Agenda Discussions Decisions Adjournment	The content of the presentation focused on the explanation of any 3 of these headings: Heading (date, time, location of meeting, type of meeting) Attendance Approval of previous minutes Agenda Discussions Decisions Adjournment	The content of the presentation focused on the explanation of any 2 of these headings: Heading (date, time, location of meeting, type of meeting) Attendance Approval of previous minutes Agenda Discussions Decisions Adjournment	The content of the presentation focused on the explanation of any 1 of these headings: Heading (date, time, location of meeting, type of meeting) Attendance Approval of previous minutes Agenda Discussions Decisions Adjournment

WEEK 17: WRITING

STRAND: WRITING

Sub-Strand: Text Types and Purposes

Learning Outcome: *Create minutes, reports, articles of local and international newspapers, magazines on assigned topics adhering to appropriate formatting guidelines*

Content Standard: *Apply writing skills to specific life situations*

INTRODUCTION AND WEEK SUMMARY

Welcome to week 17. This week, learners will develop their writing skills through a focused lesson on Report Writing: Structure/Format. In this lesson, learners will explore the essential components of a well-structured report. They will learn about the different sections, such as the title page, abstract, introduction, methodology, results, discussion, and conclusion. By examining exemplars and practising their writing, learners will understand how to organise information clearly and logically, thus ensuring their reports are both informative and professional. This lesson will equip learners with the skills needed to craft effective reports, thereby enhancing their ability to communicate complex information clearly and concisely.

The focal area covered in the week is ***Report Writing (Structure/Format)***.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars create a dynamic learning environment that promotes critical thinking, creativity, and effective communication, aligning with the curriculum based on standard progression. Through collaborative learning, learners share ideas, build on each other's strengths, and grow in a supportive community. Even the shyest learners are encouraged to contribute, thus fostering a sense of belonging and inclusivity. As learners engage in group activities, the teacher guides them in embracing Ghana's cultural values of respect, tolerance, and honesty, crucial for their cognitive and social development. This approach empowers learners to reach their full potential by developing essential life skills, enabling them to become responsible, open-minded, and empathetic individuals.

ASSESSMENT SUMMARY

The assessment strategies use a level-appropriate approach, engaging each learner in recalling, skill-building, strategic reasoning, and critical thinking. As learners progress, tasks become increasingly challenging, and responses more demanding. Teachers should provide guidance and ample time for learners to demonstrate their understanding, ensuring satisfactory responses. This approach fosters growth, encourages depth of thought, and develops essential skills. By adapting assessments to learners' needs, teachers create a supportive environment that promotes academic excellence and prepares learners for success. The recommended mode of assessment for the week is a ***short quiz***.

Learning Indicator: Compose minutes and reports on given topics using appropriate format

Focal Area: Report Writing: Structure/Format (Examples)

What is Report Writing?

Report writing is the process of compiling and organising information, data, and research into a concise and structured document, presenting findings, analysis, and recommendations to inform decision-making or document events.

Types of Report Writing

1. **Formal Reports:** Official documents with a formal tone, structure, and language, used in business, academic, and technical settings.
2. **Informal Reports:** Less structured and conversational, often used for internal communication, progress updates, or brief summaries.
3. **Technical Reports:** Detailed, factual documents presenting research, experiments, or technical information, commonly used in scientific, engineering, and medical fields.
4. **Business Reports:** Analytical documents addressing market trends, financial performance, or strategic planning, used in corporate decision-making.
5. **Research Reports:** Systematic presentations of original research, methodology, and findings, often published in academic journals or conferences.
6. **Investigative Reports:** Documents presenting findings and conclusions from investigations, used in legal, law enforcement, or financial/business audit contexts.
7. **Progress Reports:** Periodic updates on project status, milestones, and challenges, used in project management and stakeholder communication.
8. **Feasibility Reports:** Evaluations of project viability, considering factors like cost, resources, and potential outcomes.
9. **Compliance Reports:** Documents verifying adherence to regulations, standards, or laws, used in legal, audit, or quality control contexts.
10. **Incident Reports:** Detailed accounts of events, incidents, or accidents, used in legal, insurance, or investigative contexts.

Structure/format of report writing

1. **Introduction**
 - a. Brief overview of the topic
 - b. Purpose of the report
 - c. Scope of the report
2. **Background Information**
 - a. Contextual information related to the topic
 - b. History or background of the topic
 - c. Relevant definitions or terminology

3. **Body**

- a. Clear and concise paragraphs
- b. Topic sentences and supporting evidence
- c. Data, statistics, or research findings
- d. Analysis and interpretation of data

4. **Conclusion**

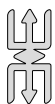
- a. Restate the purpose and scope
- b. Recommendations or suggestions

5. **Recommendations (optional)**

Actionable suggestions based on the report's findings

6. **References (mandatory)**

List of sources cited in the report, formatted according to the chosen citation style.
(Introduce learners to the significance of referencing in order to avoid accusations of plagiarism)



Note

1. Word counts are approximate and may vary depending on the intended recipient(s) of the specific report.
2. Headings and subheadings should be clear and descriptive.
3. Use proper formatting, spacing, and font styles.
4. Include visual aids like tables, graphs, or images to support the text.
5. Edit and proofread the report carefully before submission.

Significance of Report Writing

1. **Communication:** Reports convey information and ideas to others.
2. **Documentation:** Reports provide a record of research, projects, or events.
3. **Analysis and Insight:** Reports present analysis and interpretation of data.
4. **Decision-Making:** Reports inform decisions and problem-solving.
5. **Learning and Development:** Reports foster learning from experiences and research.

Key features of report writing

1. **Clear purpose:** A clear purpose or objective is stated in the introduction.
2. **Organised structure:** A logical and organised structure is followed, including introduction, body, conclusion, and references.
3. **Objective language:** Objective and unbiased language is used throughout a report.
4. **Concise writing:** Clear and concise writing is used to convey information.
5. **Accurate content:** Accurate and reliable information is presented.
6. **Visual aids:** Visual aids such as tables, graphs, and figures are used to support the text.

7. **Proper formatting:** A consistent and appropriate format is used throughout the report. A readable font should be used for the text.
8. **References:** Sources are properly cited and referenced.
9. **Conclusion:** A summary of the main points and recommendations are included in the conclusion.
10. **Appendices:** Additional information that supports the report is included in the appendices.
11. **Timeliness:** The report is completed and submitted on time.
12. **Relevance:** The report is relevant to the intended audience and purpose.

Strategies in teaching report writing

1. **Modelling:** Provide learners with examples of well-written reports to serve as models.
2. **Breakdown:** Break down the report writing process into smaller, manageable tasks.
3. **Graphic Organisers:** Use graphic organisers to help learners organise their thoughts and ideas.
4. **Peer Review:** Encourage peer review to help learners learn from each other.
5. **Step-by-Step Guidance:** Offer step-by-step guidance to help learners understand the report writing process.
6. **Feedback:** Provide constructive feedback to help learners improve their report writing skills.
7. **Real-World Applications:** Use real-world examples to illustrate the importance of report writing.
8. **Collaboration:** Encourage collaboration to help learners learn from each other's strengths and weaknesses.
9. **Technology Integration:** Incorporate technology to make report writing more engaging and interactive.
10. **Differentiation:** Differentiate instruction to meet the needs of various learners.
11. **Rubrics:** Use rubrics to assess learner reports and provide clear expectations.
12. **Self-Assessment:** Encourage learners to self-assess their own report writing skills.

Learning Tasks

1. Learners brainstorm the meaning and types of reports.
2. Through whole class discussion learners bring up the significance of report writing
3. Learners cite instances where reports are needed or used
4. Learners brainstorm to examine sample reports to identify key features and present their findings.
5. Learners scan through a variety of sample reports and identify the strategies of report writing
6. Learners write reports on assigned scenarios and conduct peer reviews.
7. Learners compare reports from different sources and present their findings.

Pedagogical Exemplars

Collaborative Learning

1. In mixed ability groups learners brainstorm the meaning and types of reports
2. In groups learners discuss the significance or usefulness of reports and present their findings to the larger group
3. In pairs learners examine selected sample reports to identify key features and present their findings.
4. In group learners write reports on assigned scenarios and conduct peer reviews.
5. Learners in their groups peer-review reports from other groups and make comparisons.

Key Assessment

Level 2: Write out an outline of a report

Level 3: Using your tablet prepare a four-slide power point report for presentation on an inter-class debate competition held in the school. (Learners without tablets can do any other form of presentation).

Level 4: As a school prefect, write out a report to be presented at the forth-coming speech and prize giving day, highlighting the academic achievements, activities, behaviour and challenges of the learners in the school.

HINT



- The recommended mode of assessment for the week is short quiz. Refer to key assessment level 2 for an example task.
- Remind learners about due date of individual project work which is in week 20.

WEEK 17 REVIEW

This week, learners should have developed their writing skills through a focused lesson on Report Writing: Structure/Format. During the lessons, learners explored the essential components of a well-structured report. They learned about the different sections, such as the title page, abstract, introduction, methodology, results, discussion, and conclusion by examining examples and practising their writing. Learners have been taught how to organise information clearly and logically, thus ensuring their reports are both informative and professional. The lessons aimed to equip learners with the skills needed to craft effective reports, thereby enhancing their ability to communicate complex information clearly and concisely.

WEEK 18: GRAMMAR

STRAND: GRAMMAR

Sub-Strand: Vocabulary

Learning Outcome: *Identify and use vocabulary appropriately and creatively in speech and writing*

Content Standard: *Demonstrate the appropriate use of vocabulary*

HINT



The Second-Semester Mid-semester Examination will be conducted this week. Refer to Appendix L at the end of this week for a Table of Specifications to guide you in setting the questions. Set questions to cover all the indicators covered for weeks 13 to 17.

INTRODUCTION AND WEEK SUMMARY

Welcome to week 18. This week, learners will develop their language skills through a focused lesson on Synonyms (words similar/nearest in Meaning). In this lesson, learners will explore the essential nuances of word meanings, discovering how to identify the closest meanings and shades of meaning. They will learn about the subtle differences between words, such as similarities, analogies, and equivalencies and how to use context to determine the most appropriate synonym. By examining examples and practising their understanding, learners will grasp how to convey meaning, ensuring their language is both accurate and effective. This lesson will equip learners with the skills needed to effectively communicate complex ideas, enhancing their ability to express themselves clearly and accurately. The focal area covered in the week is *Synonyms (words similar/nearest in Meaning)*.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars create a vibrant and dynamic learning environment that cultivates analytical thinking, imagination, and articulate expression, aligning with the curriculum based on standard progression. Through cooperative and collaborative learning, learners exchange ideas, capitalise on each other's expertise and thrive in a nurturing and supportive community. This supportive environment ensures that even the most reserved and introverted learners are motivated to participate, thus fostering a sense of connection, belonging, and inclusivity.

ASSESSMENT SUMMARY

The assessment strategies employ a tailored approach, engaging each learner through recalling, skill enhancement, logical reasoning, and analytical thinking. As learners progress, tasks become progressively more demanding and responses more rigorous. Teachers should provide guidance and ample time for learners to demonstrate their understanding, ensuring acceptable responses. This approach cultivates growth, encourages

profound reflection, and refines crucial skills. By tailoring assessments to learners' needs, teachers create a nurturing environment that promotes academic excellence and prepares learners for accomplishment. The recommended assessment mode for the week is ***Mid-Semester Examination***.

Refer to the “***Hint***” at the key assessment for additional information on how to effectively administer the assessment mode.

Learning Indicator: Use appropriate vocabulary in speech and writing in specific contexts

Focal Area: **Synonyms (words similar / nearest in Meaning)**

What are Synonyms?

Synonyms are words that have similar or identical meanings. They can be used interchangeably in certain contexts, although they may carry slightly different connotations or levels of formality. For example, **happiness describes a state of being pleased, but joyfulness** often implies a more intense feeling.

Why are Synonyms Important?

1. **Avoid Repetition:** Using synonyms helps avoid the repetitive use of the same word, making writing and speech more engaging and varied. For example, instead of saying **big** repeatedly, one can use **large**, **huge**, or **enormous**.
2. **Enhance Descriptions:** Synonyms allow for more precise and vivid descriptions. For instance, describing someone as “exuberant” rather than just “happy” can convey a more specific type of happiness.
3. **Improve Clarity and Precision:** By choosing the most appropriate synonym, writers and speakers can convey their intended meaning more accurately. For example, “assist” may be a more formal synonym for “help,” suitable for formal writing or speaking.
4. **Expand Vocabulary:** Learning synonyms broadens one’s vocabulary, making it easier to understand and employ a wider range of words. This is particularly important in standardised tests, academic writing, and professional communication.
5. **Adapt to Different Contexts:** Synonyms can be more suitable for different audiences and contexts. For example, “kids” might be used in casual conversation, while “children” is more appropriate in formal writing.
6. **Enhance Language Proficiency:** A strong command of synonyms allows individuals to express themselves more clearly and effectively. It demonstrates a higher level of language proficiency, which is beneficial in both academic and professional settings.

How to Use Synonyms Effectively

1. **Understand Nuances:** Be aware of the subtle differences in meaning between synonyms. For example, “slim” and “skinny” both describe someone who is not overweight, but “slim” generally has a positive connotation, while “skinny” can be negative - indeed, it implies ‘underweight’.
2. **Consider Context:** Choose synonyms that fit the context and tone of your writing or speech. Formal synonyms are often preferred in academic or professional settings, while informal ones might be suitable for casual conversations.
3. **Use a Thesaurus and Other Resources:** a tool like a thesaurus can help identify synonyms, but it’s important to understand the nuances of each word. Reading extensively and paying attention to word usage in different contexts can also help you better understand synonyms.
4. **Practice:** Regularly practise using synonyms in writing and speaking. Try rewriting sentences with different synonyms to see how the meaning or tone changes.

Strategies for Teaching Synonyms

1. **Direct Instruction:** Define synonyms and provide examples and non-examples to clarify the concept.
2. **Visual Aids:** Use word maps and synonym chains to show connections between words.
3. **Thesaurus Training:** Teach learners to use a thesaurus and practise finding and using synonyms.
4. **Substitution Exercises:** Have learners rewrite sentences or paragraphs with synonyms to enhance variety.
5. **Contextual Activities:** Use context clues and scenarios to help learners choose appropriate synonyms.
6. **Interactive Games:** Engage learners with games like Synonym Bingo, Matching, and Pictionary.
7. **Creative Writing:** Assign tasks that require the use of synonyms for variety and precision.
8. **Peer Review:** Encourage learners to exchange and critique each other's work, focusing on synonym use.
9. **Technology Integration:** Utilise digital tools and multimedia resources for learning synonyms.
10. **Reflection:** Use word journals and reflective writing to reinforce learning and application.

Learning Tasks

1. Learners match individual items of vocabulary with meanings, then create a word chain.

(This is done by listing a group of words and their meanings side by side. The meanings should be rearranged so that learners match the individual vocabularies to their respective meanings by drawing lines to link them to each other. Learners then create word chains by giving a word that begins with the last letter of an already given word. E.g. – naïve-exploitable, etc).
2. Learners complete sentences with correct vocabulary in context.
3. Learners take turns forming sentences with related words in context.
4. Learners create short stories using correct vocabulary, then discuss topics using the correct vocabulary.
5. Learners act out individual items of vocabulary, and then play bingo to recognise words.
6. Learners generate synonyms for a word, then complete sentences with correct synonyms.

Pedagogical Exemplars

1. Collaborative Learning

- a. In the mixed ability/gender groups, learners match selected words with meanings, and then create word chains.
- b. In groups, guide learners to complete sentences with the correct vocabulary in context using old newspapers and selected short passages.
- c. In small groups, learners take turns forming sentences with related words in context.
- d. In pairs, learners create short stories using the correct vocabulary, and then discuss topics using the correct vocabulary.

2. **Gamification:** In the mixed ability/gender groups, learners act out vocabulary, then play charades/ bingo/fishbowl games to recognise and use words.

Key Assessment

Level 2

Choose the word which is nearest in meaning to the word(s) underlined in the given sentences

1. On his first day, the new employee was very enthusiastic and quickly learned the ropes. He was eager to please and make a good impression.
 - A) Sluggish
 - B) Slow
 - C) Energetic
 - D) Lazy
2. The stunning sunset on the beach was a perfect ending to our vacation. The vibrant colours in the sky were breathtaking.
 - A) Dreary
 - B) Dull
 - C) Beautiful
 - D) Unimpressive
3. The teacher gave the student a demanding assignment to complete over the weekend. It required extensive research and critical thinking.
 - A) Simple
 - B) Easy
 - C) Challenging
 - D) Tedious

Level 3

Read the passage below. Find synonyms (nearest in meaning) to words underlined.

The introduction of computers in Ghanaian schools has revolutionised the way students learn. With access to the Internet, students can now explore a vast array of educational resources, which has enhanced their knowledge and broadened their understanding of the world.

1. *revolutionised*
2. *access*

3. *explore*
4. *enhanced*
5. *broadened*

HINT

The recommended mode of assessment for week 18 is **Mid-semester Examination**. Refer to Appendix L for a Table of Specifications to guide you to set the questions. Set questions to cover the indicators covered for weeks 13 to 17.

WEEK 18 REVIEW

This week, learners developed skills through a focused lesson on Synonyms (Nearest in Meaning). During the lessons, learners explored the essential nuances of word meanings, examining examples and practising their understanding. They learned about the subtle differences between words, such as similarities, analogies, and equivalencies, and how to identify the closest meanings. Learners have been taught how to distinguish between words with similar meanings, thus ensuring their language is both precise and effective. The lessons aimed to equip learners with the skills needed to accurately convey meaning, thereby enhancing their ability to communicate complex ideas clearly and accurately.



APPENDIX L: SPECIFICATION FOR MID SEMESTER EXAMINATION

Nature of Examination

This should cover contents from weeks 13 – 17

The test should include: 3 essay questions (Learners select 1 to answer),

1 Passage for Summary writing with questions (Compulsory)

Time: 2 hours

Sample Question

Comprehension passage

Read the passage and answer the questions that follow

In Ghana, traditional values are deeply rooted in the culture. Family ties are strong, and respect for elders is paramount. Hospitality is a cherished virtue with visitors often receiving warm welcomes and generous gifts. The value of hard work and self-reliance is instilled from a young age as exemplified by the popular Akan proverb, ‘when you educate a man, you educate an individual, but when you educate a woman, you educate a nation. Truthfulness, humility, and forgiveness are also highly esteemed.....

- What is the significance of respect for elders in Ghana?
- What virtue is highly esteemed in Ghanaian hospitality?

Essay

As the class prefect, write out a report on the outcome of the weekly activities in your class, etc.

Table of specification

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
13	<i>Stress, Intonation and Meaning</i>	Multiple Choice	-	-	-	-	-
	<i>Active/Passive Voice (Principles/Usage)</i> <i>Summary Writing- A Guide to Answering Summary</i>	Summary	-	-	1	-	1
14	<i>Cues in Communication – Use of euphemistic expressions, proverbs and idiomatic expressions to depict values.</i>	Multiple Choice	-	-	-	-	-
	<i>Registers (Vocabularies relating for example to Education, Health, Photography, Entertainment, Fishing, Soccer, Library...)</i> <i>Speech Writing – Debate</i>	Essay	-	1	-	-	1

15	 Grammar usage – Cultural Perspectives in Communication – Wedding/marriage/ arbitration/ funeral Grammar Usage – Vocabulary in Context	Multiple Choice	-	-	-	-	-
		Essay	-	-	-	-	-
16	Minutes Writing: Structure/Format (Examples)	Multiple Choice	-	-	-	-	-
		Essay	-	-	1	-	1
17	Report Writing: Structure/Format (Examples)	Multiple Choice	-	-	-	-	-
		Essay	-	-	1	-	1
	Total		-	1	3	-	4

WEEK 19: GRAMMAR

STRAND: GRAMMAR

Sub-Strand: Vocabulary

Learning Outcome: *Identify and use vocabulary appropriately and creatively in speech and writing*

Content Standard: *Demonstrate the appropriate use of vocabulary*

HINT



Portfolio assessment due for submission this week. Ensure to score promptly and record the scores for submission into the STP.

INTRODUCTION AND SECTION SUMMARY

Hello! Welcome to Week 19 of the Year Two English Language Teacher Manual. This week consists of just one lesson, which is focused on grammar. The lesson aims to review learners' understanding of vocabulary in specific contexts, particularly antonyms. It's crucial to recognize that vocabulary usage is context-dependent, and raising learners' awareness of this will help them use appropriate language in any form of conversational situations, in both speech and writing, particularly in real-life scenarios. The teacher should strive to make the lesson as realistic as possible, enabling learners to connect their vocabulary choices to different contexts effectively. The focal area covered for this week is ***Antonyms (Nearly Opposite in Meaning)***.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Pedagogical exemplars are various interactive strategies used to enhance the teaching and learning of the English language. For teaching and learning to be effective, English language teachers should select learner-centred strategies to make lessons more interactive. Strategies such as role-play, collaboration, critical thinking, and group or individual tasks should be incorporated into the teaching process. Additionally, teachers should place learners into mixed-ability and mixed-gender groups to foster collaboration, communication, innovation, critical thinking, leadership skills, and personal development. Learning resources should be relevant to the lesson, and conscious efforts should be made to support learners with individual or special needs.

ASSESSMENT SUMMARY

The assessment strategies for this week's lessons ensure a balanced evaluation of skill development and strategic reasoning. These strategies include, but are not limited to, oral/aural responses, question and answer sessions, group tasks, and individual work. Teachers are encouraged to use a variety of formative and summative assessments to gather information on individual learners' performance, including scores, feedback, and progress over time. It's important for teachers to be aware of linguistic challenges and cultural background issues that may affect learners, to prevent apathy or tensions. Teachers can consult the Teacher Assessment Manual and Toolkits (TAMTK) (NaCCA, 2023) on how to use the assessment strategies effectively. Finally, assessments should be aligned with the tasks and activities given to learners. The recommended mode of assessment for the week is *MCQ*.

Learning Indicator: Use appropriate vocabulary in speech and writing in specific contexts

Focal Area: **Antonyms (Nearly Opposite in Meaning)**

Antonyms are words that have opposite meanings. They are used to express contrasting ideas and help enhance the richness of language.

Types of Antonyms

1. **Gradable Antonyms:** Words that describe opposite ends of a continuous spectrum (e.g., hot/cold, big/small). These can have varying degrees (e.g., lukewarm, tiny).
2. **Complementary Antonyms:** Words that completely oppose each other without any middle ground (e.g., dead/alive, on/off).
3. **Relational Antonyms:** Words that describe a relationship from opposite perspectives (e.g., buy/sell, teacher/student).

Functions of Antonyms

1. **Enhance Vocabulary:** Learning antonyms helps expand vocabulary and improves language comprehension.
2. **Improve Expression:** Using antonyms allows for more precise and varied expression in both speech and writing.
3. **Aid in Understanding:** Understanding antonyms helps in grasping the full meaning of words by knowing their opposites.
4. **Enhance Reading Skills:** Recognizing antonyms can improve reading comprehension and the ability to infer meaning from context.

Examples of Antonyms

1. Happy/Sad
2. Fast/Slow
3. Strong/Weak
4. Hot/Cold
5. Light/Heavy
6. Light/dark
7. Clean/Dirty
8. Smooth/Rough
9. Open/Closed

Common Challenges

1. **Understanding Gradation:** Some students may find it challenging to understand gradable antonyms due to their varying degrees.
2. **Context Sensitivity:** Antonyms can change based on context (e.g., 'light' as in 'not heavy' versus 'light' as in 'not dark').

Learning Tasks

1. Learners in groups develop and work with crossword puzzles and word searches that focus on antonyms.
2. Learners role-play certain words for their colleagues to predict their antonyms (charades).
3. Learners in small groups teach one another different pairs of antonyms and present on a PowerPoint or a flip chart.

Pedagogical Exemplars

1. **Games and Puzzles:** Learners in groups develop and work with crossword puzzles and word searches that focus on antonyms to make learning fun and interactive.
2. **Role Play:** Learners engage in role-playing that requires using antonyms and related word family. **Example:** young and old, happy / sad, tall / short, fast / slow, loud / quiet, strong / weak...
3. **Group Work:** Learners in small groups teach one another different pairs of antonyms. Learners create presentations or posters on a set of antonyms and present them to the class.

Key Assessment

Level 1: Explain two types of antonyms.

Level 2: Discuss how antonyms can be used in daily conversations and practical situations.

HINT



- The recommended mode of assessment for this week is MCQ. Refer to TAMTK on how to effectively administer MCQs.
- Portfolio assessment due for submission this week. Ensure to score promptly and record the scores for submission into the STP.

WEEK 19 REVIEW

This week's lessons helped learners use antonyms accurately in conversation. Incorporating 21st-century skills and gamification made the lessons interactive, boosting learners' confidence, critical thinking, collaboration, leadership, and other skills. Core values such as honesty, tolerance, and respect were also instilled in learners. The role-play activities added an element of interest to the lessons. Assessment strategies included recall and skills of conceptual understanding, which enhanced learners' confidence, problem-solving abilities, and reasoning skills.

WEEK 20: WRITING

STRAND: WRITING

Sub-Strand: Text Types and Purposes

Learning Outcome: *Create minutes, reports, and articles in local and international newspapers and magazines on assigned topics, adhering to appropriate formatting guidelines*

Content Standard: *Apply writing skills to specific life situations*

HINT



Individual project work is due for submission this week. Ensure to score promptly and record the scores for submission into the STP.

INTRODUCTION AND WEEK SUMMARY

Welcome to week 20. This week, our focus will be on Article Writing for International Newspapers and Magazines. In this lesson, learners will explore the techniques and strategies used by professional writers to create engaging and informative articles that capture the attention of a global audience. They will examine different types of articles, consider the importance of audience and purpose and learn how to conduct thorough research to support their writing. Through analysing exemplary articles from renowned international publications and engaging in writing exercises, learners will develop the skills necessary to craft compelling and well-structured articles. By the end of the week, they will be equipped to write articles that are not only informative but also resonate with readers across the world. The focal area covered in the week is **Article Writing (International Newspapers and Magazines)**.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars create a dynamic learning environment that aligns with the curriculum. Learners share ideas, build on each other's strengths, and foster a sense of belonging and inclusivity. Through experiential learning, mixed ability/gender groups brainstorm topical issues for articles, enhancing understanding through real-world application. In structuring talks for learning, these groups use concept maps to organise and illustrate ideas for publication. In a talk for learning, small groups compose article essays, promoting effective communication and peer feedback. The teacher guides learners in embracing Ghana's cultural values, which are crucial for cognitive and social development. This approach empowers learners to develop essential life skills and to become responsible, open-minded, and empathetic individuals.

ASSESSMENT SUMMARY

The assessment strategies employ a level-appropriate approach, engaging each learner in Experiential Learning, Structuring Talk for Learning, and Talk for Learning. As learners progress, tasks become increasingly challenging, and responses become more demanding. Teachers should offer guidance and ample time for learners to showcase their understanding, thus aiming to ensure more satisfactory responses. This approach fosters growth, encourages depth of thought, and develops essential skills. By tailoring assessments to learners' needs, teachers create a supportive environment that promotes academic excellence and prepares learners for success. The recommended mode of assessment for the week is ***Text Review***.

Refer to the “***Hint***” at the key assessment for additional information on how to effectively administer the assessment mode.

Learning Indicator: The ability to write articles on given issues for publication in international newspapers and magazines is a crucial skill that this material will help you develop

Focal Area: Article Writing (International Newspapers and Magazines)

What is Article Writing?

Article writing is the process of creating content for publication in various mediums, such as Newspapers, Magazines, Online blogs, Journals and Websites

Articles aim to

1. Inform readers about a topic or issue
2. Persuade readers to adopt a particular point of view
3. Entertain readers with stories or anecdotes - often with a serious underlying message

How to Write Effective article

1. Researching into a topic
2. Organising ideas and structuring content
3. Writing clear, concise, and engaging text
4. Editing and proofreading for accuracy and quality
5. Adapting tone and style to suit the target audience and publication

Formats of Articles

1. News articles
2. Feature articles
3. How-to articles
4. Opinion pieces (editorials, columns)
5. Reviews (books, movies, products)

The key characteristics of article writing

1. Objectivity (or clear bias, depending on the type of article)
2. Clarity and concision
3. Engaging headlines and introductions
4. Well-structured and organised content
5. Accurate grammar, spelling, and punctuation

Key points to consider when writing an article

Planning

1. **Choose a topic:** Select a relevant and interesting topic for the audience.
2. **Define the purpose:** Determine the purpose of the article (inform, persuade, entertain).
3. **Identify the audience:** Understand who the readers are and tailor the content.

Structure

1. **Headline/title:** Craft a catchy and informative headline.
2. **Lead (Introduction):** Engage readers with a brief overview.
3. **Body:** Provide clear and concise information divided into paragraphs.
4. **Conclusion:** Summarise the main points and leave a lasting impression.

Writing Style

1. **Clarity:** Use simple language and avoid jargon.
2. **Coherence:** Organise ideas logically and use transitions.
3. **Objectivity:** Maintain a neutral tone unless deliberately opinion-based.
4. **Conciseness:** Use relevant details and avoid unnecessary information.

Editing

1. **Review content:** Ensure accuracy, relevance, and consistency.
2. **Check grammar and punctuation:** Ensure error-free writing.
3. **Improve readability:** Use headings, subheadings, and bullet points.

Finalising

1. **Fact-check:** Verify information and sources.
2. **Proofread:** Carefully review the final draft.
3. **Format:** Adhere to the required format (such as APA).

Structure of an article

1. Heading/title

A catchy title that grabs the attention of readers. Often stemming from the question

Introduction

1. **Hook:** Interesting fact, question, or quote
2. **Background information:** insight about the topic
3. Statement of the main idea of the article(purpose)

Body Paragraphs

Paragraph 1: Topic sentence, supporting details, and transitions

Paragraph 2: Topic sentence, supporting details, and transitions

Paragraph 3: Topic sentence, supporting details, and transitions

Conclusion

1. Restate the main idea in a sharper way
2. Summarise main points
3. A final thought or call to action

Strategies for teaching article writing

1. **Modelling:** Share examples of well-written articles and break down their structure, style, and techniques.
2. **Guided Writing:** Provide learners with a topic, outline, and guidance as they write their first articles.
3. **Peer Review:** Have learners review and provide feedback on each other's articles to develop critical thinking and editing skills.
4. **Writing Workshops:** Conduct regular writing sessions where learners can write, share, and receive feedback.
5. **Topic Selection:** Allow learners to choose topics that interest them, promoting engagement and motivation.
6. **Outline and Structure:** Teach learners to create outlines, use transitions, and structure their articles effectively.
7. **Research Skills:** Emphasise the importance of research, fact-checking, and proper citation.
8. **Style and Tone:** Discuss the importance of tone, voice, and style in article writing.
9. **Editing and Revision:** Teach learners to revise and edit their work, focusing on clarity, coherence, and grammar. Is there a clear logical development in the writing?
10. **Publication:** To encourage real-world writing, consider publishing learner articles in a school magazine, blog, or online platform.
11. **Guest Speakers:** Invite professional writers or journalists to share their experiences and insights.
12. **Feedback and Encouragement:** Provide constructive feedback and encouragement to help learners improve and stay motivated.

Learning Tasks

1. Learners brainstorm their observations and experiences on a field trip to a local event to develop article topics.
2. Learners discuss school community issues and brainstorm article topics from the results
3. Learners discuss and compose article essays on given topics.

Pedagogical Exemplars

1. **Brainstorming/collaborative learning**
 - a. Learners brainstorm their observations and experiences on a field trip to a local event to develop article topics.
 - b. Learners in groups pitch their article ideas to the class, simulating articles from newspapers or magazines.
 - c. Learners in small groups compare and contrast articles on the varied topics analysing different perspectives and approaches.
 - d. In pairs, learners exchange articles and edit each other's work, focusing on clarity, coherence, and overall effectiveness.
 - e. Groups present their articles to the class, using visual aids and engaging delivery techniques.

2. Experiential learning

Guide learners to reflect on their article writing experience, identifying strengths, challenges, and areas for improvement.

Encourage learners to compile a portfolio of their articles, showcasing their writing development and versatility.

Key Assessment

Level 3

1. Write an article suitable for publication in your school magazine on the topic of naming ceremonies among people in your community.
2. Review the article below, stating at least four key benefits and challenges of social media on education, etc.

The impact of social media on Education

Social media has revolutionised the way students and educators interact. Platforms like Twitter, Facebook, and Instagram have become tools for sharing information, promoting collaboration, and engaging with peers. These platforms allow students to connect, share resources, and participate in discussions outside the traditional classroom. Educators can also use social media to post assignments, share educational content, and communicate with students

Level 4

The menace of illegal mining, “galamsey,” has gained media attention in recent times. As a concerned citizen, write an article for a publication in a national newspaper on the causes and possible solutions to the problems of illegal mining.

HINT



- **Individual project work** is due for submission this week. Ensure to score promptly and record the scores for submission into the STP.
- The recommended mode of assessment for the week is Text Review. Refer to question 2 of the key assessment level 3 for an example task.
- Refer to Appendix M for a sample scoring rubric

WEEK 20 REVIEW

This week, learners have developed their writing skills through a focused lesson on article writing for international/ local newspapers and magazines: Structure and Style. During the lessons, learners explored the essential components of a well-structured article, including catchy headlines/titles, engaging leads, informative body paragraphs and thought-provoking conclusions. They learned how to craft compelling articles by examining examples from renowned national and international publications in practising their writing. Learners have been taught how to organise information clearly and logically, thus ensuring their articles are both informative and captivating. The lessons aimed to equip learners with the skills needed to write effective articles, thereby enhancing their ability to communicate complex ideas and perspectives to a global audience.



APPENDIX M: SAMPLE SCORING RUBRIC FOR TEXT REVIEW

Criteria	very good (4 marks)	good (3 marks)	average (2 marks)	needs improvement (1 mark)
Key benefits of social media on education	Leaners state any 4 of these benefits Improve digital literacy Promote information sharing Engages learners Help teachers post assignments Help teachers share educational content Allow teachers to communicate with learners in real time	Leaners state any 3 of these benefits Improve digital literacy Promote information sharing Engages learners Help teachers post assignments Help teachers share educational content Allow teachers to communicate with learners in real time	Leaners state any 2 of these benefits Improve digital literacy Promote information sharing Engages learners Help teachers post assignments Help teachers share educational content Allow teachers to communicate with learners in real time	Leaners state any 1 of these benefits Improve digital literacy Promote information sharing Engages learners Help teachers post assignments Help teachers share educational content Allow teachers to communicate with learners in real time
	(4 marks)	(3 marks)	(2 marks)	(1 mark)
Key challenges of social media on education	Any 4 of these challenges focus on their academic work difficult Exposes learners to cyberbullying Promote the spread of misinformation Reduces critical thinking Financial burden in connectivity	Any 3 of these challenges focus on their academic work difficult Exposes learners to cyberbullying Promote the spread of misinformation Reduces critical thinking Financial burden in connectivity	Any 2 of these challenges focus on their academic work difficult Exposes learners to cyberbullying Promote the spread of misinformation Reduces critical thinking Financial burden in connectivity	Any 1 of these challenges focus on their academic work difficult Exposes learners to cyberbullying Promote the spread of misinformation Reduces critical thinking Financial burden in connectivity

Total: 8marks

WEEK 21: WRITING

STRAND: WRITING

Sub-Strand: Text Types and Purposes

Learning Outcome: *Create minutes, reports, and articles in local and international newspapers and magazines on assigned topics, adhering to appropriate formatting guidelines*

Content Standard: *Apply writing skills to specific life situations*

INTRODUCTION AND WEEK SUMMARY

Welcome to week 21. This week, learners will develop their critical thinking and communication skills through a focused lesson on Research and Presentation. In this lesson, learners will explore the essential components of a well-structured research project and effective presentation. They will learn about the different stages, such as topic selection, literature review, data collection, analysis, and presentation techniques. By examining examples and practising their research and presentation skills, learners will understand how to collect, organise, and present information clearly and logically, thus ensuring their research projects are both informative and engaging. This lesson will equip learners with the skills needed to conduct effective research and deliver confident presentations, enhancing their ability to communicate complex ideas and findings to various audiences. The focal area covered by the week is ***Research and Presentation***.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars aim to create a vibrant learning environment that harnesses the power of Project-Based Learning and inquiry-based learning, aligning with the curriculum's standard progression. By embracing these student-centred approaches, learners develop essential skills in critical thinking, creativity, and problem-solving. Project-based learning enables learners to tackle real-world challenges, fostering deep understanding and application of knowledge. Through collaborative learning, learners share ideas, build on each other's strengths, and grow in a supportive community that values diversity and inclusivity. As learners engage in group activities, the teacher guides them in embracing Ghana's cultural values of respect, tolerance and honesty, which are essential for their cognitive, social and emotional development.

ASSESSMENT SUMMARY

The assessment strategies employ a tailored approach, engaging each learner in a progression of recall, conceptual understanding, strategic reasoning, and critical thinking exercises. As learners advance, tasks escalate in complexity, and responses require greater depth and nuance. Teachers offer targeted guidance and sufficient time for learners to showcase their understanding, ensuring high-quality responses.

This approach cultivates intellectual growth, encourages profound thinking, and refines essential skills. By differentiating assessments to meet learners' diverse needs, teachers craft a nurturing environment that promotes academic distinction and prepares learners for future success. The recommended mode of assessment for this week is ***journal presentation***.

Learning Indicator: Retrieve information from print and digital sources using in-text referencing and citation to organise and present in writing

Focal Area: Research and Presentation

Research is a systematic process of inquiry that seeks to discover new knowledge, validate existing theories, or solve specific problems. It plays a crucial role in advancing various fields, from science and technology to humanities and social sciences. Understanding the fundamentals of research is essential for academic success and informed decision-making in everyday life.

Research is a careful and detailed study of a specific problem, issue, or phenomenon using scientific methods. The primary goals of Research include exploring new ideas, understanding complex issues, providing evidence-based conclusions, and contributing to the body of knowledge in a particular field.

Types of Research

1. **Basic Research:** Also known as fundamental or pure research, this type focuses on increasing knowledge without immediate practical applications. For example, studying the properties of a new chemical compound.
2. **Applied Research:** This type aims to solve specific, practical problems, such as developing a new drug to treat a disease.
3. **Quantitative Research:** Involves collecting and analysing numerical data to identify patterns, relationships, or trends. Examples include surveys and experiments.
4. **Qualitative Research:** This type of research involves non-numerical data, such as interviews and observations, to understand concepts, experiences, or social phenomena.

The Research Process

1. **Identifying a Research Problem:** Start with a question or problem that needs investigation.
2. **Literature Review:** Review existing research to understand the current state of knowledge and identify gaps.
3. **Formulating a Hypothesis or Research Question:** Develop a clear and focused hypothesis or question that guides the study.
4. **Designing the Study:** Plan the methodology, including data collection methods, sampling, and analysis techniques.
5. **Data Collection:** Gather data using tools such as surveys, experiments, interviews, or observations.
6. **Data Analysis:** Analyse the data to conclude using statistical or thematic analysis methods.
7. **Conclusion and Recommendations:** Summarise findings, discuss implications, and suggest further research or practical applications.
8. **Dissemination:** Share the research findings through reports, publications, presentations, or other means.

Ethics in Research

Ethical considerations are crucial in research to ensure the integrity of the study and the welfare of participants. The key ethical principles are:

1. **Informed Consent:** Participants must be fully informed about the study and voluntarily agree to participate.
2. **Confidentiality:** Protecting the privacy and personal information of participants.
3. **Avoiding Harm:** Ensuring that the research does not cause physical, psychological, or emotional harm.
4. **Plagiarism:** Research must acknowledge the sources of any material incorporated in the research. The problems associated with uncredited sources should not be underestimated.

Importance of Research

1. **Advances Knowledge:** Research helps expand understanding and contributes to the development of new theories and technologies.
2. **Informs Policy and Practice:** Research provides evidence that can influence policies, practices, and decision-making in various fields.
3. **Promotes Critical Thinking:** Engaging in research fosters analytical skills, critical thinking, and problem-solving abilities.

Strategies for teaching research

1. **Start with the basics:** Begin with an introduction to research concepts, methods, and terminology.
2. **Use real-world examples:** Illustrate research concepts with practical, real-world examples.
3. **Encourage curiosity:** Foster a curious mindset in learners, encouraging them to explore and investigate.
4. **Teach information literacy:** Educate learners on finding, evaluating, and using credible sources. In a world of 'fake news', this is a major issue and media awareness is vital.
5. **Make it interactive:** Incorporate hands-on activities, discussions, and group work to engage learners.
6. **Provide guidance:** Offer support and guidance throughout the research process.
7. **Encourage critical thinking:** Teach learners to analyse, evaluate, and synthesise information.
8. **Use technology:** Utilise digital tools and resources to facilitate research.
9. **Assess and feedback:** Regularly assess learner progress and provide constructive feedback.
10. **Collaborate:** Encourage collaboration among learners to promote shared learning.
11. **Real-world applications:** Connect research to real-world scenarios, making it relevant and meaningful.
12. **Teach time management:** Help learners manage their time effectively to complete research tasks.
13. **Encourage originality:** Support learners in developing original research questions and ideas.

Sample research format

Introduction

1.0 Background of the study

Environmental degradation is a critical issue in Ghana, particularly in regions rich in natural resources. The country's mining sector, a key economic driver, has been linked to severe environmental issues, including land degradation, deforestation, and water pollution.

1.1 Problem Statement

While mining contributes significantly to Ghana's GDP, it also poses serious environmental challenges that affect the livelihoods of local communities. This study aims to assess the extent of environmental degradation and its impact on these communities.

1.2 Research Objectives

1. To identify the key environmental challenges associated with mining in Ghana.
2. To assess the socio-economic impact of environmental degradation on local communities.
3. To explore community perceptions and responses to environmental degradation.
4. To recommend strategies for mitigating the negative effects of mining activities.

Literature Review

2.0 Environmental Degradation in Mining Areas

This section provides an overview of the types and causes of environmental degradation, including soil erosion, water contamination, and deforestation.

2.1 Socio-Economic Impacts

Analysis of the effects of environmental degradation on agriculture, water resources, health, and local economies.

2.3 Regulatory Framework and Policies

Review of Ghana's environmental laws and regulations concerning mining activities, including gaps and enforcement challenges.

Methodology

3.0 Research Design

Mixed-methods approach, integrating quantitative surveys and qualitative interviews.

3.1 Sampling

Selection of three mining regions (Western, Ashanti, and Eastern Regions) for case studies.

3.2 Data Collection

3.2.0 Quantitative Data

Surveys were conducted with residents and miners to quantify the impact of environmental degradation.

3.1.1 Qualitative Data

In-depth interviews with community leaders, environmental activists, and government officials.

3.4 Data Analysis

Statistical analysis of survey data and thematic analysis of interview transcripts.

Results and Discussion

4.0 Extent of Environmental Degradation

Findings on land degradation, water pollution, and deforestation in the mining regions.

4.1 Impact on Community Livelihoods

Analysis of how environmental issues affect agriculture, water supply, health, and economic activities.

4.2 Community Perceptions and Responses

This section provides insights into how communities perceive environmental degradation and the measures they take to mitigate its effects.

Conclusion and Recommendations

5.0 Conclusion

Summary of key findings highlighting the significant impact of mining-related environmental degradation on local communities.

5.1 Recommendations

Policy recommendations for sustainable mining practices, improved regulatory enforcement, and community-based conservation initiatives.

References: Cite all relevant sources of information

Presentation

A presentation is a structured delivery of information, ideas or arguments to an audience. It typically involves a speaker or a group of speakers conveying a specific message or content using spoken words, visual aids and sometimes multimedia elements. Presentations can vary in length and format, depending on the purpose and setting.

Key Elements of a Presentation

1. **Content:** The subject matter or main message being communicated. It includes facts, data, arguments and insights relevant to the topic.
2. **Structure:** A clear organisation that typically includes an introduction, body, and conclusion. The introduction sets the stage, the body provides the main content, and the conclusion summarises and reinforces the key points.

3. **Delivery:** The manner in which the presenter communicates the content, including verbal and non-verbal communication. This involves tone of voice, pace, volume, body language, eye contact, and gestures.
4. **Visual Aids:** Tools used to support the presentation, such as slides, charts, graphs, images, videos, and other multimedia. Visual aids help to illustrate points, provide evidence, and engage the audience.
5. **Audience:** The group of people who are listening to and observing the presentation. Understanding the audience is crucial for tailoring the content and delivery style to their interests, knowledge levels, and expectations.

Types of presentation

1. Project work
2. Term paper
3. PowerPoint

Learning Tasks

1. Learner's research into a topic and create a term paper presentation on a selected topic.
2. Learners exchange drafts and conduct peer reviews to enhance their presentations.
3. Learners research a topic using local and internet sources and build materials for a presentation.
4. Learners evaluate the credibility and reliability of their research sources, justifying their choices.
5. Learners pitch their research topic and presentation plan to the class, receiving feedback and guidance.

Pedagogical Exemplars

Collaborative/experiential learning

1. Learners collaborate in groups to research and create a term paper presentation on a selected topic.
2. In small groups, exchange drafts and conduct peer reviews to enhance their presentations.
3. In mixed ability groups, research a topic using local and internet sources and building materials for a presentation.
4. Learners evaluate the credibility and reliability of their research sources, justifying their choices.
5. Learners pitch their research topic and presentation plan to the class, receiving feedback and guidance.

Key Assessment

Level 3

1. Investigate the effects of plastic waste in your school community, including water bodies, soil, and wildlife.
2. Write a journal presentation on ways of stopping electoral malpractice in your country.

Level 4: Examine the influence of social media on the behaviour of the Ghanaian youth.

HINT



The recommended mode of assessment for week 21 is **journal presentation**. Refer to question 2 of key assessment level 3 for an example task.

WEEK 21 REVIEW

This week, learners have developed their writing skills through a focused lesson on Research and Presentation: Effective Communication of Findings using Project-Based Learning and inquiry-based learning approaches. During the lessons, learners explored the essential components of a well-structured research project and presentation, including clear research questions, concise methodologies, informative data analysis, and impactful conclusion. Through collaborative project work and inquiry-based investigations, learners learned how to present their research effectively, examining examples from renowned academic and professional settings and practising their presentation skills. Learners have been taught how to organise and communicate complex information clearly and logically, ensuring their presentations are both informative and engaging. The lessons aimed to equip learners with the skills needed to conduct and present effective research, thereby enhancing their ability to communicate complex ideas and findings to various audiences and make meaningful contributions to their field of study.

It is important at this stage to stress to learners that the template offered here for report creation and presentation procedures will be of immense relevance as they move into careers of many kinds. The wisest learners will keep a copy of this material for their later use; from further education, to higher education and to business, the advice will be of continuing relevance.

WEEK 22: GRAMMAR

STRAND: GRAMMAR

Sub-Strand: Vocabulary

Learning Outcome: *Identify and use vocabulary appropriately and creatively in speech and writing*

Content Standard: *Demonstrate the appropriate use of vocabulary*

INTRODUCTION AND SECTION SUMMARY

Welcome to Week 22 of the English Language Teacher Manual for Year 2. The lesson on Grammar aims to review learners' knowledge on vocabulary in relation to specific contexts (collocation of words). It is important to note that the use of vocabularies is influenced by context and making learners aware of this will help them employ the appropriate registers in formal and informal communication situations in real life. The teacher should, as far as possible, make the lesson realistic to enable learners to link the choice of vocabulary to specific contexts. The focal area covered this week is **Word collocations (Best linkages)**.

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

The assessment strategies for the week's lessons ensure a balanced evaluation of skills building, and strategic reasoning. The intended assessment strategies for the lessons include, but are not limited to, oral/aural responses, question and answer sessions, group tasks and individual work. Teachers are encouraged to employ a variety of formative and summative assessment strategies to gather information about individual learners' performance, including scores, feedback and progress over time. Teachers should be mindful of linguistic weaknesses and cultural background issues that are associated with certain cultures in order to avoid learner apathy. Finally, the teacher should align the various assessments to the given tasks and learner activities. Teachers can consult the Teacher Assessment Manual and Toolkits (TAMTK) (NaCCA, 2023) on how to use the assessment strategies effectively. The recommended mode of assessment is **field trip report writing**.

Learning Indicator: Use appropriate vocabulary in speech and writing in specific contexts

Focal Area: **Word collocations (Best linkages)**

Collocation refers to the habitual juxtaposition of a particular word with another word or words with a frequency greater than chance. Understanding collocations is important for mastering a language, as they enhance fluency and help convey ideas more naturally. Here are some key points about collocations

Types of Collocations

1. Adjective + Noun

Examples

- a. Heavy rain
- b. Strong tea
- c. Deep trouble

2. Noun + Noun

Examples

- a. A bar of soap
- b. A pack of wolves
- c. A piece of advice

3. Verb + Noun

Examples

- a. Make a decision
- b. Break a record
- c. Save time

4. Adverb + Adjective

Examples

- a. Completely satisfied
- b. Bitterly disappointed
- c. Highly unlikely

5. Verb + Preposition

Examples

- a. Depend on
- b. Consist of
- c. Apologise for

6. Verb + Adverb

Examples

- a. Whisper softly
- b. Climb steadily
- c. Laugh heartily

Importance of Collocations

1. **Natural Speech and Writing:** Using collocations correctly makes language sound more natural and fluent.
2. **Comprehension:** Understanding collocations helps in better comprehension of native speech and written texts.
3. **Precision:** Collocations provide precise ways of expressing ideas, reducing ambiguity.
4. **Language Proficiency:** Mastery of collocations is often a marker of advanced language proficiency.

Examples in Context

- a. Business English
 - Conduct a meeting
 - Raise a concern
 - Reach an agreement
- b. Academic English
 - Carry out (or conduct) research
 - Draw a conclusion
 - Propose a theory
- c. Everyday English
 - Take a shower
 - Catch a bus
 - Make a cake
- d. Learning Collocations

Reading and Listening: Exposure to the language through reading books, articles, and listening to native speakers.

Practice and Use: Regularly practising writing and speaking using new collocations.

Collocation Dictionaries: Utilising specialised dictionaries that focus on collocations.

Exercises and Drills: Engaging in exercises that target collocations.

Tips for Mastery

1. **Contextual Learning:** Learn collocations in context rather than in isolation to understand their usage better.
2. **Note-taking:** Keep a notebook of new collocations encountered in reading or listening.
3. **Practice with Flashcards:** Use flashcards to test your memory of collocations.
4. **Language Tools:** Use tools like the Oxford Collocations Dictionary or online resources to find and practice collocations.

Common Mistakes

1. **Literal Translation:** Avoid translating collocations directly from one language to another as they often do not translate well.
2. **Overgeneralization:** Be careful not to overuse certain collocations in inappropriate contexts.

Conclusion

Mastering collocations is essential for effective and natural communication in any language. By understanding and practising them, learners can significantly improve their language skills and comprehension.

Learning tasks

1. Learners in mixed ability/gender groups, match words from two columns to form collocations.
2. Learners in pairs use mind maps to show connection between words and their collocations.
3. Learners in mixed ability groups, role play certain words to form collocations.
4. Learners create dialogues using at least five collocations.
5. Learners use appropriate words/expressions to complete sentences.

Pedagogical Exemplars

1. **Gamification/Word Family:** Guide learners in groups to develop/play games, quizzes and challenges that incorporate word colloquial making learning fun and interactive.
2. **Mind map:** Create mind maps that show connections between words and their collocations.
Example: Create a mind map for the word “take” for instance, and include all common collocations like “take a break,” “take a risk,” “take notes.”
3. **Role play:** Perform role-plays where learners must use specific word collocations.
Example: Role-play a business meeting where participants have to “reach an agreement,” “raise a concern,” and “make a decision.”
4. **Talk-for-learning:** Learners in groups discuss and write dialogues using specific word collocations.
Example: Write a dialogue between two friends using at least five collocations from a provided list.

Key Assessment level 2 -4

Level 2: Fill in the gaps with the most appropriate collocation.

Level 3: Create a dialogue building on at least five collocations.

Level 4

1. Write a four-paragraph essay on drug abuse using at least 10 collocations and present to your class in PowerPoint or on a flip chart.

2. With reference to your recent visit to the school clinic, write a four-paragraph report on the dangers of drug abuse.

HINT

The recommended mode of assessment for week 22 is field trip report. Refer to TAMTK pages 106–117 for guidelines to using field trip as an assessment mode.

WEEK 22 REVIEW

This week's lessons exposed learners to use appropriate vocabulary in specific contexts. The interactive use of 21st century skills and inculcation of moral values have enhanced the participation of learners. The use of games and other interactive pedagogical strategies also made lessons exciting and memorable.

WEEK 23: WRITING

STRAND: WRITING

Sub-Strand: Texts Types and Purposes

Learning Outcome: *Apply a procedural method to create texts that are descriptive, imaginative, persuasive and argumentative*

Content Standard: *Use a process approach to compose descriptive, narrative/imaginative, informational, persuasive and argumentative texts*

INTRODUCTION AND SECTION SUMMARY

The lesson this week encompasses text types and writing purposes with the focus on formal letter writing. This knowledge is essential as learners progress to the next stages of their lives, and as they climb the academic ladder and into the world of work. Even though some learners may not be able to relate directly to the world of work, it is important to expose all learners to this approaching reality. It is essential to emphasise the use of ICT tools in this lesson to make it more relatable. It is recommended that the teacher creates situations that require the use of formal letter writing to help address real-life topics. The learners are expected to write letters for employment, and other formal letters to address social and environmental issues. The teacher is therefore encouraged to use innovative ideas, interactive pedagogical strategies, learner-centred activities to expose learners to how formal letter writing can be employed in addressing several issues in society. Learners can be given other relatable opportunities where they can apply the knowledge of text types and purposes in real-life situations such as report writing, minute writing and article writing. Both formative and summative assessment should be emphasised for learners to develop critical thinking and problem-solving skills and competencies in order to function well in real life. The focal area covered this week is *formal letter writing*.

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

The teacher is expected to employ a variety of formative and summative assessment strategies to gather information about individual learners' performance, including scores, feedback, and progress over time. Teachers should be mindful of linguistic inconsistencies and cultural background issues that are associated with certain cultures in order to avoid learner embarrassment and/or apathy. The assessment covers DoK levels 1 to 4 and should align with pedagogies and learner activities. Teachers can consult the Teacher Assessment Manual and Toolkits (TAMTK) (NaCCA, 2023) on how to use the assessment strategies effectively. The recommended mode of assessment this week is **research**.

*Refer to “**Hint**” at the key assessment for additional information on how to effectively administer the assessment mode.*

Learning Indicator: Compose texts to compare and contrast given issues or situations

Focal Area: Formal Letter Writing

A formal letter is a type of written communication typically used in professional and business contexts. It follows a specific structure and format to ensure clarity, professionalism, and effectiveness. Here are the key components of a formal letter:

1. **Sender's Address:** The address of the person writing the letter. It is placed at the top left or right corner of the page.
2. **Date:** The date on which the letter is written. It is placed below the sender's address.
3. **Recipient's Address:** The address of the person or organisation to whom the letter is addressed. It is placed below the date, on the left side of the page.
4. **Salutation:** A formal greeting to the recipient, such as "Dear Mr. Smith" or "To Whom It May Concern."
5. **Subject Line:** A brief statement summarising the purpose of the letter. It is optional but can be helpful in business correspondence.
6. **Body:** The main content of the letter, divided into paragraphs. It typically includes an introduction, the main message, and a conclusion.
7. **Closing:** A formal sign-off, such as "Sincerely," "Yours faithfully," (when the name of the addressee is not used in the letter) or "Best regards."
8. **Signature:** The handwritten signature of the sender, followed by the typed name and, if applicable, the sender's title and organisation.
9. **Enclosures:** A list of any additional documents included with the letter, if applicable.

Learning tasks

1. Learners in groups discuss formal letters.
2. Learners write down the features of formal letters.
3. Learners in pairs compose formal letters.
4. Learners present their compositions on a PowerPoint or any other form of presentation showing the features and how they have been developed in the compositions.

Pedagogical Exemplars

1. **Group Work/Collaborative Learning:** Learners in mixed ability/gender groups brainstorm and work together to compose a formal letter.
2. **Tasked-Based Learning:** In groups, learners work together to compose formal letters that compare and contrast given issues.

Key Assessment

Level 1- 2

1. Outline the features of formal letter writing.
2. Compose a two-paragraph formal letter to the editor of your school magazine on two urgent needs of students in your school.

Level 4: Research and write a letter to the head of your school, informing him of some of the things you would wish to be changed in your school to give your school a facelift. Your work should not be fewer than three paragraphs long.

HINT



- Refer to key assessment level 4 for an example task.
- Refer to Appendix N for a sample scoring rubric for the research assessment task.

WEEK 23 REVIEW

This session has been designed to equip learners with the knowledge of composing formal letters. The lesson is therefore planned to help learners acquire and use the skills of formal letter writing to help highlight and address the numerous challenges in society and also guide them into writing letters for employment and others. Employing the relevant cross-cutting issues will help learners interact effectively, and collaborate to solve problems in real-life situations. Learners should be able to enhance their critical thinking and writing skills as they take an active part during the lesson.

The assessment strategies ranging from DoK Assessment Levels 3 to 4 improves learners' problem-solving skills and power of reasoning. Teachers can consult the Teacher Assessment Manual and Toolkits (TAMTK) (NaCCA, 2023) on how to use the assessment strategies effectively.



APPENDIX N: SAMPLE SCORING RUBRIC

Criteria	Very Good	Good	Satisfactory	Needs Improvement
	6 marks	5 marks	4 marks	3 marks
Content	4 things to change in school to provide it a facelift.	3 things to change in school to provide it a facelift	2 things to change in school to provide it with a facelift	1 thing to change in school to provide it a facelift
	4 marks	3 marks	2 marks	1 mark
Organisation	Formal letter features such as Address of writer, Date, Designation and full address of the recipient, Salutation (Dear Sir/Madam) Title/Heading, Yours faithfully, Signature of writer, Full name of writer suitable opening, Logical presentation of main points, good paragraphing, coherence of ideas and a suitable conclusion	Address of writer present without date, Designation and full address of recipient, Salutation (Dear Sir/Madam), No Title/Heading, a suitable opening, logical presentation of ideas and a suitable conclusion present	Features present, no logical presentation of ideas, no good paragraphing and coherence of ideas and no suitable conclusion	features not present but logical presentation of ideas
	6 marks	5 marks	4 marks	3 marks
Expression	4 varieties of sentence structure and type, good use of figurative language, clarity and appropriateness of style for formal letters, skilful use of punctuation	3 varieties of sentence structure and type, good use of figurative language, clarity and appropriateness of style for formal letters, skilful use of punctuation	2 varieties of sentence structure and type, good use of figurative language, clarity and appropriateness of style for formal letters, skilful use of punctuation	Any of the varieties of sentence structure and type, essay style and language not appropriate for formal letters

WEEK 24: WRITING

STRAND: WRITING

Sub-Strand: Building and Presenting Knowledge

Learning Outcome: *Gather information from both printed and digital sources, employing in-text referencing and citation techniques to structure it effectively and to present it in written form*

Content Standard: *Research to build and present knowledge.*

HINT



- *The End-of-Second-Semester Examination will be conducted this week (week 24). Refer to Appendix O for a Table of Specifications to guide you to set the questions. Set questions to cover all the indicators covered for at least weeks 13 to 24.*

INTRODUCTION AND SECTION SUMMARY

Welcome to Week 24 of the English Language Teacher Manual Year 2. The lesson explores Writing and further focuses on research and presentation. This section is designed to guide the teacher to employ innovative and interactive pedagogical strategies, taking into consideration relevant cross-cutting issues to plan a lesson on reading in such a way that learners will be equipped with writing skills on research work, project work, term paper as well as PowerPoint presentations. The teacher should use the appropriate resources and learner-centred activities that will intrigue learners to help develop their communication and critical thinking competencies. The lesson should connect as much as possible with real-life contexts. Teachers are also encouraged to ensure that assessment covers all the levels appropriate for this week's lesson, taking into account differentiation, skill development and other essential issues. The focal area covered by the week is ***Research and Presentation***.

SUMMARY OF PEDAGOGICAL EXEMPLARS

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

ASSESSMENT SUMMARY

A fair evaluation of skill development and strategic reasoning is guaranteed by the assessment strategies for this week's lesson. In this lesson, various methods of evaluation are suggested,

such as group projects, individual work, question and answer sessions, and oral/aural replies. An array of formative and summative assessment procedures is a requisite for the instructor in order to obtain data regarding the performance of individual students, including grades, comments, and developmental progress.

To minimise student disinterest, the teacher should be aware of linguistic limitations and challenges related to cultural background that are specific to a given culture. Also, the teacher should align the various assessments to the given tasks and learner-activities in the lesson. Teachers can consult the Teacher Assessment Manual and Toolkits (TAMTK) (NaCCA, 2023) on how to use the assessment strategies effectively. The recommended mode of assessment for this week is *end of second semester examination*.

Learning Indicator: Retrieve information from print and digital sources using in-text referencing and citation to organise and present in writing

Focal Area: **Research and Presentation** (Continuation from Week 21)

Research is a systematic process of investigating, studying, and exploring information to establish facts, answer questions, solve problems, or develop new theories. It involves collecting data, analysing it, and drawing conclusions based on evidence. Research is fundamental in advancing knowledge across various fields, including science, technology, social sciences, humanities, and more. Here are the types and key components of research:

Types of Research

1. **Basic Research (Pure Research):** Focuses on expanding knowledge without a specific practical application in mind. It seeks to understand fundamental principles and theories.
2. **Applied Research:** Aims to solve specific, practical problems. It applies existing knowledge to develop new products, processes, or technologies.

Key Components of Research

1. **Objective:** Clear definition of what the research aims to achieve or understand.
2. **Hypothesis:** A proposed explanation or prediction that is to be tested.
3. **Methodology:** The systematic plan for conducting the research, including data collection and analysis methods.
4. **Data Collection:** Gathering information from primary sources (experiments, surveys, observations) or secondary sources (books, articles, databases).
5. **Analysis:** Examining and interpreting the data to identify patterns, relationships, or trends.
6. **Conclusion:** Summarising the findings and determining whether the hypothesis was supported or refuted.
7. **Publication:** Sharing the results with the wider community through reports, articles, presentations, or other means.

Importance of Research

1. **Advances Knowledge:** Contributes to the understanding of fundamental principles and theories.
2. **Solves Problems:** Provides solutions to practical issues in various fields, from medicine to engineering.
3. **Informs Decision-Making:** Offers evidence-based information for policymakers, businesses, and individuals.
4. **Promotes Innovation:** Leads to the development of new products, technologies, and methodologies.
5. **Supports Education:** Enhances learning and teaching by integrating the latest findings and insights.

Sample the QR code below for examples of research



PRESENTATION

A presentation is a structured form of communication where an individual or a group conveys information, ideas, or arguments to an audience. Presentations are commonly used in various settings, such as business, education, and conferences, to inform, persuade, or entertain an audience. Here are the key elements and types of presentations:

Key Elements of a Presentation

1. **Purpose:** The main objective of the presentation, such as informing, persuading, or entertaining the audience.
2. **Audience:** Understanding the audience's background, needs, and expectations to tailor the presentation accordingly.
3. **Content:** The information or message that will be conveyed, organised logically and coherently.
4. **Structure:** Typically includes an introduction, body, and conclusion.
5. **Delivery:** The way the presenter communicates the message, including tone, body language, eye contact, and pacing. Conscious control of movement is vital.

Types of Presentations

1. **Presentation:** Aims to provide information, explain concepts, or teach the audience about a specific topic. Common in educational and training settings.
2. **Persuasive Presentation:** Seeks to convince the audience to accept a particular viewpoint, take a specific action, or change their behaviour. Used in sales, marketing, politics and advocacy.
3. **Demonstrative Presentation:** Shows the audience how to do something through a step-by-step process. Common in product demonstrations, tutorials, and workshops.
4. **Inspirational Presentation:** Designed to motivate and inspire the audience. Often used by motivational speakers, leaders, and in keynote addresses.
5. **Business Presentation:** Covers various types of presentations in a business context, such as project updates, financial reports, strategic plans, and pitches.
6. **Technical Presentation:** Focuses on conveying technical information, often involving complex data, methodologies, or scientific findings. Common in academic and professional conferences.

7. **Team Presentation:** Delivered by a group of presenters, where each member contributes a part of the overall message. Coordination and collaboration are key.

Tips for Effective Presentations

1. **Know your audience:** Tailor your content and delivery to the audience's interests, knowledge level, and expectations.
2. **Practice:** Rehearse your presentation multiple times to become familiar with the content and to improve your delivery.

Research and presentation are closely intertwined, as effective presentations often rely on thorough research to ensure the content is accurate, credible, and compelling. Research provides the essential groundwork for creating a well-informed, credible, and engaging presentation. The depth and quality of research directly influence the effectiveness and impact of the presentation.

In-text citation

In-text citations are a crucial part of academic writing, used to give credit to the original sources of information, ideas, or data. Here are some key points to remember:

1. APA Style (7th edition)
 - Format:** (Author's Last Name, Year of Publication)
 - Example:** (Smith, 2020)
 - Direct Quotes:** Include page number (Smith, 2020, p. 23)
 - a. Multiple Authors
 - i. **Two authors:** (Smith & Jones, 2020)
 - ii. **Three or more authors:** (Smith et al., 2020)
2. MLA Style (8th edition)
 - Format:** (Author's Last Name Page Number)
 - Example:** (Smith 23)
 - a. Multiple Authors
 - i. **Two authors:** (Smith and Jones 23)
 - ii. **Three or more authors:** (Smith et al. 23)
3. Chicago Style (17th edition) - Author-Date
 - Format:** (Author's Last Name Year of Publication, Page Number)
 - Example:** (Smith 2020, 23)
 - a. Multiple Authors
 - i. **Two authors:** (Smith and Jones 2020, 23)
 - ii. **Three or more authors:** (Smith, Jones, and Brown 2020, 23)

Learning Tasks

1. Learners in mixed ability groups are given specific sub-headings from journals or passages from books to read and make presentations based on the content read. (Aspects such as the solutions to drug abuse can be given to one group while another group deals with the things to do to remedy teenage pregnancy and solutions to specific issues in society.)
2. Learners discuss the issue of food scarcity and short notes for presentation
3. Learners in pairs research into given topics such as the effects of examination malpractices, causes of inflation, unemployment among the youth, effects of gambling by using the local/internet sources to build materials for presentations.

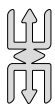
Pedagogical Exemplars

1. **Project/ task -Based Learning:** Learners, collaborating with one another in mixed ability groups, examine sample materials (sample essays, passages from books, journals, sample texts from social media) and discuss for term paper presentations.
2. **Enquiry-Based Learning:** Learners make enquiries/research into given topics using local/ internet sources to build materials for presentation.

Key Assessment

Level 2-4

1. You are required to write a 300 to 500-word research essay on one of the following topics
 - a. The Impact of Social Media on Teen Mental Health.
 - b. Climate Change and Its Effects on Global Agriculture.
 - c. The Evolution of Artificial Intelligence and Its Future Implications.



Note

Your essay should include;

1. **Introduction:** Introduce the topic and provide a clear, succinct thesis statement.
2. **Body:** Develop your arguments with evidence from at least four credible sources. Each paragraph should focus on a single idea and include in-text citations.
3. **Conclusion:** Summarise your main points and restate the thesis in the context of the evidence presented.

HINT



- *The recommended mode of assessment for this week is the End of Second Semester examination.*
- *Refer to Appendix O for the Table of Specifications to guide you to set the questions. Set questions to cover all indicators covered for weeks 13 To 24.*
- *Assist learners in preparing for the End of Second Semester Examination.*

WEEK 24 REVIEW

This week's lesson equips learners with the knowledge of research and presentation. It gives learners a brief introduction on how to do in-text citation. This knowledge will help the learners to develop 21st century skills, core moral values to enable them to function well in society. The use of appropriate resources and other interactive learner-centred pedagogical strategies can make the lesson interesting. There should be a connection between what learners are learning and what they experience in real-life contexts. The assessment strategies ranging from levels 3 to 4 is to help improve learners' problem-solving skills, creativity and power of reasoning.



APPENDIX_O: END OF SECOND SEMESTER EXAMINATION

End-of-semester examination questions should cover lessons taught in weeks 13-24

Take into consideration DOK levels.

Nature of examination

Paper 1 part A: Multiple choice (40 questions)

Paper 1 part B: Oral test (10 questions)

Paper 2: 5 Essay questions; learners answer 1

1 comprehension passage with questions

1 summary passage with questions

Time: 3 hours

Resources

1. Answer booklets
2. Learner materials
3. Teacher manual
4. Assessment Toolkits

SAMPLE QUESTIONS

Comprehension

Read the passage and answer the questions that follow

In Ghana, traditional values are deeply rooted in the culture. Family ties are strong, and respect for elders is paramount. Hospitality is a cherished virtue with visitors often receiving warm welcomes and generous gifts.....

1. What is the significance of respect for elders in Ghana?
2. What virtue is highly esteemed in Ghanaian hospitality?

Essay

Write a letter to your friend in another school telling him/her about three major practises that have enhanced teaching and learning in your school, etc.

Summary

Read the passage and answer the questions

Ghana's vibrant cultural heritage is reflected in its rich traditions and customs. The country's diverse regions celebrate unique festivals, such as the Akwasidae in the Ashanti Region and the Homowo in the Ga Region. Traditional clothing like Kente cloth, is worn with pride, symbolising African identity and unity.....

1. In one sentence state the significance of traditional practices and customs.
2. State in one sentence each, two specific examples that illustrate Ghana's cultural heritage.

Multiple choice question

Benjamin and his friends.....arriving today.

- A. are
- B. is
- C. was
- D. were

Oral test

Give two corresponding examples each to complete the table below, etc.

Consonant	initial	medial	final
/d/			
/ts/			

Table Of Specification for End of Semester Examination (Second Semester)

Weeks	Focal Area(s)	Types of Questions	DoK Levels				Total
			1	2	3	4	
13	Stress, Intonation and Meaning Active/Passive Voice (Principles/Usage) Summary writing- A Guide to Answering Summary	Multiple Choice	-	-	2	-	2
		composition	-	-	-	-	-
		Oral test	2	2	-	-	4
		summary	-	-	1	-	1
		comprehension	-	-	-	-	-
14	Cues in Communication – Use of euphemistic expressions, proverbs and idiomatic expressions to depict values. Registers (Vocabularies relating to Education, Health, Photography, Entertainment, Fishing, Soccer, Library...) Speech Writing – Debate	Multiple Choice	-	2	2	-	4
		composition	-	-	-	-	-
		summary	-	-	-	-	-
		Oral test	-	-	-	-	-
		comprehension	-	-	1	-	1
15	Grammar usage –Cultural Perspectives in Communication–Wedding/marriage/arbitration/ funeral Grammar Usage – Vocabulary in Context	Multiple Choice	2	2	-	-	4
		composition	-	-	-	-	-
		Oral test	-	-	-	-	-
		summary	-	-	-	-	-
		comprehension	-	-	-	-	-

16	<i>Minutes Writing: Structure/Format (Examples)</i>	<i>Multiple Choice</i>	-	-	-	-	
		<i>Oral test</i>	-	-	-	-	-
		<i>composition</i>	-	-	1	-	1
		<i>summary</i>	-	-	-	-	-
		<i>comprehension</i>	-	-	-	-	-
17	<i>Report Writing: Structure/Format (Examples)</i>	<i>Multiple Choice</i>	2	2	1	-	5
		<i>Oral test</i>	-	-	-	-	-
		<i>composition</i>	-	-	-	1	1
		<i>summary</i>	-	-	-	-	-
		<i>comprehension</i>	-	-	-	-	-
18	<i>Synonyms (words similar / nearest in Meaning)</i>	<i>Multiple choice</i>	2	3	2	-	7
		<i>composition</i>	-	-	-	-	-
		<i>Oral test</i>	-	-	-	-	-
		<i>comprehension</i>	-	-	-	-	-
19	<i>Antonyms (Nearly Opposite in Meaning)</i>	<i>Multiple choice</i>	3	2	2	-	7
		<i>Oral test</i>	-	-	-	-	-
		<i>composition</i>	-	-	-	-	-
		<i>comprehension</i>	-	-	-	-	-
20	<i>Article Writing (International Newspapers and Magazines)</i>	<i>Multiple choice</i>	-	-	-	-	-
		<i>Oral test</i>	-	-	-	-	-
		<i>composition</i>	-	-	1	-	1
		<i>summary</i>	-	-	-	-	-
		<i>comprehension</i>	-	-	-	-	-
21	<i>Research and Presentation</i>	<i>Multiple choice</i>	2	1	-	-	3
		<i>Oral test</i>	2	2	1	-	5
		<i>composition</i>	-	1	-	-	1
		<i>comprehension</i>	-	-	-	-	-
		<i>summary</i>	-	-	-	-	-
22	<i>Word collocations (Best linkages/completes)</i>	<i>Multiple choice</i>	2	2	1	-	5
		<i>Oral test</i>	-	-	-	-	-
		<i>composition</i>	-	-	-	-	
		<i>comprehension</i>	-	-	-	-	-
		<i>summary</i>	-	-	-	-	-

23	<i>Formal Letter Writing</i>	<i>Multiple choice</i>	-	-	-	-	-
		<i>Oral test</i>	-	2	1	-	3
		<i>composition</i>	-	-	1	-	1
		<i>comprehension</i>	-	-	-	-	-
		<i>summary</i>	-	-	-	-	-
24	<i>Research and Presentation</i>	<i>Multiple choice</i>	-	2	-	-	2
		<i>Total</i>	17	23	17	-	57

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No.	Name of Image	Reference (link)
	Diphthong chart 1	https://oer-vlc.de/mod/page/view.php?id=16998
	Diphthong chart 2	https://www.google.com/imgres?h=235&w=726&tbid=128&tbnw=395&osm=1&hcb=1&source=lens-native&usg=AI4_-kTjEPicPYFuHqJG3Cdy16cA-LdByg&imgurl=https://www.researchgate.net/publication/346082866/figure/fig2/AS:960734594863117@1606068385452/Shows-diphthong-centering-ending-in-I-sounds.png&imgrefurl=https://www.researchgate.net/figure/Shows-diphthong-centering-ending-in-I-sounds_fig2_346082866&tbnid=lrS12tfXA6z3FM&docid=MYMH7TxI6vPg1M&ved=0CAIQ4pQMahcKEwjlkZzDotaHAXUAAAAAHQAAAAAQFA
	Subordinate clause	https://images.app.goo.gl/PCaKnZ9ukTLWMcgv5
	Triphthong glide chart	https://images.app.goo.gl/8TmTuXEuxw4cKrXNA
	YouTube videos on noun clauses and grammatical name and functions	https://www.youtube.com/watch?v=YgvwPaEFzN4 https://www.youtube.com/watch?v=nYpmbJISVOA https://www.youtube.com/watch?v=MCTpquXCf_s
	QR code links (in order of appearance)	https://www.bing.com/images/search?view=detailV2&ccid=%2FMCjj%2FGV&id=ACDCCA180249DD867E93DF085B386075CEEBE718&thid=OIP._MCjj_GVP9Rr-BNSly3VEwAAAA&mediaurl=https%3A%2F%2Fth.bing.com%2Fth%2Fid%2FR

	QR code links (in order of appearance)	fcc0a38ff1953fd46bf81352972dd513%3Frik%3DGOfrznVgOFsI3w%26riu%3Dhttp%253a%252f%252fnyuhgadingubud.com%252fen%252fessay%252fessay-cohesive-devices-grammar-6.jpg%26ehk%3DFon%252fv0E561ywNvyHYAgEDIJmjSzi0fOOaHD%252fRb21JA%253d%26risl%3D%26pid%3DImgRaw%26r%3D0%26sres%3D1%26sresct%3D1&exph=354&expw=474&q=cohesive+devices&simid=608049185327510794&form=IRPRST&ck=3B98E71413ACEA9F1282BF620A3C070D&selectedindex=0&itb=0&vt=4&sim=11 https://m.youtube.com/watch?v=MCTpquXCf_s https://m.youtube.com/watch?v=I3jZIHHTv2k https://www.google.com/search?ie=UTF-8&client=ms-android-samsung-rvo1&source=android-browser&q=Subject+Verb+Agreement+%7C+English+Lesson+%7C+Common+Grammar+Mistakes+(youtube.com) https://www.google.com/search?ie=UTF-8&client=ms-android-samsung-rvo1&source=android-browser&q=Subject+Verb+Agreement+(singular+and+plural+noun+++action+verb)+(youtube.com) https://www.youtube.com/watch?v=vP4iY1TtS3s https://www.ted.com/talks/eleni_christodulelis_using_context_to_determine_hidden_meaning https://m.youtube.com/watch?v=tAAWNzqvgdc APA Style Research Paper Structuring and Writing Guide (5staressays.com)
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